



Universidad de Granada



UNIVERSITE DE REIMS CHAMPAGNE ARDENNE

AKERSHUS UNIVERSITY COLLEGE

**MUNDUSFOR
Master's Thesis**

Title:

**Comparative Analysis of Special Education Teacher Training in France
and Norway: How effective, areas taught and recommendation for
improvement.**

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ABSTRACT

This study aims to understand the quality and areas of training in the existing special education teacher education programme in France and Norway by examining how special education teachers are prepared in carrying out four components of administrative, teaching, student evaluation and inclusive tasks in everyday classroom. The theoretical framework used in this research is international comparative analysis via questionnaire, institutional analysis(training programme), discourse analysis(interview) and classroom observation. Subjects in this study include special education student teachers, teacher trainers, primary and secondary school teachers and academic psychologist. Data are analyzed based on Crossley and Vulliamy's 'case for the case'(1984) method. High qualification, selection, specialization and training standards set by IUFM (University Institute for Teachers Training) account for the reliable credential of French specialist educator who are instructed by experienced trainers maintaining active relationship with practicing schools or teachers. Norwegian teacher training programme excels by introducing common content elements in both general and special education programme to ensure coherence and comprehensiveness in the profession, while decentralization is conducive for internal flexibility, less bureaucracy and more learner-centered approach. Nevertheless, more emphasis should be given to develop inclusive education as a whole in training programme, including educational strategy and policy benchmark, school culture, expanded curriculum, special support, administration and leadership, assessment, organizational structures, learning materials and conducive environment for students. Follow-up of newly qualified teachers should be mandated so that experienced teachers can provide knowledge and emotional support especially in the first year of their teaching career. In a nutshell, continuous assessment of training programme and feedback accumulated from student teachers are extremely crucial in improving the current system in line with market needs and latest educational scenario.

RESUMÉ

Ce mémoire vise à comprendre la qualité et les domaines couverts par le plan de formation de l'enseignement spécialisé en France et en Norvège, en examinant comment les enseignants d'éducation spécialisée sont préparés dans la réalisation des quatre champs d'actions suivants : tâches administratives, enseignement, évaluation des élèves et intégration dans la vie quotidienne dans la classe. Le cadre théorique et les méthodologies utilisés dans cette recherche sont : l'analyse comparative internationale par questionnaire, l'analyse institutionnelle (plan de formation), l'analyse du discours (entretien) et l'observation en classe. Les sujets dans ce mémoire comprennent des stagiaires de l'enseignement spécialisé, des formateurs, des enseignants du primaire et du secondaire, et une psychologue scolaire. Les données sont analysées avec la méthode Crossley et Vulliamy du 'cas de l'affaire'(1984).

Les résultats montrent que, pour la France, les normes élevées pour la qualification, la sélection, la spécialisation et la formation fixées par l'IUFM (Institut universitaire de formation des maîtres) justifient la validité des titres des éducateurs spécialisés qui sont instruits par des formateurs expérimentés en maintenant des relations dynamiques avec la pratique des écoles ou des enseignants.

Le plan de formation des enseignants spécialisés en Norvège excelle en introduisant des éléments communs de contenu entre ses deux programmes d'enseignement général et spécial afin d'assurer la cohérence de la profession, tandis que la décentralisation est propice à la flexibilité interne, moins de bureaucratie et plus d'approche centrée sur l'apprenant. Néanmoins, plus d'accent devrait être accordé au développement de l'éducation inclusive dans l'ensemble du plan de formation, y compris la stratégie d'éducation et de la politique de référence, la culture scolaire, le programme élargi, le soutien particulier, l'administration et la direction, l'évaluation, les structures organisationnelles, le matériel d'apprentissage et l'environnement favorable pour les étudiants. Le suivi des enseignants nouvellement qualifiés devrait être rendu obligatoire de telle sorte que les enseignants expérimentés peuvent fournir des connaissances et un soutien affectif, en particulier dans la première année de leur carrière d'enseignement. En bref, l'évaluation continue du plan de formation et les remarques accumulées des stagiaires et des diplômés d'enseignement spécialisé sont extrêmement cruciales dans l'amélioration du système actuel, en ligne avec les besoins du marché et le dernier scénario de l'éducation.

ACKNOWLEDGEMENTS

My heartfelt thanks go to my main supervisor Prof. Yann Duceux for his consistent encouragement and guidance in conducting this study; to Prof. Emeritus Miriam Skjorten for her sharing of knowledge and extensive information regarding the training programme; to my kind and capable university professors, Prof. Daniel Niclot, Prof. Emmanuelle Leclercq, Prof. Mette Hoie and Prof. Icara da Silva Holmesland; to my parents for their continuous and sincere support from beginning till the end; and to my beloved grandmother who is now resting in peace. Last but not least, this study would not have been completed without the kind support of my participants and interviewees.

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Chapter 1: Introduction

1.1 Introduction

Each country has its own teacher education designed to prepare teachers with the requisite knowledge, attitude, behaviour and skills in order to carry out tasks effectively in school and classroom. Education is considered one of the most important industries as it determines the future of a nation by shaping children into useful citizens endowed with proper moral values, intellectual capabilities, survival and social skills and a means to contribute to the society. Quality of the teaching workforce thus sets the pace of the development and it explains the importance of an effective teacher training programme. Every year, thousands of teachers are trained and then sent to teach but many feedbacks have been accumulated that they experience big difficulties and shock especially in the beginning of their teaching career and sometimes feel unable to cope with demands, discipline problems and diverse needs in a classroom context. A special classroom or classroom with some students of special needs poses a greater challenge to teachers who are not adequately trained or prepared to perform a complex task of meeting the needs of every individual student and still striving to attain lesson goals.

Being a special education teacher is very taxing as they need to be very knowledgeable and skilled to juggle with many tasks simultaneously in creating appropriate teaching materials, making a balanced learning pace between ordinary and special needs children, promoting inclusive learning environment, classroom management, dealing with medical and emotional needs of students and working with general education teachers, psychologists and parents. Thus, the question is whether they are well-prepared in training programme prior to entering classroom to be able to handle the situation. It also reflects the efficiency of training policies and procedures so that they are putting the effort at the right place and in the right way while using money and other training resources. Hence, the aim of the study is to derive the opinion of student teachers and special education teachers who have just graduated from the training programme and started teaching, in order to reflect on the usefulness and quality of the training programme, and areas of knowledge and skills covered, in terms of preparing them for teaching in practical context and classroom. This will generate insight as to what to improve in current teacher education, and comparison between France and Norway will give a diverse and more critical perspective at the topic and followed by useful recommendation for further improvement.

1.2 Background of the study

In this study, French and Norwegian special education training programme will be compared side by side to gain better understanding of how well they are organized and what to learn from one another. It is recognized that French educational and teacher training system is one the most advanced worldwide which is highly centralised and organized to ensure that teachers have the basic knowledge, experience and skills in the beginning of their teaching career. On the other hand, Norway is a Scandinavian country laying down very strict equitable principles in the field of special education and thus is renowned for its excellent work in promoting inclusive educational system, translated into its teacher training system as well. With this interesting context for comparison, it is then beneficial to seek possible solutions to current hotly debated issues like incompetence of beginning teachers, special education teachers failing to meet educational goals, diverse learners too demanding for educators, inclusion seems to be an unreachable utopia and so on.

More often than not, valuable opinion and feedback from teachers completing training programme are not given importance to be used to improve teacher education, by analyzing the strength and space for improvement, which is a part of continuous evaluation for organizational and systemic amelioration. Besides, with such cross-national comparison, fresh insights can be garnered on the diversity of discourses and influences on policy-making, gaps in knowledge and better alternatives. Furthermore, similarities and differences can then be identified, not only in the observed characteristics of systems or practices but also in the search for possible explanations in terms of national likeness and differentiation (Hantrais, 1995), showing alternative lines of action and concepts towards mutual learning with "the formulation of generalizable propositions about the workings of training systems and their interactions with their surrounding economies, politics, cultures and social orders" (Arnove, 1999, p. 4).

1.3 Statement of the problem

In recent years, both teachers and public as a whole have talked about the declining standard and quality of the teaching workforce and parents with children with special needs for particular have struggled in disappointment with the special needs education provided and incompetence of some special education teachers who are not capable enough to make learning process and classroom environment more beneficial and meaningful. This is a grave issue need to be addressed instantly as it points back to the special education teacher training programme, whether teachers produced can carry out multi-tasks

efficiency and understand the needs of those children.

Commenting on teacher training, the coordination between trainers, training programme, schools and student teachers is not always easy and evaluation teams generally said that they had the impression that the training providers do not always sufficiently take into account the developments in the educational field for which they are training teachers. They recommend that measures should be drawn to systematically bridge this gap. In the field of special education, attainment targets, developmental objectives, new teaching and evaluation methods, early intervention and inclusive setting in primary and secondary education are typical issues that suggest constant updates in the training programme. While the aims for these education levels are constantly evolving, teacher training does not appear to respond completely or quickly enough to these changes. The question is whether this is feasible, but on the other hand, newly qualified teachers will be confronting them straightaway and that is why training providers cannot afford to ignore them.

A general assumption is that training programme usually emphasizes pedagogic intervention while administrative and inclusive skills are seldom imparted; on the other hand, the assessment and evaluation methods do not receive as much attention in teacher training as they should deserve. The techniques generally used and taught are not fully suitable for the purposes a good evaluation methodology should fulfil, especially when it comes to special needs students whose progress need to be judged, recorded and used for further individualized education plan. Thus there would be a growing need for the introduction of modern, efficient, valid and reliable methods into the everyday teaching practice. On top of that, teacher training programme should cover all important aspects related as more often than not, the tasks and role of special education teacher are very complicated but each aspect is essential in ensuring that they are able to cope with the real situation in classroom. Besides, the practical part of the programme is considered by students to be most valuable and normally the duration of teaching in school is not enough to assimilate theories learned into real practice.

In this same context, there is certainly sufficient reason for arguing that experienced teachers in special needs education should be involved in the training itself. Different working models are conceivable, but one should depart from the idea that these teachers should continue to accomplish their job on the one hand, while working part time or temporarily in teacher training. With experienced and state-of-the-art training team, this could lead to special added value and could also contribute to a better synergy between training and recruiting schools.

1.4 Purpose and objectives of the study

This dissertation aims to understand the quality and areas of training in the existing special education teacher education programme in France and Norway by examining the training elements, highlighting the effectiveness and advantageous features of the training. With a questionnaire and interview sessions, the dissertation explores the views of special education teachers in primary and secondary schools with regard to how well teacher education prepared them for meeting the challenges faced in classroom setting.

More specifically, it attempts to analyze how teachers are prepared for the use of efficient methods in carrying out administrative, teaching, student evaluation and inclusive tasks in special education everyday classroom, as well as in pointing out possibilities for improvement. To evaluate the efficiency of the training programme through (i) studying satisfaction of the teachers after training, whether knowledge and hands-on teaching tasks provided were successful to prepare them for real classroom teaching to special needs children, (ii) relevant views of teachers about the training programme (iii) observation of teachers teaching as per the training model. This comparative analysis of training programme is an approach that aims to evaluate specific profession which has a practical purpose: to build, develop professional skills needed to the exercise of the profession. According to Monceau (2002), it is training that develops the "specificity of know-teaching, which emphasizes the importance of 'knowledge for teaching "next to the control of "knowledge to teach."

Elaborated by Yackulic in 2001, research in the evaluation of training programme is able to identify the indicators of a successful teacher preparation programme. These indicators are a composite of the factors that could be considered as components of any teacher education program. The purposes of the indicators include:

- a) To provide policy makers and program planners with information on the important, measurable components of teacher education programs.
- b) To provide a framework for accountability of programs to stakeholders and to the general public.
- c) To provide a framework for discussion on necessary and preferred elements of teacher/education preparation.
- d) To provide a framework for discussion on the preferred knowledge, skills, and attitudes of future teachers/educators.

As this kind of research is even more scarce for special teacher education, it is even more crucial that this comparative research is conducted to analyze quality and training elements in the present teacher preparation programme in light of grasping the important content and skills necessary to develop each interrelated and indispensable components of teaching, student evaluation, inclusion and administration as a whole to produce good quality and capable special education teachers.

1.5 Research Questions

Six fundamental questions pertinent to the evaluation of special education teacher training programme in France and Norway in this research are listed as below:

- 1) To what extent is training programme provided to special education teachers in France and Norway useful, practical and need-oriented?
- 2) How well and in what areas are special education teacher trainees prepared with pedagogic skills in teaching children with special needs in classroom in France and Norway?
- 3) How well and in what areas are special education teacher trainees prepared with evaluation skills required to assess progress of children with special needs in classroom in France and Norway?
- 4) How well and in what areas are special education teacher trainees prepared to promote inclusive learning environment in classroom with special needs children in France and Norway?
- 5) How well and in what areas are special education teacher trainees prepared to carry out administrative tasks and work with general education teachers and parents for children with special needs in France and Norway?
- 6) What recommendations can be made to improve special education teacher training programme as a whole?

1.6 Limitation of the study

There are a number of limitations which may affect the generalizability of this research such as the small number of subjects and time constraint for observation in training courses, classes and organisational analysis. However, being the first comparison endeavour in the field of special education teacher training in France and Norway, the importance of this data and the practical information this research provides for current practitioners override these limitations. The number of teachers who completed the questionnaire is around 40 in France and 35 in Norway, and 5 are selected for interview

respectively, which naturally raise the question of generalizability. However, despite this, the respondents and interviewee selected are representative of the overall special education personnel at primary and secondary levels of education in the district.

Another limitation of this study is the perspective adopted for evaluating teacher education via four distinct components namely teaching, student evaluation, inclusion and administration, with detailed elaboration on each one in methodology below. Although effort is put to include all relevant and essential content and skills meant to be imparted to student teachers in the training programme at best, when categorization is used, certain aspects would be excluded inevitably and especially when teaching profession is ever-changing, thus elements involved in a good training programme would always evolve. However, this can be justified with the generally acknowledged components important in teacher education and the results can be employed for further research under the same or different themes.

Moreover, criticism can also be presented concerning the corresponding similarity of teaching position and tasks of respondents and training institution in France and Norway, although purposeful sampling has been planned to ensure validity of comparison, as special education personnel in each country more or less holds similar mission and responsibilities, either to teach students with special needs, as academic school psychologist licensed to counsel the students and their parents, teacher trainers and so on.

Hence, the most important avenue for future research obviously lies in elaborating the elements of the training programme. In this research, components of teacher education are explicitly separated so that they could be examined individually. Next, interconnections between the components can be identified.

1.7 Significance of the study

Comparative analysis in this research involves cross-national comparison of special education training programme in four aspects mentioned, it enables fresh insights to be garnered on the diversity of discourses, gaps in knowledge and hence proposing better alternatives. Furthermore, similarities and differences can then be identified, not only in the observed characteristics of systems or practices, but also in the search for possible explanations in terms of national likeness and unlikeness (Hantrais, 1995), showing alternative lines of action and concepts towards mutual learning, with " the formulation

of generalizable propositions about the workings of training systems and their interactions with their surrounding economies, politics, cultures and social orders" (Arnove,1999).

From a program evaluation perspective aimed at improvement, a useful indicator is one that provides specific information regarding specific aspects of the program that can be changed (Yackulic, 2002). For example, CMEC (1996) report noted, "It is necessary to set out as specifically as possible the skills expected of a teacher. Once drawn up, this list becomes a valuable tool for assessing the outcomes of training" (p. 27). Besides, the analysis generates best practice examples usable at international level, and to make policy recommendations suitable for local context. When there is comparison, there is reflection and evaluation on local national policies aiming at continuous improvement. This study also acts as a stepping stone for further research to provide more enlightening details on how to ameliorate special education scenario continuously.

1.8 Terms and definitions

According to Steinar Theie from University of Oslo, *Special needs education* is a superior concept. SNE will include knowledge about:

“the understanding of how individual and environmental processes influence on learning of cognitive and social skills, the mental processes etc for persons with disabilities, understanding of the characteristics of different forms of disabilities, how the education system is functioning to support persons with disabilities and their families.”

Besides, *inclusive education* is defined by UNESCO as

“ a system of education in which all the pupils with special educational needs are enrolled in ordinary classes in their district schools, and are provided with support services and an education based on their forces and needs, by recognizing and taking into account the diverse needs of their pupils, adapting to different styles and rhythm of teaching and providing quality education through the appropriate use of resources, school organisation and study plans as well as partnership with the community.”

Chapter 2: Literature Review

2.1 Introduction

This chapter is structured in a way to build the foundation of understanding of all the aspects involved and prior knowledge useful to be familiar with this research topic. Starting with the challenges of entering teaching profession from teacher education, it moves on to explain components of special education teacher training identified in previous study, followed by specific explanation of the components selected for programme evaluation in this research, then dwell upon introduction to special education in France and Norway, along with the training programme available to qualify as different types of special education teachers in these two countries.

2.2 From teacher training programme into the real classroom context: How prepared are the trained teachers?

When student teachers become real teachers in the classroom, what is then important are the skills and knowledge that they are capable of using when teaching students and evaluating their performance. Thus, it all begins from the training that future teachers receive when preparing for their future profession and learning the skills and methods they will be using.

Entering the real teaching profession is the time to put what teachers have learnt from training into real practice and the conditions are sometimes very challenging as learning to teach and teaching in a social reality are very different and probably beyond what the training has prepared them. We note, however, that teachers are very anxious to do their job and want to educate all pupils under their responsibility. However, beginning fresh teachers claim that they are not adequately trained to be able to achieve this. Nadot mentioned in 2002 that teaching professionalization requires a transformation of identity that goes beyond mere acquisition of knowledge, its relationship to learning and its relationship to others. Well-said by the same professor was “*This process is sometimes long and difficult and it does not end with the IUFM.*” The training itself must be able to mobilize pedagogical models taught to be used by teachers in action, the ability to correctly interpret the situations they are teaching and to take appropriate decisions.

Nadot(2002) further elaborated that learned competence must be transferred into teacher performance, which has to be accompanied by possessing the right teacher attributes such as being responsible, passionate, wise and proactive in all situations; interested in one's professional development such as in lifelong learning to promote one's teaching proficiency, acquired teaching experience while aided by and put effort to improve school environment and policies, as shown in diagram below.

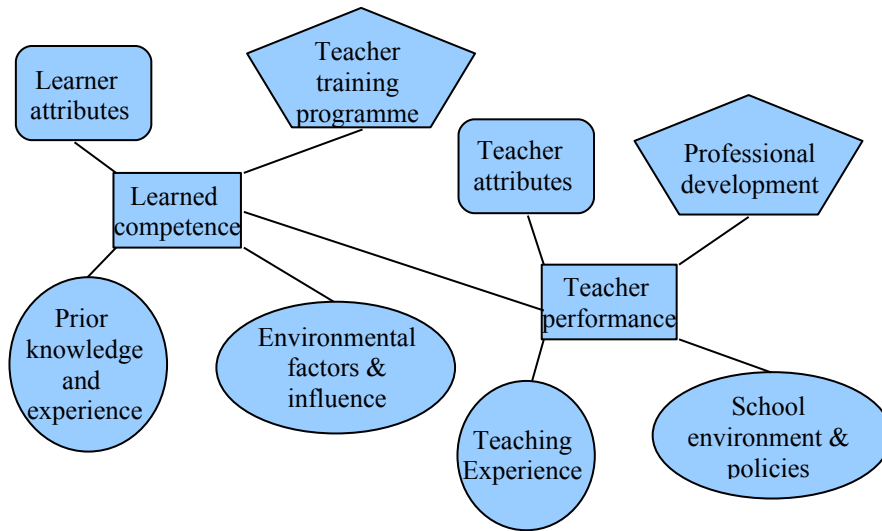


Figure 1: Process of Teacher Training

2.3 Components of special education teacher training

To examine the quality of teacher training programme, it is necessary to outline briefly the generally accepted and relevant elements. For example, the Council of Ministers of Education Canada (1996) report to the International Conference on Education reviewed a wide range of factors related to teacher education in Canada. With respect to the expected skills for teachers the report noted:

“Teachers need to possess a complex set of interrelated skills. It is necessary to set out as specifically as possible the skills expected of a teacher. Once drawn up this list becomes a valuable tool for preparing pre-service training, for structuring courses, and for assessing the outcomes of training” (p. 27).

Mentioned by Klinger and Vaughn (2002), much of the knowledge and skills she required in teaching children with special needs were a blend of (a) special education assessment and intervention skills, (b) the ability of creatively adapt and accommodate instructional lessons and assignments to meet the needs of students in a whole-class setting, (c) and understanding of the general education curriculum and goals, (d) the ability to collaborate and co-plan with GE teachers, and (e) commitment and dedication” (p. 29).

Besides, Yackulic (2001) also noted in “Quality Indicators for Teacher Training in Canada” that there are three skill areas 1) discipline skills, 2) psycho-pedagogical skills, and 3) complementary skills that were seen to encompass the underlying skills for teaching. Thus, the teacher training programme can be evaluated as to whether it fulfills these skill areas. Similar but more extensive knowledge bases for contemporary teacher education have been described by Gore (2001), Christensen (1996), Reynolds (1989), Shulman (1987) and others. For example, Shulman has identified seven categories of professional knowledge and four sources of such knowledge. The seven categories include: content knowledge, general pedagogical knowledge, curriculum knowledge, pedagogical content knowledge, knowledge of learners and their characteristics, knowledge of educational context, and knowledge of educational ends and purposes (p.8). The four sources of that knowledge base are scholarship in disciplines, educational materials and structures, formal educational scholarship, and the wisdom of practice. Gore (2001) advocates a framework rooted in classroom practice with four components; 1) intellectual quality, 2) relevance 3) supportive classroom environment, and 4) recognition of differences. In essence, Gore suggests that the knowledge base for teacher education should include the same elements that characterize good classroom teaching.

More specifically, Ministerial Council on Education, Employment Training and Youth Affairs did a research on teacher quality and educational leadership taskforce and came out with the diagram below that represents the National Framework for Professional Standards for Teaching's Career Dimensions and Professional Elements, and illustrates the interconnection between those elements and how they collectively contribute to the central focus of teachers' work.

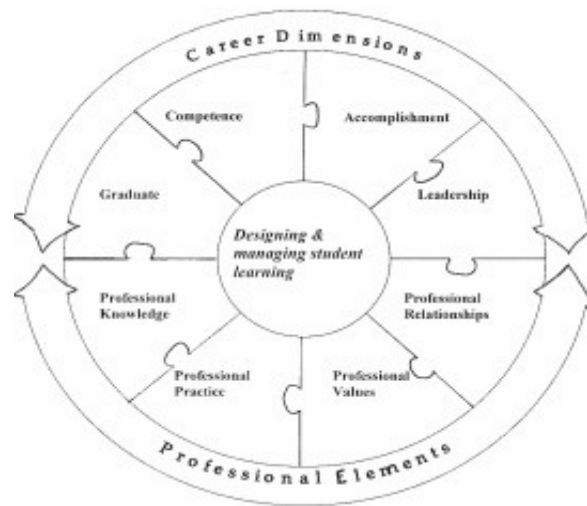


Figure 2: National Framework for Professional Standards for Teaching's Career Dimensions and Professional Elements

In career dimensions, teachers make progress and improve on their knowledge, skills and practices throughout their professional lives. They start the teaching profession with dissimilar levels of prior learning, work experience and professional preparation, and work in a range of different contexts. Individual teachers nevertheless should display professional standards that is built upon from teacher training and enhanced with teaching experience.

Graduation in the diagram depicts the specific attributes of individual teacher education graduates whose qualification is based more on academic and practical component. As a graduate is not yet acknowledged as a competent and capable practitioner with full professional standing, they should be equipped in training to engage in on-going professional learning that does not stop with initial teacher training. They should be instilled with the motivation to identify their developmental needs and seek advice and support from experienced colleagues. Well-prepared fresh teachers should have high expectations of themselves as professional learners, and for the learning of their students. In the field of special education, their commitment and dedication to students' individual learning is reflected in their desire to support students to the achievement of the highest possible education outcomes. Commitment, enthusiasm and interpersonal skills within schools and communities are necessary in their professional role as teachers and to contribute to the operation of a school as a whole.

This advances into competence, accomplishment and leadership where with experience, teachers will be able to effectively monitor, evaluate and plan for learning and are able to tailor teaching programs to

meet the needs of individuals and groups within the class. Capable teachers carry out ongoing professional learning as well as able to work in teams efficiently and take greater responsibility in collaboration with others for identifying and addressing their own learning needs. They are also effective members of a school and its broader community with a role conducive for student and organizational improvement and interact effectively with stakeholders.

In the course of teacher training, teachers should be taught the fundamental ideas, principles and structure of the disciplines they teach. For professional knowledge, they should “know and understand the links to other content areas and are able to integrate learning across and between content areas. They know how to effectively teach that content, and understand the prompts and barriers to learning likely to be encountered by students” (Ministerial Council on Education, Employment Training and Youth Affairs). In addition, effective special education teachers have a thorough comprehension of how young people with special needs learn and their role in facilitating that learning by taking into account student differences.

Teachers after training should be able to demonstrate professional practice by communicating effectively with their students and establish clear goals for learning. A rich knowledge of inquiry techniques and teaching strategies, and the ability to use a range of tools, activities, and resources should be mastered fully to engage their students in learning. They select and organise the content in logical and structured ways to meet specific learning goals for students with special needs. They are prepared to manage different behaviours and situations that occur in the classroom and establish a climate positive and inclusive learning environment for child protection and welfare. Besides, it is important that teachers plan for learning and evaluate their own teaching apart from the progress of students.

Professional values are at all times the most significant attribute of a good teacher, which can be cultivated in student teachers, so that they are taught to be committed to their own development and continually analyze, evaluate and enhance their professional practice. As the context in which they work are continuously evolving and changing, teachers need to adapt and respond to these changes and work closely with parents and carers to acknowledge that the education of students is a shared enterprise. They uphold high professional ethics with regard to their own conduct and that of others, and respect their students and value their diversity. They act professionally at all times in dealing with their students, peers, members of the profession and community.

With professional values, professional relationship thus can be reinforced and trained to be able to work productively with colleagues and other professionals to enhance the learning of their students, and understand and value the importance of close links between the school, home and community in the social and intellectual development of their students.

Hence, with different views and suggestions found in previous studies and for the convenience of evaluating the efficiency of a teacher training programme, the components are divided as below:

| |
|--|
| <p>Teaching Knowledge about disabilities Pedagogic skills/ methods Creating teaching materials Individualized education plan</p> <p>Evaluation Diagnosis and early intervention Measuring students' progress</p> <p>Inclusion Promote inclusive class environment and acceptance Dealing with conflict</p> <p>Administration and collaboration General education teacher Parents -counselling, communication, joint effort</p> |
|--|

Table 1: Components of Teacher Training Programme

2.2.1 Teaching and learning process inside classroom

Avisar (2005) wrote in “Perspectives of teacher training for Special Education in the 21st century” that in determining the right pedagogic intervention, a teacher must put the emphasis on the active and constructive learning by the student, in a powerful learning environment organized by the teacher and also considering the special individual needs, intellectual capability and pace of learning of each student. This involves specialization of the general education curriculum, applied knowledge on top of pure knowledge, cognitive learning, subject-oriented structure along with cross-curricular education to social and daily life, sequential structure in exemplary instruction and application of both short-term learning and long-term learning.

Queensland Government (2005) set some of the guidelines for professional practice as below:

| Statements | Indicators |
|--|---|
| <p>1.1 Establish learning goals based on relevant course documentation, curriculum frameworks and school policy.</p> | <ul style="list-style-type: none"> • Relevant state and school curriculum documents are read and interpreted to identify learning goals and assessment criteria. • Learning goals and assessment criteria are established through consultation with colleagues and, where appropriate, negotiation with students and other stakeholders. • Learning goals and assessment criteria are documented in accordance with school policy and communicated to students, parents and caregivers. |
| <p>1.2 analyze and incorporate information about students in the design of learning experiences.</p> | <ul style="list-style-type: none"> • Information on the background, prior learning, learning needs, learning styles and special learning requirements of individuals and groups of students is collected from a range of appropriate sources. • The educational purpose and intended use of such information is clearly explained to students, parents and caregivers. • Information on the learning requirements of individuals and groups of students is analyzed and used to design and select flexible and innovative learning experiences. |
| <p>1.3 Plan for and support students with their individual learning needs.</p> | <ul style="list-style-type: none"> • Information on the individual learning needs of students, including those with particular needs such as students with disabilities and learning difficulties and gifted students, is collected and analyzed to identify students' learning requirements. • Flexible learning strategies are developed to facilitate the participation of these students, and to take account of their personal circumstances, prior learning, and language, literacy and numeracy skills. • Strategies are implemented to involve parents, caregivers and key school-based personnel in collaborative processes to meet students' learning needs. • Use is made of appropriate support personnel and services, including local agencies, paraprofessional staff, equipment and resources. • Measures are implemented for monitoring and adapting learning strategies in line with students' progress. • Records are accurately completed and maintained. |

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| <p>1.4 Plan and organise the delivery of learning experiences.</p> | <ul style="list-style-type: none"> • Learning experiences are planned and organised in a manner that reflects the specified learning goals, the learning requirements of individuals and groups of students and the developmental, holistic and experiential nature of learning. • Learning resources are identified, evaluated and selected in line with learning goals, students’ requirements, the learning environment, available expertise and support and constraints such as budget and time. • Learning experiences incorporate a variety of individual and group learning, teaching and assessment strategies designed to engage students in self-initiated, independent and collaborative learning. • A range of individual and group management strategies is implemented to achieve learning goals, to ensure all students actively participate in learning experiences, and to manage inappropriate behaviour. • Relevant paraprofessional staff and other contributors to student learning are involved in planning and implementing learning experiences. • Relevant support and direction are provided based on students’ confidence and familiarity with ideas, concepts and problems being investigated. • Relevant documentation is accurately completed and maintained. |
| <p>1.5 Review and evaluate learning experiences.</p> | <ul style="list-style-type: none"> • Valid, reliable and relevant information on student progress is obtained from a range of sources and used in evaluating learning experiences. • Feedback from students, parents, paraprofessionals and other contributors is used in evaluating learning experiences. • Evaluation data are analyzed and used to inform the review and adaptation of teaching and learning strategies, assessment practices and learning resources. • Information and insights gained through the evaluation of learning experiences are documented and shared with colleagues and other relevant personnel. |
| <p>2.1 Devise learning goals and learning experiences that build on students’ prior knowledge, life experiences, and interests.</p> | <ul style="list-style-type: none"> • Accurate and relevant information on students’ prior knowledge, life experiences, and interests is obtained from a variety of appropriate sources. • Information on students’ prior knowledge, life experiences, and interests is analyzed and used to set learning goals, design learning experiences and select teaching and learning strategies and resources. |

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| <p>2.2 Engage students in learning experiences that integrate ideas, concepts and information across curriculum areas.</p> | <ul style="list-style-type: none"> • Learning experiences are focused on the examination of significant ideas and concepts that have the potential to develop student’s understandings of themselves and their world. • Learning experiences are planned and implemented in a way that integrates different disciplinary perspectives on key ideas, concepts and information. • Learning experiences are planned and implemented that involve students in examining an idea or concept, refining and extending their understandings and reflecting on what they have learned. • Learning experiences are planned collaboratively to maximise opportunities for coordinating subject content, sharing resources and team teaching. |
| <p>2.3 Provide learning experiences that establish connections with the world beyond the classroom.</p> | <ul style="list-style-type: none"> • Learning experiences are planned and implemented that focus on topics, problems and issues relevant to local, national and global communities. • Community-based learning resources are identified, evaluated and, where appropriate, incorporated in school programs. • Opportunities are created for students to undertake learning experiences in situations and locations beyond the immediate school environment. • Learning partnerships involving the school, business, and community organizations are identified, evaluated and where appropriate incorporated in school programs. |
| <p>2.4 Develop learning experiences that involve students in examining study, work and leisure in the future.</p> | <ul style="list-style-type: none"> • Opportunities are created for students to assess their personal interests and competencies and to use this information in setting and evaluating personal goals in relation to study, work and leisure. • Learning experiences are planned and implemented that involve students in examining the nature of work and leisure, work/career options and changes in the workforce. • Learning experiences are planned and implemented that involve students in critically assessing training, education and work options. • Learning experiences are planned and implemented that establish linkages between school and the world of work. |

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| <p>2.5 Design learning experiences that foster personal initiative and enterprise.</p> | <ul style="list-style-type: none"> • Learning experiences are planned and implemented that facilitate enterprising behaviours in students, including taking intellectual risks, testing ideas and using initiative. • Opportunities are created for students to demonstrate enterprising behaviours in contexts both within and beyond the school. • Opportunities are created for students to assess the relationships between personal enterprise and work, lifestyle and career options. |
| <p>2.6 Reflect critically on professional practice.</p> | <ul style="list-style-type: none"> • Outcomes of work are analyzed, strengths and weaknesses in professional knowledge and skills are identified, and the effectiveness of teaching and learning practices is evaluated. • Information and insights gained through the analysis of teaching and learning practice are used to further develop personal professional theories about the ways individuals and groups learn. • Analysis of teaching and learning practice is used to identify personal learning and development needs. • Learning and development opportunities are identified, planned and undertaken with a view to enhancing teaching and learning practices. • Information and ideas are sourced, analyzed and evaluated to provide for specific learning and development needs and to enhance personal understanding of teaching and learning. • Educational trends, issues and innovations are analyzed and discussed in relation to their impact on teaching and learning practices. • Outcomes of educational research are reviewed and incorporated, where appropriate, in teaching and learning practices. • Information, ideas and understandings about teaching and learning are exchanged with colleagues and other relevant personnel with a view to strengthening teaching and learning practices. • Ideas and strategies for enhancing professional practice are identified, assessed, and incorporated in personal teaching and learning practices. • Planned changes to teaching and learning practices stemming from critical self-reflection and from learning and development are reviewed and evaluated. |

Table 2: Guidelines for Teaching and Learning Process

2.2.2 Evaluation and assessment

For student evaluation, Bánszki stated that assessment methods should be the focus, of whether the objective of the evaluation is reached, the method is appropriate that shows the skills obtained and progress of students, comprehensiveness and also interpretation for teaching or remedial purpose.

Queensland Government (2005) set some of the guidelines for professional practice as below:

| Statement | Indicators |
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| 7.1 Establish and communicate learning goals and assessment criteria | <ul style="list-style-type: none"> • Relevant state and school curriculum documents are read and interpreted to identify learning goals and assessment criteria. • Learning goals and assessment criteria are established in consultation with colleagues and, where appropriate, are negotiated with students. • Assessment arrangements are planned so that they are consistent with learning goals and take account of the relationships between teaching, learning and assessment. • Learning goals and assessment criteria are communicated and explained to students, parents and caregivers. |
| 7.2 Plan for assessing student learning. | <ul style="list-style-type: none"> • The evidence required to make judgments about student achievement of learning outcomes is established in consultation with colleagues. • A range of assessment methods, including peer assessment and self-assessment, is selected to take account of the characteristics of the student group, learning styles, the type and amount of evidence required and resource requirements. • Assessment activities, including formative, diagnostic and summative assessment methods, are planned to ensure that a variety and balance of assessment approaches are used to gather evidence throughout the program. • Assessment materials are selected or developed to gather valid, reliable and sufficient evidence. • Resources required to support assessment activities are organised and arranged within a safe and accessible learning environment. |

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| <p>7.3 Collect and use multiple sources of valid evidence to make judgments about student learning.</p> | <ul style="list-style-type: none"> • Assessment processes are explained and, where appropriate, negotiated with students. • Assessment evidence is gathered using the selected assessment methods and materials. • Assessment evidence is collected and used in an ethical and professional manner in accordance with school policy and procedures. • Assessment evidence is evaluated, and the assessment decision is made in relation to the student’s achievement of the learning outcomes, and the assessment criteria. • Assessment results are moderated and recorded in accordance with the school’s record-keeping arrangements. |
| <p>7.4 Communicate with students, families, caregivers and other authorities about student progress.</p> | <ul style="list-style-type: none"> • Outcomes of assessment processes are used to identify strengths and weaknesses in individual student performance in relation to the learning outcomes of the program. • Clear, accurate and concise feedback is provided to students on the outcomes of assessment processes. • Opportunities are provided for students to reflect on their assessment results, undertake self-assessment and identify their own learning needs. • Reports on student progress are communicated to parents and caregivers through the school’s reporting arrangements. • Information on student performance is prepared and reported to the relevant authorities for certification purposes in accordance with school policy and procedures. • Strategies for meeting students’ learning needs are identified and discussed with the student, parents, caregivers and colleagues. • Assessment activities and reporting of assessment results are conducted in an ethical manner, with due regard for confidentiality and the privacy of students. |
| <p>7.5 Use assessment results to guide program planning, delivery and assessment.</p> | <ul style="list-style-type: none"> • Student performance on assessment activities is analyzed to identify learning needs as well as strengths and weaknesses in program planning, delivery and assessment. • Program content, teaching strategies and assessment arrangements are reviewed during the program to take into account the outcomes of assessment processes. |

- Assessment data are incorporated in reviews of assessment methods, materials and procedures.
- Assessment data are incorporated in program review and planning processes.

Table 3: Guidelines for Evaluation and Assessment

2.2.3 Promoting inclusion

Queensland Government (2005) set some of the guidelines for professional practice as below:

| Statement | Indicators |
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| <p>5.1 Design and implement learning experiences that acknowledge, and cater for, individual learning differences.</p> | <ul style="list-style-type: none"> • The school’s policies related to equal educational opportunity are analyzed and used to plan learning experiences that cater for the diversity of students’ needs. • Learning experiences are planned and implemented that provide opportunities for both boys and girls, including those with particular learning needs, to access learning and achieve the learning goals established for the relevant curriculum area(s). • Learning experiences are planned and implemented that enhance students’ experiences, interests and strengths and enable them to develop self-esteem, and confidence in their ability to learn. • A broad range of teaching and learning strategies is employed to cater for the diversity of learning styles, to motivate students and to enhance their learning. • Teaching and learning strategies and resources are selected that are nondiscriminatory and inclusive in terms of gender, culture and socioeconomic circumstances. • Use is made of support personnel and services (including appropriate paraprofessionals and agencies) and other resources to overcome any potential barriers to student learning, including advice and support to address particular needs for students with disabilities, learning difficulties and gifted students. • The level of complexity of students’ work, as well as the form and pace of its presentation to students, is monitored to cater for individual differences and to ensure that all students have equal access to learning. |

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| | <ul style="list-style-type: none"> • A variety of assessment approaches is planned and implemented to give all students opportunities to demonstrate their achievement of learning goals. |
| 5.2 Design and implement learning experiences that are inclusive and that recognise and celebrate difference. | <ul style="list-style-type: none"> • Accurate and reliable information about students and their families (including gender, ethnicity, cultural background, religious beliefs, disability and socioeconomic circumstances) is gathered from a range of sources and used to establish learning goals, identify students' needs and design learning experiences. • A learning environment is established in which diversity is valued and student–teacher relationships are based on trust and mutual respect. • Teaching, learning and assessment resources are evaluated to ensure that they focus on learning goals, accurately represent different cultures, are not discriminatory and do not reinforce stereotypes. • Learning experiences that build on the diverse backgrounds of students and their families are planned and implemented. • Learning experiences that focus on events, customs and beliefs relevant to specific communities are planned and implemented. • Community resources are assessed and, where appropriate, used to support the delivery of learning experiences that focus on events, customs and beliefs relevant to specific communities. |
| 5.3 Design and implement learning experiences in which students participate in decision making and active citizenship. | <ul style="list-style-type: none"> • Learning experiences are planned and implemented that involve students in examining the rights and responsibilities of individuals and groups within the school and broader community. • Learning experiences are planned and implemented that assist students to develop the skills required for participating in school and community decision making. • Classroom practices model and reinforce students' knowledge and understanding of their rights and responsibilities and enhance their capacity to participate in decision-making processes. • Opportunities are provided for students to contribute to the school and broader community by participating in a range of school and community projects. |

Table 4: Guidelines for Promoting Inclusion

Lastly, Stayton and McCollun (2002) identified three models that exist in programs that train for inclusiveness: the Infusion model, the Collaborative Training model and the Unification model. In the Infusion model students take 1 or 2 courses that cover inclusion education. In the Collaborative Training model, many more courses deal with teaching inclusive classes, and regular teaching students and special education students do all, or part of, their practicum experiences together. In the Unification model, all students study the same curriculum which trains them for teaching regular education with a focus on pupils with special needs. So, through this research, we can analyze which type of inclusive model is used in training programme and their efficiency.

2.2.4 Administrative and collaborative skills

As my thesis examines teacher training in four aspects (administration, pedagogic intervention, student evaluation and inclusive efforts), according to the “Evaluation of Teacher Training 2000-2001 by Ministry of the Flemish Community”, the administration work of a teacher are based on three clusters or levels of responsibility of the teacher: 1) to the learner, 2) to the school and the educational community and 3) to society. Besides, inclusive teaching requires cooperation between regular teachers and special education teachers. This cooperation needs to be in teaching, planning and assessment.

Queensland Government (2005) set some of the guidelines for professional practice as below:

| Statement | Indicators |
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| 10.1 Establish and maintain relationships with families, caregivers, industry, and community agencies. | <ul style="list-style-type: none"> • Formal and informal processes are established and maintained for developing relationships with families, caregivers, and the broader community. • Families, caregivers and community members are encouraged to support and participate in student learning experiences. • Opportunities are created for families, caregivers, and community members to contribute specialist knowledge and skills to the planning and implementation of learning experiences. • Partnerships are established with industry and community agencies to enhance student learning. |
| 10.2 Participate in school governance. | <ul style="list-style-type: none"> • Personal roles and responsibilities in relation to school governance are fulfilled in accordance with requirements of the position description and school-management structure. |

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| <ul style="list-style-type: none"> • Participation in school governance teams is undertaken in accordance with personal expertise and interests, school priorities, position description and school-management structure. • Role in school governance is self-assessed, and contributions are made to the continuous improvement of school governance arrangements. |
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Table 5: Guidelines for Administrative and Collaborative Skills

2.4 Special education teacher training programme in France

According to Thomazet in 2000, the term “Special Educational Needs” in France is defined as “children with special educational needs when their schooling demands an adaptation of the ordinary school system”. The law of 11 February 2005 for equal rights and opportunities, participation and citizenship of people with disabilities reinforces the actions for the education of students with disabilities. It affirms the right of everyone to a regular school environment as close to his home, a school and adapted continuously. Parents are more closely associated with the decision orientation of their child and the definition of the personalized project enrollment (PPS).

In the French special education national web site, it is stated that the education of children and adolescents with serious difficulties, either through disability or illness, is based on an infrastructure, which has slowly grown into a very dense network. This network includes four sectors: the public education system under the authority of the Ministry of Education, the medico-educational sector, under the authority of the Ministry of Health, Youth and Sports, the socio-educational sector, under the authority either of the Ministry of Labour, Social Relations and Solidarity or the Ministry of Justice, and the health sector.

The State assumes overall responsibility for education policy, including provision for students with special educational needs. The Ministry of Education lays down guidelines for teaching, draws up the school curriculum and administers staff recruitment, training and management. External administrative departments known as *académies*, with jurisdiction over a particular geographical area of the country, implement the Ministry’s policies.

In addition, Ebersold and Ivans(1997) pointed out that the French special education system has been formed around two educational groups, with one organized around learning difficulties handled by the

school institution, while the other was developed around re-education of disabled children who are refused admission by the schools. Nevertheless, since 1970s, the official policy emerged and was in favour of integration of children with special needs into schools. Having said that, the persisting dichotomy between an educational approach which is focused on the management of learning difficulties in schools, and the education of children with disabilities rooted within a medical orientation, stressing 're-education' (the teaching of social skills to children) or 're-adaptation' (training with the intention of improving employment prospects) continues to demand more reforms for a more inclusive academic environment for children with special needs.

2.4.1 General structure

In France, the University Institute of Teacher Training (IUFM- Institut Universitaire de Formation des Maîtres) are responsible for training teachers at primary and secondary levels, and meet a dual requirement in general, which are reasserting the place of teacher training courses within higher education and structuring teacher training courses as alternate programs of theoretical and practical components. Below shows the general five year higher education program for students in IUFM.

A five year higher education program

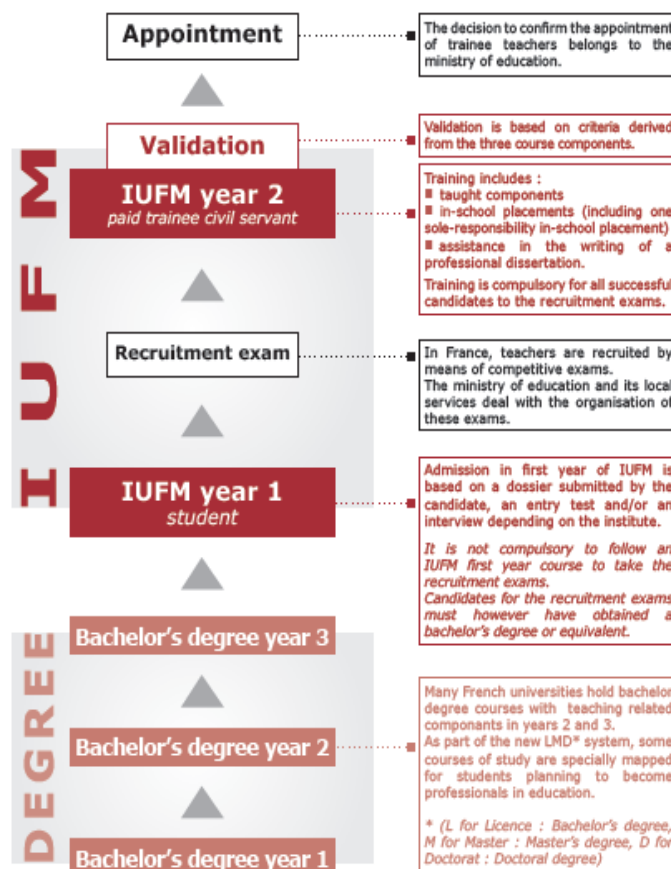


Figure 3: Five Year Higher Education Program in IUFM

According to International Review of Curriculum and Assessment, there have been recent reforms to the system of initial teacher training in France. The first major recent change was implemented in 2008 when all *instituts universitaires de formation des maitres (IUFMs)* (teacher training institutions) became part of the university to which they are attached. Others changes are being implemented from the 2009 academic year (September onwards), when all students registering to take the initial teaching training *concours* have to have a Masters Degree or be registered for the second year of study in a Masters programme. IUFM provides two years of training. The first year of study is spent in preparation for the state teacher recruitment examination (*concours*) and the second year of study is spent acquiring the practical knowledge necessary for teaching.

From the official text of special education of IUFM, special needs teachers in France teach children with all kinds of special educational needs in many different settings, including *classes d'intégration scolaire (CLIS)* (special integration classes in mainstream primary schools), or in hospital schools, depending on their specialization. Certification for special education teachers is only available to those already holding a teaching qualification, such as a *certificat d'aptitude au professorat des écoles (CAPE)* (certificate of aptitude for teaching at the primary level) or a *certificat d'aptitude au professorat de l'enseignement du second degré (CAPES)* (Certificate of aptitude for teaching at the secondary level). There is no other route to qualify as a special educational needs teacher.

An *IUFM's* training plan must be submitted for ministerial approval. Approval is given to each institution after verification that the plan complies with established rules and meets national objectives. The training plan is updated annually. Training is planned around three main units, which aim to allow teachers to complete their initial training by acquiring the necessary skills to teach children with special educational needs. The three units are:

- differentiated and adapted teaching practices,
- working in a multi-category team, and
- practices to take account of family, school and social background.

Although there are different specialisations, all options share the same three-unit design and have some modules in common. The chosen option usually takes up at least a quarter of the time allocated to the first unit. Prior to being awarded the *certificat d'aptitude professionnelle pour les aides spécialisées, les*

enseignements adaptés et la scolarisation des élèves en situation de handicap (CAPA-SH) or a *certificat complémentaire pour les enseignements adaptés et la scolarisation des élèves en situation de handicap (2CA-SH)*, teachers must pass an examination. This comprises:

- two periods of observed teaching for the *CAPA-SH*, (one for *2CA-SH*) followed by a formal oral examination to discuss the observed teaching
- a formal oral examination to defend the *mémoire professionnel* (a dissertation on an aspect of special educational needs teaching).

Both parts of the examination are marked out of 20. Successful students must score at least five on each section. The passing mark for the certificate is a combined score of 20 out of 40. Those undertaking option B (visual impairments) of either the *CAPA-SH* or the *2CA-SH* must also have their knowledge of Braille tested.

Successful completion of a special education needs training course leads to the award of either a *certificat d'aptitude professionnelle pour les aides spécialisées, les enseignements adaptés et la scolarisation des élèves en situation de handicap (CAPA-SH)* or a *certificat complémentaire pour les enseignements adaptés et la scolarisation des élèves en situation de handicap (2CA-SH)*, depending on the level of education the candidate is qualified to teach. Holders of the certificate are appointed to posts appropriate to the option they have chosen. For example, holders of *CAPA-SH* option E are normally appointed to teach in special 'integration classes' (*CLIS*) in a mainstream primary school.

2.4.2 Types and specialization

There are two levels of certification for qualification as a teacher of children with special educational needs, one for primary school teachers and the other for secondary school teachers.

- *CAPA-SH - certificat d'aptitude professionnelle pour les aides spécialisées, les enseignements adaptés et la scolarisation des élèves en situation de handicap* - certificate of aptitude for specialist help, adapted teaching and the schooling of students with special educational needs (primary level).

- *2CA-SH - certificat complémentaire pour les enseignements adaptés et la scolarisation des élèves en situation de handicap* – supplementary certificate for adapted education and the schooling of students with special educational needs (secondary level).

Both are only open to those who already hold a teaching qualification. Each of the certificates has different specialisations:

- *CAPA-SH*
 - Option A: Specialist teachers in charge of children with hearing impairments
 - Option B: Specialist teachers in charge of children with visual impairments
 - Option C: Specialist teachers in charge of children with severe sensory or physical needs or long term health problems
 - Option D: Specialist teachers in charge of children with cognitive and learning difficulties
 - Option E: Specialist teachers in charge of children whose difficulties are mainly psychological
 - Option F: Specialist teachers in charge of children with special education needs in sections or schools providing adapted general and vocational education
 - Option G: Specialist teachers in charge of children needing rehabilitation.
- *2CA-SH*
 - Option A: Teaching of children with hearing impairments
 - Option B: Teaching of children with visual impairments
 - Option C: Teaching of children with severe sensory or physical needs or long term health problems
 - Option D: Teaching of children with cognitive and learning difficulties
 - Option F: Teaching of children in special education needs sections or schools providing adapted general and vocational education

Pre-examination preparation courses are taught over 400 hours for the *CAPA-SH* and 150 for the *2CA-SH*. They are arranged into three units which cover: differentiated and adapted teaching practices, working in a multi-category team, and practices to take account of family, school and social background. The first unit, which covers adapting teaching to meet the needs of students, usually takes around half of the total hours of the preparation course. Each unit is also usually broken down, at the discretion of the training provider, into different modules each lasting 25 to 50 hours. The courses are

normally taken over a single year, but may last for up to three years.

Preparation courses for the examinations for the *CAPA-SH* and *2CA-SH* may be provided on a regional (*académie*) basis, between regions or at national level. Training centres are decided following an assessment of regional needs and it is intended that there is a balance of provision across the country. The key training provider is the *centre national d'études et de formation pour l'enfance inadaptée (CNEFEI)*, that is, the National Centre of Study and Training for Children with Special Educational Needs. Training may also be provided in the regional *Adaptation et Intégration Scolaires (AIS)* (school adaptation and integration) sections which are part of certain *Instituts universitaires de formation des maîtres (IUFMs)*.

2.5 Special education teacher training programme in Norway

In the Report to the Storting written by Clemet in 2004, Norway has the necessary preconditions for creating the best schools in the world. There is broad political consensus about the objectives of education – to give children and young people opportunities for general education, personal development, knowledge and skills. Education for all is a basic precept of Norwegian educational policy. Children and young people must have an equal right to education, regardless of where they live, gender, social and cultural background or any special needs. All public education in Norway is free of charge, while kindergartens have parental fees.

The *Storting* and the Government define the goals and provide the budgetary frameworks for education. Preschool provision is overseen by the Ministry of Children and Family Affairs. The schools, universities and university colleges are the responsibility of the Ministry for Education and Research. Other ministries – Local Government and Regional development, Labour and Social Affairs are involved in finance and employment issues. The Ministry of Education and Research, together with the Directorate for Primary and Secondary Education, is responsible for implementing national educational policies so that a common standard is achieved through legislation and through an agreed national curricula, tests and examinations. The Office of the County Governor represents central government in each of the 19 counties (with one County Governor's Office covering two counties). Each Office has an education department and a director of education who, in cooperation with the county and municipal authorities, checks that appropriate schooling is provided for young people in compliance with existing regulations. A national curriculum has been introduced to help to ensure that government educational

standards are met. Over recent years considerable responsibility and decision-making authority has been delegated from the central government to county authorities and municipalities. Each school has a head teacher as well as various boards and committees. The heads and teachers are able to decide what learning materials to use and which teaching methods to adopt, subject to the framework of statutes, the national curriculum, tests and examinations.

Norwegian policy and legislation now provide that all children and young persons have the right to an education in accordance with their own needs, interests and capabilities. Since 1974- 1975 this principle applies to compulsory and upper secondary education. Special education being no longer linked to handicap, becomes less distinct from ordinary education. The challenge confronting special education is to provide assistance and intervention as far as possible within the framework of a common comprehensive school system, I.e. the principle of integration. As a consequence, special legislation has been totally abolished from the field of education.

2.5.1 General structure

Basic training

Pre-primary teachers follow a three-year course at teacher training colleges. Teachers of compulsory school-age pupils now complete a four-year programme of university or teacher training college education. University trained teachers can only teach the subject they have specialised in. College trained teachers are qualified to teach all curriculum subjects. All teachers receive introductory courses in special education and support services in their initial training. Half a year of special education is required in the initial teacher training. There are also mainstream in-service training programmes on special education issues.

Specialist teacher training

All initial teaching qualifications include elements of study in the field of special education. Teachers may also take additional in-service courses. Special education is offered as an upgrading course. Many colleges offer one or two years of training in special education on a full-time or part-time basis. The Institute for Special Education at the University of Oslo offers training at masters and doctorate levels. Nearly 18% of the teachers in compulsory schools have studied special education one year or more in

addition to their initial training. The focus in the training for special education teachers is upon different special educational topics and on preventive work and counselling. There are no special programmes focused on inclusion.

2.5.2 Types and specialization

Initial training for pre-school and basic school teachers takes three years after completion of upper secondary school. Initial teacher training is supposed to devote some time to special education topics, in particular to learning difficulties in reading, writing and Mathematics, and to various kinds of disabilities (sensory defects, mental retardation, speech difficulties and emotional and social behaviour problems). The legislative basis for the school's responsibilities for handicapped children is also covered.

University graduates who intend to become teachers (at the compulsory school level, or in upper secondary education) must take a course in educational theory and practice. The courses last six months and minimal emphasis has hitherto been put on special education. There are plans, however, to extend this part of their training to one-year course in educational theory and practice.

Teachers wishing to qualify for work in vocational schools or as specialist subject teachers (home economics, arts and crafts, physical education) also have only six months of educational theory and practice, but their courses give more attention to special education.

Under the Norwegian Training of Teachers Act of 1973, the three-year course for work in basic school may include six months of training in special education. However, since this kind of training can also be taken as additional education, more teachers aim to complete an additional one-year course of study (Special education part 1) over and above teacher training. They then obtain the status of *adjunkt*, which is equivalent to having a first degree from university and gives the right to permanent employment as a 'specialist teacher.'

For vocational school teachers, a similar special education course is available at the National College for the Education of Vocational and Technical teachers. University-trained teachers may include a Special Education Part 1 course at the Norwegian Post-graduate College of Special Education as part of their training to qualify as *adjunkt* or *lektor*, which is equivalent to Master's degree.

Full-time training in special education is available to teachers with qualifications for pre-school and ordinary school teaching and also for such other professionals as nurses, physiotherapists, etc. The course, special education part 1, is offered at the Norwegian Post-graduate College of Special Education and at several of the other teacher training colleges. Part-time studies are also organized, as evening courses and weekend classes, often combined with a summer course. Fees for training are not required. The special education part 1 course gives a general introduction to special education. The syllabus includes the organizational and financial framework of special education in Norway, the pedagogical-psychological and social services, facilities for culture, sports and leisure, an introduction to factors contributing to disability, learning disorders, emotional/ social handicap, physical, mental and sensory handicaps, developmental psychology, observation and assessments, special educational methods in relation to nursery, primary and secondary education, the use of arts including art, crafts, drama, movement, music, children's literature and physical education.

Special education part 2 is a professionally oriented course placing emphasis on the practical aspects, problems and methods involved in the education of a particular area of handicap. The areas are: learning disabilities, maladjustments, visual handicap, hearing impairment, deaf-blind (including a broad appreciation of problems associated with multiple handicap), speech and communication disorders.

Since 1981, an additional part 2 course has been offered for teachers who have already taken one year of part 2 study. The additional year is intended to equip teachers so that they may be better able to offer preventive education, anticipating and compensating for potential problems. Much emphasis is therefore laid on 'preparing and fostering teachers' to co-operate, co-ordinate and communicate with other professional groups, parents and relatives, administrators and politicians as well as meeting the educational needs of the pupils or students themselves. This is obviously very relevant to the work of the special guidance service which is staffed by teachers with special education qualification (and by psychologists, educational psychologists and social welfare workers).

Students who have successfully completed Part 2, or any equivalent course of study, can apply for admission to Part 3, which is a two-year full-time course of study. The aim of this course is to give students general knowledge of social science research in special education. The course was first established in 1976. The first semester covers research methodology as well as content relevant to interdisciplinary strategies, agents of change and innovation in education. The second and third

semesters are mainly given to the planning and organization of students' research projects, which as far as possible are related to current needs in the students' home districts. In the final semester, emphasis is placed upon preparation for the work which students are likely to undertake following the course.

In addition to special education training offered at the National Graduate College, some special educational courses are available locally. The Graduate College itself has established regional 'branches' in the west and the north of the country, which can function as support centres and as bases for in-service training.

2.6 Conclusion

With previous studies conducted and available resources, it is sufficient to have an overall understanding of the components that make up of a special education training programme and the current types of special teacher education in France and Norway. Thus, it is then possible to build upon this prior knowledge to know in-depth the views of graduate student teachers on the efficiency, usefulness and quality of the training, so that strengths and weaknesses can be identified for future improvement.

Chapter 3: Methodology

3.1 Theoretical Framework

Overall, the theoretical framework used in this research is international comparative analysis via questionnaire, institutional analysis(training programme), discourse analysis(interview) and classroom observation.

According to Hantrais and Mangen (1998), comparisons serve as a tool for developing classifications of social phenomena and for establishing whether shared phenomena can be explained by similar causes. Similarly in this research, comparisons provide the analytical framework for examining similarities and differences in the views and discourses used by special education teachers and how these may explain the different training provision and results across two national contexts: France and Norway.

Crossley and Vulliamy (1984) state that international comparison should be done ‘case for the case’, implying that the knowledge of one context cannot be assumed to be true in another. Given that this comparative study aims to gain a more systematic understanding of the relationship between context and process, structure and action (Broadfoot, 1999, pp. 225-226), particular attention will be paid to the influence of cultural, social, economic, historical and political forces within a given context upon educational decisions, policy construction and changes over time (Vulliamy, 1990). Moreover, Crossley and Vulliamy (1984) highlight that “ecological validity” must be achieved by understanding how cultural, social, economic, historical, and political forces within a given context take place. In other words, contextualization is used in this cross-national comparison as a means of gaining a better understanding of the different societies, their structures and institutions. Similarly, Crossley (2000, p. 77) maintains that “in-depth experiential and discipline-based knowledge of each system under study are needed equally, in the senses of: a) a shared framework for comparison (theory and method) and b) equal knowledge of all systems under study”.

Therefore, based on Crossley and Vulliamy's (1984) work, in-depth single case studies of the four countries will be conducted prior to making comparative analysis based on relevant themes and criteria, specifically on educational support. Yin's (1994) recommendations for conducting case-study research are very useful and will be incorporated into the research design where relevant. As learning support is the unit of analysis in the case study, relevant information will be selected and examined to build site-

specific cases which will be compared throughout the project. For ecological validity (Crossley and Vulliamy, 1984), each individual country in this research requires a "whole" study, and policy relevant information from diverse sources will be garnered to support comparative analysis and the generalizability of findings.

3.2 Research design

Overall, the theoretical framework used in this research is international comparative analysis via questionnaire, institutional analysis(training programme), discourse analysis(interview) and classroom observation.

As with comparative analysis of teacher training programme, it is important to identify and ensure all relevant and major aspects are involved, so that the result will be more comprehensive. When comparing teacher training, besides the basic institutional analysis, the teacher's component must not be excluded because they are the subject being trained under the programme and experienced it adequately to offer opinions, evaluation, reflection and suggestions for improvement.

Apart from using questionnaire as a research instrument, interviews, institutional analysis (formal text and observation) and classroom observation of teacher practice will be applied alongside to support and compare to meet the consistency and validity of the quantitative data. The reason is it is important and necessary to include what is observed in the teacher training itself and also determine whether the teachers 'do what they say'. Besides, qualitative analysis is useful in identifying quality indicators or good practice within a teacher training programme that allows policy or practice transfers.

The four components included in this study to evaluate the quality of special education teacher training in France and Norway consist of teaching, evaluation, inclusion, and administration and collaboration; which are combination of both subject matter and practical experience each. The subcomponents of comparison are shown as below:

| |
|--|
| <p>Teaching Knowledge about disabilities Pedagogic skills/ methods Creating teaching materials Individualized education plan</p> <p>Evaluation Diagnosis and early intervention Measuring students' progress</p> <p>Inclusion Promote inclusive class environment and acceptance Dealing with conflict</p> <p>Administration and collaboration General education teacher Parents -counselling, communication, joint effort</p> |
|--|

Table 1: Components of Teacher Training Programme

3.3 Subject

Subjects involved in this study are all special education teachers or personnel selected based on purposeful sampling, who are graduating soon or have graduated and teaching as beginning teachers from special education training programme in France and Norway. The subjects fit the criteria of investigation as they have undergone the whole or almost the whole training programme in their countries, and have ample time and exposure to comment on their learning experience in the programme. As the views of special education teachers are put side by side for comparison in France and Norway, subjects are carefully matched in both countries so as to be similar in certain aspects and roles, so as the experience of a subject from France is compatible to a subject from Norway, at least to a certain extent.

In both countries, questionnaires are directed to special education student teachers who will be graduating soon from the training programme and have almost completed the whole training content and process. On the other hand, subjects chosen for interview and observed at work are composed of teacher trainer/s , primary school special education teacher, secondary school special education teacher, academic psychologist/ counsellor and special education student teachers. Subjects remain anonymous in this study for privacy and confidentiality. Details are shown as below:

| Subjects | France | Norway |
|--------------------------------------|--------------------------|------------------------------------|
| Teacher Trainer | 2 from IUFM | 2 from University of Oslo |
| Primary School Teacher | 1 from CLIS | 1 from local school in Skedsmo |
| Secondary School Teacher | 1 from SEGPA | 1 from local school in Skedsmo |
| Academic Psychologist/ counsellor | 1 in the region of Reims | 1 from resource centre |
| Student Teacher | 1 from IUFM | 1 from Akershus University College |
| Total | 6 | 6 |

Table 6: Research Subjects in France and Norway

3.4 Instrument

To fulfill the validity and comprehensiveness of comparative analysis, the questionnaire consists of several distinct aspects which are specified into skills. The questionnaire consists mainly of two sections, which are professional practice and analyzing of what areas taught and skills learnt from the teacher training programme. The type of question falls into one of the category under skills of administration, pedagogic intervention/ teaching, student evaluation or inclusion.

A) Questionnaire for analyzing the training programme (Attached in appendix):

- First section to determine the professional practice of teachers in classroom (whether skills learnt in training are transferable and applicable)
- Second section to gauge the satisfaction of teachers with the areas of training provided

B) Information from institutional analysis derived from texts and observation during internship at the institutions

C) As questionnaires do not cover all information needed, interviews are also applied to supplement the questionnaire results and observation of the teachers at work or while teaching students in the classes.

Below is the interview guide used to address questions to subjects made up of special education personnel in France and Norway. However, it is important to note that on the course of interview, there is slight modification or more questions asked for elaboration or clarification, and thus questions posed to each subject is quite different to some extent based on their personal expertise as well.

1. What is the structure of special education teacher training? Is there a good combination and distribution of both subject matter and practical experience?
2. What subjects/modules deal with topics of administration/ collaboration, teaching/ pedagogic intervention, student evaluation and inclusion?
3. Referring to the table below, can you briefly explain how much you were taught and exposed to for each component below in the training programme that are helpful in classroom teaching.

| |
|--|
| <p>Teaching Knowledge about disabilities Pedagogic skills/ methods Creating teaching materials Individualized education plan</p> <p>Evaluation Diagnosis and early intervention Measuring students' progress</p> <p>Inclusion Promote inclusive class environment and acceptance Dealing with conflict</p> <p>Administration and collaboration General education teacher Parents -counselling, communication, joint effort</p> |
|--|

Table 1: Components of Teacher Training Programme

4. What are the strengths and weaknesses of the training programme? Which modules are most helpful for classroom teaching?
5. What are your suggestions for improvement in the training programme?

In interviews, the students were asked to recommend activities in the programme which should be retained or increased in emphasis, and those which should be eliminated or decreased in emphasis. They were also asked to list the major strengths and weaknesses in the practicum. (The Special Education Resource Room and Training Programme 1973 College of Education, Temple University)

3.5 Procedure

First, 40 student teachers were sampled in France and Norway respectively to whom a questionnaire was given related to their level of satisfaction of the teacher training programme and to rate whether certain essential skills and knowledge were effectively taught. The questionnaire includes open-ended and close-ended questions, also with likert scale in order to quantify the study. The questionnaire would be divided into four sections, including how well-trained they are in terms of evaluating students, administration work, designing pedagogic intervention and carrying out inclusion. All four sections would be defined in detail to branch out into specific skills and knowledge. To support the result of questionnaire, library research and details of teacher training programme would be analyzed to check their validity. For example, whether a lot of time is planned for practicum in schools if the teachers claim that they have hands-on teaching experience throughout the training programme.

Besides, 5 interviews were carried out in these two countries to further understand how the training programme was carried out and their effectiveness in shaping teachers in knowledge and skills, (Letter of permission attached in appendix). Besides to validate the result of questionnaire, the main objective is to learn good practice within certain teacher training programme so that policies or training plan can be transferred for growth in special education across nation. In the end, the teacher training programme that is rated well in certain aspects would be derived and used as recommendations for a good teacher training programme or to frame certain practice as important elements of an effective teacher training programme. On top of that, these subjects were observed at work or while teaching according to their nature of expertise to validate the information they shared earlier.

3.6 Method of data analysis

All recorded interviews and questionnaire results will be gathered, transcribed and subsequently analyzed and coded based on themes. It will then be followed by thematic analysis and discourse analysis of interview data. Some key concepts of other researches will be mapped to relate them to the concepts.

For the questionnaire, students were asked to choose their answers (frequencies and percentages) and rate various aspects of the programme using a rating of 1- very bad, 2- bad, 3- moderate, 4- good and 5- very good. Quantitative approaches for analyzing data will be used in the research via questionnaire to obtain the percentages in each component. Besides, qualitative data will be obtained from class observation, institutional analysis and also interviews.

Yin (1994, p. 99) maintains that "data analysis consists of examining, categorizing, tabulating, or otherwise recombining the evidence to address the initial propositions of a study". He suggests that every investigation should have a general analytic strategy, so as to guide the decision regarding what will be analyzed and for what reason. The analytic technique used in this study is pattern-matching and explanation-building based on the theoretical propositions that lead to the comparative case study. As this research follows the comparative case study approach, both within-case analysis and cross-case analysis should complement each other. Data built from policy analysis (Shanks, 2006) and interviews will be examined using thematic analysis and critical discourse analysis (Fairclough & Wodak, 1997) to build separate cases relating to the teacher training programme in the two countries. The data for within-group similarities and differences will be investigated for internal validity (Yin, 1994). After that, cross-case analysis of the two distinct cases will be employed in order to categorize their similarities and differences and discover emerging patterns that may support the theoretical propositions relating to the teacher training programme in each country.

Chapter 4: Findings and Discussion

4.1 Introduction

In this chapter, findings of the aspects special education teachers are trained in training programme in France and Norway will be discussed based on the components included in this study. The discussion will be based on results of questionnaire analysis, substantiated by document analysis, interview of subjects and observation at work. This chapter focuses on answering the research questions set in the first chapter of this research.

4.2 Effectiveness of each training component and analysis of teachers' feedback

4.2.1 Teaching

4.2.1.1 Knowledge about disabilities

When a teacher is well-learnt about the various types of or certain specific disabilities, their characteristic and influence on learning needs, then the special education teachers knows what difficulties the children are going through and what teaching methods would best fit their learning process, either language or other subjects. Thus, given a specialist teacher or educators that study all types of physical, mental or learning disabilities, the training programme plays a very important role in preparing teachers to know how children might behave in the classroom, what medication they need to take, how they socialize or relate to peers and their learning strengths. From the questionnaire, almost 100% French and Norwegian teachers rate knowledge and understanding of disabilities or needs of children are of number one importance to be able to teach students with special needs, while it is a little less important to learn about assistive technology used by the children.

In France, the primary school special education teacher working in the School Integration Class or CLIS (*classes d'intégration scolaire*) holds the opinion that teachers in her field are fairly well-trained for different types of disabilities faced by children, as they choose the course they wish to specialize in and therefore they are drilled and taught various aspects related to a certain type of disability or needs in depth, via lectures, workshops, group discussion, projects and also practical experience from pre-service and in-service training. As CLIS is for children with disabilities too severe for schooling in regular classes within an ordinary elementary school, teachers are expected to be proficient upon graduation personal characteristics and needs of those children, what essential skills they need to acquire to live an

independent life, their estimated potential and how the children progress in the areas of intellectual and cognitive skills, emotion, socialization and so on.

Teacher trainer in IUFM confirms the speciality mastered by individual specialist teacher under 4 different categories of CLIS, consisting of type 1 (D) specializing in cognitive learning disorders and severe mental development limitations, type 2 (A) specializing in hearing impairment (*troubles auditifs: sourds, malentendants*), type 3 (B) specializing in visual impairment (*troubles visuels importants: aveugles, malvoyants*) and type 4 specializing in physical disability/severe motor deficiency. On top of that, other specialist teachers might be trained to work in SESSAD (*services d'éducation spéciale et de soins à domicile*) which focuses on students with mental, motor and sensory disabilities to enable early intervention and support provided for the family (counselling and treatments) until the end of compulsory education. Other teachers aims to work in UPI (*unités pédagogiques d'intégration*), SEGPA, hospital and so on, would select courses from IUFM which are relevant and useful to their expertise. It can be observed that training structure is very disability- specific and thus useful for the teaching career.

On the other hand, teacher trainer from Norway has also shared some insights into the available special education training programme in the Department for Special Education (DSE) of University of Oslo. The learning process is convergent, meaning as student teachers progress through the semesters and courses, they become more specialised into a specific type of disability or disorder and thus become more of an expert in that area. Teachers learn all aspects required about a specific disability, which is elaborated in parts as follows taken from the coursebook:

Part I admits students for both undergraduate and postgraduate studies for the first year programme. The aim of the course is to provide a theoretical and practical introduction to the field of special education with an emphasis on specific learning disabilities. The completion of Part I does not in itself confer teacher status unless the candidate also holds previously recognised teaching qualifications.

Part II is another one year programme. This allows the students to specialize in one of the following areas: hearing impairment, visual impairment, speech therapy, mental retardation, physical disabilities, socio/ emotional maladjustment, multiple handicap and the use of personal computers in special education.

Most importantly, a student teacher under training who has chosen a specific field of specialisation can learn more from The National Support System for Special Education (Statped) by participation in their activities in providing training to children, young people and adults with special educational needs. It is especially beneficial to teachers of the hearing impaired and deaf-blind as several of the units have school facilities and social activities at preschool, primary school and secondary levels. Nevertheless, other fields covered by Statped include visual impairments, complex learning difficulties, social and emotional disorders; language, speech, reading and writing difficulties; cleft lip, jaw or palate; laryngectomy; pupils with profound and multiple learning difficulties; minority language and learning difficulties; early childhood intervention stimulation in children with special needs (0 – 5 years of age); information technology for people with disabilities; acquired brain damage; and school facilities at social and medical institutions with resource centre functions. This definitely builds a very good foundation of practical and academic training.

4.2.1.2 Pedagogic skills/ methods

Teaching children with special needs is not totally different from teaching in mainstream education but it requires special knowledge and skills. In this area of knowledge, 99% of French and Norwegian student and beginning teachers under this study rate this as very important; whereas 89% student teachers agree that the training programme is 'good' in preparing them the effective pedagogic skills and methods in teaching children with special needs followed by 'moderate' of the rest. In Norway, it show a similar pattern with 85% giving a 'good' rating for this area and 'moderate' for the rest. They also claim to be adept at using one-on-one instruction, small-group instruction, cooperative learning and behaviour management in teaching children with special needs after initial learning from the training programme. Slightly different, French teachers prefer and often use small-group, large-group and direct instruction; and cognitive strategies. The data above shows that teachers are prepared for the target audience and learning culture in their community as cooperation among teachers and inclusive practices are given top priority in Norway while children with special needs are taught to the best of the teacher's ability in France to learn basic competence listed in the *socle commun* or essential competences. However, it is important to note that teaching methods taught in different specialisation vary within country as well and teachers do build up more knowledge once they start teaching in school as it is a lifelong learning and does not stop after training.

In France, The National Centre of Studies and Training for Unadapted Children (CNEFEI - The centre national d'études et de formation pour l'enfance inadaptée) includes topics related to teaching methods for children with special needs in its programme for the CAPA-SH qualification as follows:

Unit 1 – differentiated and adapted teaching practices

- analysis of the special educational needs of students
- adolescent and child development
- learning processes
- adaptations for teaching and learning

In IUFM, the qualified trainers are mostly teacher-researchers (university professors, lecturers etc.), professors of secondary education, primary school teachers and principal advisors of education with up-to-date classroom experience. Added by the interviewed trainer, this ensures that student teachers are imparted practical knowledge instead of theories that are anchored in books many years ago. Besides, student teachers benefit from the supervision of *conseillers pédagogiques* or pedagogic consultant during their in-school placement to advise them on various tasks as a teacher.

During observation period, French teachers have shown skilful teaching methods in classroom true to the detailed training they received. In the classroom where many students had problems with dyslexia, the activity called "syllables in different contexts" was used frequently where the teacher asked students to identify certain syllables in a text found in different positions, in order to familiarise themselves to overcome their lexical learning difficulty. In IUFM, group discussion was conducted by the teacher trainer to drill students on orthophonist reproduction using 'dialogue dictation' that proposes a learning method for dyslectic children via metacognition. It uncovers the representations of its operation, thus allows better understanding of writing mistakes and possible remediation. Furthermore, there is the Borel-Maisonny method which uses the visual channel of symbolic gestures during the learning of reading. In training for children with autism, the reinforcement theory is still the main method employed to influence behaviour or learning of a student, namely ABA that strengthens and shapes the behaviour and learning experience of children with autism. Dealing with children with emotional disorder, another trainer shared his opinion that fear is one of the main reasons why a student misbehaves because they have a very negative perception of learning. So, building a healthy and inspirational relationship between student and the teacher highly contributes to the learning process in terms of behaviour management or academic success.

In Norway, the educational authorities (the Council for Compulsory Education) have drawn up a Model Plan for Teaching (the last revision, M-87) which covers general guidelines and specification of content areas in different subjects, recommended working methods and so on. Teaching is not restricted to the traditional understanding of knowledge teaching, but has to cover all kinds of instruction and training activities appropriate to the needs of the pupils. According to the experienced teacher trainer, teachers are now recommended to devote time to various training elements such as training of perception, speech, motor function; occupational and play therapy; music, music therapy; physical education, swimming, horseback riding, etc; ADL (travel, shopping, restaurants, post, bank, telephone, etc.); social training (groups, conversation); and training in practical functions (eating, toilet, personal hygiene, dressing). On top of that, special educators for the visually impaired in Norway are now trained to be qualify for working with all ages, both as teachers and therapists within the school system and the social health care system. In the programme, theoretical and practical studies are covered and they are required to learn braille, teaching mobility and different reading techniques with assistive devices.

Besides, Norwegian special education teachers finds the family group method based on Barbro Goldinger's model to be very effective in promoting inclusion and self-paced learning.

By family groups in the school, I mean that the class is divided up into four fixed groups, each containing between four and seven pupils. Those of us who began work with the family groups – four teachers at the primary level, their special educationalists and I, chose the term family group so as to indicate that the groups we wanted to create should stand for something more than what groups often stand for in school. We reckoned that the children, through their sense of belonging to a regular little group, would get a realistic and adequate sense of security, and the opportunity to practise living together and thus training for adulthood.

Goldinger 1979

Another method which is widely used in classroom is cooperative learning where students work together in a project so that ideas can be shared among peers to build creativity, stress-free but constructive atmosphere, as well as mutual respect and social skills can be built. As supported by the teacher, this is very important for preparing children with special needs to participate in the activities with normal peers and maximise their self-esteem and learning potential.

4.2.1.3 Creating teaching materials

In training programme, teachers must be sufficiently prepared to design lesson plans to meet certain learning goals and create suitable teaching aids and this task becomes more demanding and crucial

when teaching students with special needs as special care and attention must be given appropriately. Based on the questionnaire, below is the result found of all the types of teaching materials used in French and Norwegian classroom on average:

| Types of Teaching Materials | France | Norway |
|--|--------|--------|
| a) General education curriculum materials used without modification (ex: Textbooks and exercises for general education students) | 2% | 3% |
| b) Some modifications of general education curriculum materials (ex: Provide supporting structures or make the material easier for students) | 23% | 25% |
| c) Substantial modifications of general education curriculum materials (ex: Change all the structure of the text or exercise according to the level and needs of students) | 25% | 37% |
| d) Specially designed commercial materials were used (ex: Textbooks and exercises for students with special needs) | 30% | 10% |
| e) Teacher-designed materials were used | 15% | 25% |
| f) Other(please specify) | 5% | - |

Table 7: Types of Teaching Materials Used in Classroom

Reading from the table above, it can be concluded that special education beginning or student teachers know how to adapt general teaching materials or look for available resources in the market, and even design teaching aids themselves when the needs arise to make lesson more meaningful, target-oriented, fun and effective. It is interesting to note that the percentage of using specially designed commercial materials for students with special needs in Norway is lower than France as students with special needs are in most cases included in general classroom in mainstream education and thus follow lessons with ordinary peers with some adaptation. Besides, it also shows that special education teachers must possess the skills of modifying general education curriculum materials to make it easier, readily understandable and clear to students with special needs, while designing appropriate teaching materials is also important when certain exercises or resources cannot be obtained from commercial or general education books. Substantiated by both interviews and observation in classroom, both French and Norwegian special education teachers are quite well-trained in making various lesson plans to meet special learning needs and determining learning goals to be achieved coupled with appropriate teaching materials.

In Norway, according to investigations made by the OMI project on the use of resources for special education, 83 percent of all teaching hour resources available for special education in the schools were

given in the two core subjects, Norwegian and mathematics. An additional 10 percent of these resources was used for teaching foreign language (English). These three subjects may therefore be taken as the main content of special education provided in ordinary schools. The same content has long been among the priorities of special education, and the challenge confronting special education has always largely consisted of tackling the problems connected with having to teach handicapped pupils the same type of content that is more easily taught to pupils in ordinary education. For this purpose, more specialized methods and materials, and very often much more intensive teaching strategies, have been adopted by special education teachers. The content of special education may be considered as generally more restricted than ordinary education.

As individual curricula for children with special needs should not be too different from the class curriculum due to the process of inclusion, special education teachers in Norway mentioned that learning how to adapt teaching materials wisely and constructing simpler diagrams and clearer texts to be handed to students who need this special support has always been a highlight in training programme, that they are constantly evaluated by drawing up lesson plans and matching suitable aids with them. Materials should be made easier and readily understandable so that students can discuss them with peers in their group and follow the lesson well. To achieve this, a combination of different books and booklets followed by adaptation are often the daily routine of special education teachers in order to produce educational programme suited to the pupil. To help students with special needs to overcome boredom and loss of concentration, especially students with ADHD or even dyslexia, there should be variation and new materials and approaches should be used in classroom in order to maintain the pupil's motivation to learn and improve.

In France, as told by IUFM teacher trainer, textbooks used in school must first be approved by national Minister of Education and teaching materials are usually published and approved for use nationwide. However, when it comes to teaching children with special needs, teachers are given freedom to determine their teaching methods, course books and other materials. As the success of the school of a student with a disability may be determined by the application and use of appropriate materials, training in this area is given much importance and teachers are also provided with guidelines on how to prepare materials for students with visual impairments, hearing impairments or physical disabilities. For example, DVD resources for programmes of French sign language (LSF) are provided for students in kindergarten and elementary school.

Bearing in mind that students with special needs might need more time and support structure to learn, student teachers are taught and drilled on principles to follow when preparing teaching materials. Student teachers were given practical exercise to ensure teaching aids are concrete, supplemented with images and related to daily life experience. Besides, presentation of teaching materials should be organized as students have difficulties in forming logics, reasoning, thinking with fragmented information, and all should be designed with small steps conducive for learning and achieving instant results as students of special needs might have more fear of failure and tendency to forget things learnt quickly. Elements of fun should be introduced in teaching materials as well to motivate students while all sorts of educational games and toys, books and videos can catch longer attention and stimulate interest in students with special needs.

It was also observed from classroom teaching that the method of visual learning for students with special needs is frequently used by the teacher to foster mutual enrichment and better integration when lesson was taking place. Visual learning could draw the attention of learners and when they are motivated to learn, they will be able to contribute ideas in classroom discussions. For example, creative comics were used to teach students new vocabulary and interactive materials were effectively taught, such as pictures of soldiers in trench shown to commemorate the Armistice Day, puzzles for imitation, coloring activities to determine the order of letters, cut-and-paste activities to classify the animals in their categories and so on.

4.2.1.4 Individualized education plan

Creating an individualized education plan is one of the most important steps that start the schooling life of students with special needs and teachers play a very important role in its planning and most influentially its implementation. Every year, teachers have to adjust the IEP or specify methods to help students achieve the skills targeted in it and thus justifies the importance of training teachers to work with IEP and how to make plans to realize goals defined in it.

While students learn in a classroom that teaching is imparted to the whole class instead of only to a particular student one at a time, this requires expertise of teacher to monitor how the lesson would benefit everyone as a whole, while still moving towards cultivating academic, living and social skills of every student individually. Correspondingly, 95% French special education teachers and 93% Norwegian special education teachers rate IEP and expanded curriculum as very important. While it

varies in different classroom and types of students, below are the result of questionnaire on the amount of time spent for various activities in special education classroom approximately within a school year.

| Activities | France | Norway |
|---|--------|--------|
| Academics (Reading, Mathematics, Language Arts, Science) | 53 | 30 |
| Speech And Language (Auditory processing, Listening comprehension, Oral expression: Voice/speech articulation, Language pragmatics) | 30 | 30 |
| Social (Social skills) | 5 | 10 |
| Life Skills (Adaptive behaviour or self-help skills, transition and postsecondary goals) | 2 | 5 |
| Physical/Mobility (Fine motor skills, Gross motor skills, Orientation and mobility) | 10 | 25 |
| Other (PLEASE SPECIFY) | - | - |

Table 8: Types of Activities Conducted in Classroom

As per the results above, generally academics- and speech and language- related activities are given top priority in classroom teaching in France to ensure most time and effort are channelled into learning the subject matter and acquiring fundamental knowledge defined in *socle commun*, which has seven pillars with each divided into knowledge, abilities and attributes/attitudes. The pillars are:

- Mastering the French language
- Speaking a modern foreign language
- Acquiring basic knowledge in mathematics and science
- Developing a humanist culture
- Mastering information and communication technology
- Acquiring social and civic skills
- Developing autonomy and initiative.

On the other hand, activities are divided more evenly in Norway where academic, social and physical activities are blended within the school year. However, this only acts as a general overview of how learning is distributed but it is differentiated in school and majority of students with specific needs. For instance, children with mental retardation or motor problems would be assigned more activities to build life skills and motor skills. To enable flexibility in organisation and planning of education, the Norwegian Ministry allows that up to 25% of the number of lessons in each subject to be used freely

according to local conditions and individual needs.

In Norway, special education teachers are lectured and trained to take part in discussions on IEP by adapting to the needs of individual students, knowing what skills are achievable for certain students in a semester, attending hearing to finalise IEP and how mediation and different therapies can be incorporated and to be familiar with basic special education laws and regulations. Teachers learnt that the content of an IEP is determined by the student's cognitive ability, communication skills, operational capacity, emotional, interpersonal, sensory function, health status, ability of daily life, language skills, mathematics and other academic ability in the current situation when they first enter school or to be updated each year. It also has to be linked to relevant factors that would affect the children's learning including family background, the suitable assessment methods for each programme listed in IEP, the educational goals and available resources within the school student is placed and related services and therapies.

As IEP is decided out of a long process, teachers are informed about the procedure starting from the meeting with the presence of school administrators, parents, the student, relevant professionals and accompanied by special education teacher. The written IEP should also be monitored and followed by the special education teacher for review and amendment as children learn and grow with time and thus IEP is a process and evolvable teaching plan. Overall, teachers need to learn making assessment on student's progress, develop short and long-term goals and implement teaching strategies. The Norwegian teachers believe that IEP is advantageous in ensuring efficiency of individualized learning, structured organisation of teaching objectives and followed by evaluation system and good management of integrating views and expectations of parents, teachers and professionals.

In France, IEP is called PPS (*projet personnalisé de scolarisation*) and teacher education touches topics of PPS in the domain of procedure involved and the role of being a teacher referral. The procedure learnt is more or less similar to the content in Norway, with the exception of the monitoring team in school and provision of a teacher referral throughout the process of the child's education. The whole process includes analysis of needs conducted by the school team of the teacher referral and partnered by the child's parents, registration and reception in the referred school, mobilisation and the establishment of support required throughout period of schooling, followed by first assessment by teaching staff to judge the suitability of PPS and continue with reviews and adjustment if needed. It also specifies the quality and nature of necessary accompaniments for the child including therapies or rehabilitation, the

use of auxiliary support in school life and appropriate teaching materials or living aids. Similar to Norway, decisions made for PPS take into account the wishes of the child and parents as well as assessment of needs. It is also subject to regular reviews by teachers which may result in a change of teaching direction to the best potential for each child. Special education teachers have learnt the importance of carrying out measures addressed in the PPS and observe the progress of students to judge for modification and future orientation.

Most important factor for the success of PPS is the teacher referral of the pupil who ensures continuity and consistency of the implementation of PPS, being the foremost communicator of the stakeholders in the plan. To be able to do this, they have to be trained how to bring together and facilitate the monitoring team in the school of the students with disabilities. Teacher referral is responsible to prepare the minutes of the meetings and send it to team members while a disabled student will be followed by the same teacher referral throughout his or her schooling, regardless of the institutions they attend. During my observation period, even though teacher referral cannot make final decision for the students, apart from the teaching methods used to reach learning goals, however, he or she is naturally the first person to be contacted whenever consultation or learning history of a child is required, or to report a situation which is considered beyond the strict framework of the educational team, or when the teacher referral believes that PPS must be changed as it hampers the development of the child with lack of appropriate facilities or accompanying measures.

4.2.2 Evaluation and assessment

4.2.2.1 Diagnosis and early intervention

Working together with parents, paediatrician, therapists and other professionals, teachers and school psychologists play an important role in diagnosis and early intervention of children with disabilities. In fact, as some general or even special education teachers are not trained or made aware of their role in determining the learning disabilities or special needs of children, as a consequence, reading or learning problems, dyslexia, attention deficit disorder (ADHD), autism or other learning disabilities are diagnosed much later in upper years of the elementary school while the delay has caused the children prolonged failure, missing the opportunity of early intervention, emotional turmoil, unsuccessful grade transition and reprimands from parents that their self-esteem might be tarnished. As special education teachers are recruited for training and have learnt about various learning disabilities, it is their duty to

detect any learning disabilities in children and introduce possible intervention, as many parents and general education teachers might due to understandable lack of knowledge overlook the difficulties experienced by their children. Only 53% French special education student teachers and 48% Norwegian special education student teachers think that they are averagely trained in this area of diagnostic evaluation and constructing the relevant instruments, while the rest left this slot empty. Being interviewed, the teachers claim to understand its importance, but they do not have the confidence to do so, unless professional advice is provided. This is totally understandable as the main responsibility of a teacher is to carry out the individualized educational plan, but they still need to join hands to curb late detection of learning disabilities as they have the most knowledge in school and the sufficient opportune time to observe the children. Nevertheless, both academic psychologists from Norway and France are better equipped in diagnostic knowledge and are experienced in constructing and implementing diagnostic tests, but in order to make sure no child is left out, teachers still need to refer students to these psychologists and medical personnel to carry out a complete diagnosis.

In France, according to the school psychologist, special education teachers working in kindergarten or early intervention teachers take part in the assessment of nursery children to identify language and learning difficulties, some during practical internship in schools. This is a good opportunity for them to learn the process of screening starting in the final year of nursery education to be followed up by primary special education teachers in primary education and first year of secondary education. Teachers can make use of this opportunity to increase their diagnostic and assessment knowledge with the help of doctors to detect language problems. Greater awareness should be promoted among teachers of this role to prevent the learning difficulties of children to be left unidentified, untreated, intensify and worsen when they advance to another grade, and maybe eventually drop out from school.

Apart from that, French special education teachers are trained and learnt in their teaching career to inform school psychologists or nurse when they detect symptoms of autism, dyslexia, emotional disorder and others in children. It can be initially judged based on the decline of performance in school, inability to mix well with others, lack of interest, obvious spelling disorder, big achievement and behaviour gap with peers and failure to complete assigned work and so on. Then, school psychologists, therapists and in some cases medical personnel can intervene to check for the suspected disability. Hence, more effort has been put in training programme in promoting awareness among student teachers the importance of recognizing child's difficulties during early childhood education, connecting information from child's health reviews to learning situations, starting individual support immediately

after recognition of difficulties, using parents' and other experts' knowledge in planning individual support for the child and providing special attention in transition phases.

In Norway, big changes have been made to the training programme to facilitate early intervention to reduce cases where children face greater learning difficulties later in life due to unidentified and unaided disability or other conditions. This is especially true and poses great concern for disabled children or with reading and writing difficulties or those from minority language backgrounds. Preschool teachers are among the first to be in contact with children and granted the opportunity to identify any learning disabilities demonstrated by children as early as possible. Hence, both teacher training and the training of preschool teachers are reviewed and content is shared so that they know the other's field, thus can ensure the smooth coherence of syllabus.

4.2.2.2 Measuring students' progress

Evaluation has always been an indication to gauge student's learning and it is even more important to know the progress of students with special needs to ensure teaching plans and learning goals enlisted in their individualized education plan are successfully implemented and achieved. Measuring progress of students with special needs require skilful teachers to adapt the assessment procedure and test itself, along with the use of special instruments in certain cases. If evaluation is carried out correctly, it can be very useful to determine remedial action, recommendations on grade promotion, as well as providing parents about their child's performance.

According to the questionnaire, more than 75% of French and Norwegian special education teachers formally evaluate students with special needs once a month in their classroom using instruments and performance or skills are noted, while the rest conduct evaluation a few times in a school year. Around 70% student teachers in IUFM of France feel that the programme has provided a good training in preparing them to assess and evaluate student's progress while 28% think it is moderately well and the remaining 2% are extremely satisfied with the excellent preparation. In Norway, 79% respondents rate the training programme as good in this similar area followed by 16% of moderate and 5% of excellent responses. When it comes to administering examinations or tests, scoring them, interpreting results and understanding their limitations, 65% French teachers think they are well-prepared compared to 63% of Norwegian teachers. Information collected from interviews explains that French special education teachers are trained to keep track record of each student to measure their progress and designing

evaluation instrument is nothing new as the French model of education always emphasizes evaluation tool to judge whether students have learnt what has been taught, nevertheless with simplification and more specification of skills for the targeted students with special needs. On the other hand, Norwegian teachers too think that they have reasonable knowledge on evaluating their students with special needs as they are trained with the skills to observe and carry out competence-based evaluation to assess how well the children have mastered certain areas of learning. Besides, 83% Norwegian special education teachers believe they are proficient in formative assessment, which fares higher than 75% of the French who for summative evaluation 85% have confidence of their ability to doing it well with the training provided in comparison to 80% of the Norwegian special education teachers. Lastly, around 68% of both French and Norwegian special education teachers think that they are well-instructed in preparing evaluation instruments such as checklists, rating scales, frequency counts, questionnaires, interview and observation structures, criterion-referenced tests and self-check formats, the rest taking the viewpoint that their training has been moderately well in preparing them to do so.

In Norway, pupil assessment is viewed by teachers as an essential part of the learning process and assessment should be based on the goals set in curriculum or in individualized educational plan to provide information on student's progress. The result should act as a feedback to pupils and their parents to understand learning progress, facilitate goal-setting, improvement on study strategies and methods and act as an interactive tool between pupil, parent and the teacher. According to the trainer, standardized rating scales and criterion-referenced testing are popular for evaluating students with special needs. Rating scale is a consistent way to measure positive and negative behaviour, attention span, independence skills and so on. It can be used to ascertain the level of proficiency certain skills lie in various settings, with improvement or setback in children and show performance over a period of time. It is a type of questionnaire rated by parents or teachers with the student together. Alternatively, criterion-referenced testing targets more specific skill areas mastered by a student and is not intended to use for comparison with peers. Teachers find this very useful in modifying instruction to students' needs and the specific skill areas include simple addition, understanding figures and so on for instance.

In the programme and pre-service training, Norwegian special education teachers are taught various methods of evaluation, and one of the most powerful and informative would be observation which can be done on a consistent basis and is very accurate and detailed to show student's strengths and weakness. Teachers can focus on a precise behaviour to determine how well the students have mastered certain skills or non-systematically observe in general various behaviours, responses and interactions which are informative and relevant. A standardized behaviour checklists can also be used to identify

specific learning behaviour, ability to perform a particular task or check on mistakes committed, for measurement on progress or as a diagnostic assessment process. Other methods used by the teachers are presentation in which students demonstrates or answers questions about their work, performance task is also viable where a child completes a task given by teachers while being observed and assessed and last but not least self-assessment so that students can take charge of their own learning by understanding their own strengths and weaknesses.

In CAPA-SH qualification in France, methodology of observation and evaluation is also taught in unit 1 where elaboration of adapted reasoning and elaboration and use of tools and support measures are some of the topics related. According to school practice, continuous assessment is carried out at regular intervals during elementary school and marks obtained during this monitoring process are written in students' report books called *livrets scolaire*. For students with special needs, the continuous assessment will be more based on their individualized education plan and thus teachers are trained on how to implement such assessment in relation to learning objectives, involving comments and criterion-referenced grading of competence. Elaborated by the special education teacher, they have to rate the competence based on student's performance as either 'confirmed', 'need to be reinforced', 'in the acquisition process' or 'not yet acquired'. To enable students to learn at their own rate, teachers involve students to the best of their ability in the discussion of learning objectives and evaluation of their progress. As most formal assessment done with students with special needs could not follow the general national test, teachers most of the time develop their own assessments in line with what they have taught in lessons, sometimes online resources from government data bank or others are used as well to carry out evaluation. For a substantial example in SEGPA which accommodates students with severe learning disabilities, teachers first define the specifications of each skills expected to be acquired by students, namely verbal comprehension, perceptual reasoning, working memory and speed in performance task. In assessing verbal comprehension, the student is evaluated if he or she is able to understand a spoken text, derive information and understand the chronological chain of events. The marks of the students were marked clearly and then discussed in detail on how to interpret the problems of student learning and the design of appropriate teaching materials.

On top of that, teachers must be in the know that there are special provisions made for students with disabilities to take part in examinations such as by using a third person, one-third addition of time allocated for their tests and use of specialized equipment. Teachers are also trained on the importance of educational record review to measure student's progress referring to cumulative folders or files that document the individualized education plan, learning programs which the student participated, support

services received, performance and assessment portfolio, report cards and behaviour or health record. This is especially useful for new teachers who just take over of the learning of the student with special needs, to evaluate how far the students have progressed and skills acquired in the course of previous learning.

According to observation, the French school psychologist in measuring students' progress frequently organizes interviews with children to encourage a desire to learn and evaluation consists of observations within and outside the classroom. Several evaluation sessions were customized assessments, diagnostic and individual interviews. For example, a boy who was socially isolated fared a little below average in its semi-annual evaluation of his intellectual capacity, but progress was shown with school intervention and counselling. On the other hand, students having behavioural problems after following counselling session were evaluated by expressing their views on the concept of the family, roles and parental responsibilities, sense of trust and friendship and their interest in academic subjects. All of the evaluation sessions conducted aimed at particular skills or aspect of improvement shown in students to check the effectiveness of intervention so that feedback can be garnered and further actions can be planned.

4.2.3 Promoting inclusion

4.2.3.1 Promote inclusive class environment and acceptance

In the Principles and Guidelines for Compulsory Education by Ministry of Education in Oslo, adapted education is described in the curriculum: “In order to meet pupils’ different backgrounds and abilities, the school for all must be an inclusive community with room for everyone. The diversity of backgrounds, interests and abilities must be met with a diversity of challenges, suitably adapted education is a necessary and prominent principle in compulsory school.” It requires many factors to be successfully implemented such as school organization, inclusive teaching and learning activities, teachers’ attitude, collective responsibility, school management and leadership, involvement of parents and the community where the school is located. In general, French and Norwegian special education teachers try at best they could to integrate students with special needs in general education classroom if his or her physical, emotional and intellectual conditions allow. Relatively, all Norwegian special education teachers in unison agree that inclusion and adapted education is very important from the questionnaire source while it is perceived by 53% of French special education teachers as quite important and 47% as important.

That is rather predictable as students with special needs are educable just like any other ordinary children and is placed in ordinary Norwegian schools. Nevertheless, personal visits have been paid as well to schools where the more or severely handicapped pupils are grouped in a special classroom which is integrated in ordinary school. Generally, this provision of special classroom is only made accessible for pupils with severe, long-lasting, and multiple disabilities which require extensive living aids and learning instrument outside the ordinary classroom.

During the third year of the special education training program, in order to promote awareness and joint effort towards inclusion, general education teachers and special education students have the opportunity to attend courses together, to learn and understand each other's work and focus on how to adapt lessons for children with special needs at all stages of planning, implementation and assessing achievements. This kind of collective learning and collaboration during training is very meaningful as it sets the correct professional identities within the inclusive setting, foster communication between groups and enable both general and special education teachers to familiarise with the concepts of inclusive education. Both benefit from the learning of common types of learning disabilities, teaching methods and inclusive models.

Attitudes of teachers are shaped towards understanding the importance and benefit of inclusion, so that teachers learn how to respect every pupil, show equal expectations and provide learning support when needed. A friendly atmosphere should be established by teachers in classroom taking into consideration diversity in teaching and learning situations. Special education teachers are also trained to identify what are the individual strengths and difficulties faced and implement differentiation and support by knowing the students' needs, cognitive abilities, disabilities and interest. The teacher trainer also introduced the school poster put in place in each and every school which draws principles of inclusion such as below:

- 1 give all pupils and apprentices equal opportunities for developing their abilities and their talents*
- 2 stimulate the pupils' and apprentices' wish to learn, application and curiosity*
- 3 stimulate the pupils and apprentices to develop their own learning strategies and ability for critical thinking*
- 4 stimulate the pupils and apprentices in their personal development, in developing social competence and the ability to understand and participate in democratic processes*

- 5 *make it possible for pupils and apprentices to make informed choices about education and future careers*
- 6 *help teachers and trainers appear as clear leaders and examples for children and young people*
- 7 *stimulate, use and further develop the individual teacher's competence*
- 8 *promote differentiated education and varied working methods*
- 9 *ensure that the physical and psycho-social working and learning environment promotes health, well-being and learning*
- 10 *make it possible for parents/guardians and the local community to become involved in education in a meaningful way*

Similarly, the French educational system has now become more supportive of the notion of inclusion, by introducing integrated schooling named UPI (*Unités Pédagogiques d'Intégration*) and medical and education support or SESSAD (*Les Services d'éducation spéciale et de soins à domicile*), while having support structures of AIS (*Adaptation et Intégration Scolaire*) for pupils who are handicapped or facing severe school failure. While Norway level of inclusion is different by supporting total integration unless in the most severe cases, France is still a little more conservative with the sound reason of ensuring children can get more specialised help and attention in daily learning experience instead of falling behind other ordinary peers, with teachers specially trained for that purpose. On the other hand, Norwegian teachers hold strong belief that social success of children with special needs, self-esteem and equality can only be gained in the context of total integration, which also justifies the importance of inclusion. Although both sides have different concept of inclusion, they agree that it is crucial in a child's growing process to get a schooling as close as possible to ordinary structures, accompanied by necessary medical care or learning support. The primary school special education teacher also enlightened me that in France integration is a step-by-step process that ranges from part-time education in mainstream schools or a more complete integration based on individual capacity and needs.

During teacher training, teachers are taught how to promote inclusive learning and to develop the right attitude towards children with disabilities. Teachers are inculcated with the value that all children are educable without discriminating those with learning or physical impairment with negative attitudes and prejudices that they are hopeless and unable to participate and reach learning goals. Unfair prejudices in fact constrain any hope or potential of children with special needs to blossom in the first instance even before children and teacher work together to overcome those problems. The French teachers stressed

that if teachers themselves do not change this mindset, children with special needs would for always be given less attention and expectation, along with disfavor, disrespect or maltreatment from other peers who notice how teachers perceive them as a bad example. Besides, student-centered teaching is also a way to increase inclusive practices in classroom to meet individual student needs. Teachers should seek a solution to suit the education system to the child and not vice versa. Teacher training must therefore highlight inclusion as one of the main topics if teachers are to have the attitudes and confidence to teach children with special needs.

4.2.3.2 Dealing with conflict

Conflict management is another important skill needed by teachers for an inclusive classroom to function in a healthy and friendly atmosphere. In certain circumstances, children with special needs might be made fun of in classroom or various factors can cause disharmony or tantrum in classroom that need teachers to prevent or resolve them.

In Norway, teachers are reminded the three main tasks of schooling which is 'care, upbringing and teaching', which position 'care' as the first and 'upbringing' as the second step towards individualized and inclusive teaching as the final step. They find the need to establish a caring classroom first and build up the right and courteous personalities in children before smooth and healthy teaching and learning can proceed in a classroom. Conflict happens everyday and if teachers are trained how to handle them properly by setting the right foundation and behaviour on how students should respect each other, irrespective of physical or mental disabilities, then students would comprehend the difficulties faced by students with special needs and include them with tolerance, respect and appreciation. This is a very challenging task for teachers as they need to establish respect, understanding, emotional management and self-control in class. Teachers also need to be equipped with knowledge on how to design appropriate games or activities that would bond ordinary children with children with special needs, especially when Norway adopts the full integration model.

From observation in classroom, French special education teacher also demonstrates good conflict management skills, and they shared that some modules related to this topic has been included during their training programme. When they learn about the possible behavioural problems shown by children with Asperger's syndrome who tend to become anxious and easily annoyed, teachers must possess the skill to look at it and solve it from many angles, from the internal confusion of the student due to lack of

understanding of surrounding social signals or scenarios, low self-esteem and difficulty in accepting their own mistakes up to external causes that trigger emotional distress such as unexpected change in new situation, excessive noise and ridicule from peers. Teachers must bring out their caring qualities to counsel and reassure the children, reinforce his or her self confidence and composure while cultivating understanding and tolerance in classroom. The teacher also learnt the storytelling teaching method to describe the inner world of emotions of children with special needs to increase empathy and understanding in other children. Teachers also provide models of the right behaviour and attitudes among peers as a concrete example for the student with special needs to emulate, especially to learn about the social conventions and how to respond to the reactions of others. When children are put in a group during pause or recreation, teachers should also make full use of the opportunity to resolve conflicts and misunderstandings between children as they are more readily taught outside classroom setting at times. Students with emotional distress and social problems who might be susceptible to conflict in a class, can also be paired with a kind and empathetic peer to build their self-esteem and also sometimes solitude should be given to students when needed to calm down their emotion.

4.2.4 Administrative and collaborative skills

4.2.4.1 General education teacher

School is an educational institution similar to an organization with employees working at different levels, positions and responsibilities but always towards the same objective of benefitting each child indiscriminately in the whole learning environment within the school. Either through inclusion or sharing of expertise, teachers cannot work alone while shared knowledge and experience is crucial for the growth of the institution and teachers themselves. Made even more important when schools aim to promote inclusive environment in school, general and special education teachers must break down the barrier of divided responsibility and start working as one unit to benefit children with special needs.

In France, special educators on average meet general education teacher once a week or several times a month while Norwegian special educator distinct by having more frequent meeting everyday or several times a week, which once again can be justified with the Norwegian model of total inclusion that teachers need to share their specialist or subject matter knowledge more extensively. Nonetheless, to the satisfactory of general education teachers both in Norway and France, all resources or assistance listed in the questionnaire are available and accessible in schools, either through standard arrangement or

when requested, including consultation by special education staff, special materials for special education students, in-service training on the needs of the special education students, teaching aides, instructional assistants, or aides for individual students, smaller student load or class size and co-teaching/ team teaching with a special education teacher. However, the level of accessibility is unknown due to the limitation of the research but according to observation, the provisions in school and by government are rather well to accommodate needs of general education teachers when students with special needs are included in their classroom or if they participate in some learning programme organized for the children.

In situations of collective enrollment (CLIS, UPI) in France, children who have less learning disabilities are sometimes integrated to other classes of ordinary peers as an effort of inclusion and motivation for students with special needs. With this arrangement, special educators need to monitor the student's progress by holding frequent discussion with teachers in general education classroom to gauge the student's ability to keep up with the lessons. Effort would be made by both teachers to create the best learning environment for the student with his or her new endeavour in general education classroom, and if his or her learning disabilities can be overcome successfully, the student can even be shifted to ordinary classroom, with or without learning aids. Nevertheless, even then, collaboration and discussion among teachers need to be maintained as while ordinary classroom is conducive for academic achievement and socialisation process, special education teacher needs to share his or her knowledge of instructional or assessment methods with the new teacher, even other issues such as conflict management or inclusive practices can be addressed.

Besides, as a member of RASED (*Réseau d'aides spécialisées aux élèves en difficulté*) which is a dense network providing specialised aids to students with difficulties, the school psychologist plays a significant role of improving the school life of students with special needs, their relationship with others and providing support when necessary to them in educational, social and vocational guidance along with problem-solving. Whenever general education teachers need help with their students of special needs and emotional or behavioural problems, they would contact and request for assistance from special education teachers or more appropriately the school psychologist who is well-trained in counselling on top of instructional skills and knowledge of disabilities. The school psychologist who participated in this study often holds interviews with teachers, to facilitate their teaching in classroom and counsel aggressive students individually or in group. She also fulfilled her responsibility of carrying out observation in classroom and conducting some lessons with the children to verify the children's progress, which will be followed by discussion with classroom teacher. For example, she noted the

progress and difficulties in children with autism and gave advice on how to change their individualized programs.

In Norway, special education programmes in ordinary classes are quite frequently organized in cooperation between two teachers, one ordinary classroom teacher and one special education teacher. This form of co-teaching seems to have gained ground over the past few years, also in France. The Norwegian special education teachers are used to the practice of divided teacher responsibility as students with special needs are expected to be present in classroom. Both planning and implementation of the teaching programme are done together collaboratively which acts as a good model and measure for promoting inclusion. When decision on teaching content and materials is made jointly, there is always time allotted for differentiation and individual help. According to the student's ability or with reference to the individualized education plan, students will be given homework, assignments or learning materials accordingly, sometimes separated into two groups in different rooms with one teacher per group. In France, students with severe emotional or behavioural problems would be left to work alone when the condition requires or the assistant teacher would work with him.

4.2.4.2 Parents -counselling, communication, joint effort

According to The Study of Opportunities for and Barriers to Family Involvement in Education, 79% of parents wish to learn more about how to be more involved in their children's education while 77% of parents also think their children's teachers could learn more about involving parents in their children's learning. From the questionnaire, 49% of French beginning or trainee teachers have communicated with their students' parents during school year about their program or progress by phone, in person, or in writing about once a month while 25% ticked the column a few times over the school year and the remaining 26% chose once a week or several times a month. In contrast, 43% of Norwegian beginning or trainee teachers discuss with the parents of their students with special needs once a week or several times a month, followed by 57% who settled for once a month.

The result above can be explained by the educational policies regarding parental involvement in Norway where cooperation between parents and teachers have always been a part of the school agenda and curriculum in primary and secondary schools for many years. Its teacher training courses also cater modules to learn about this relationship and collaboration in psychology, projects and practice. This signifies increasing importance the Norwegian society and government view upon the value of dialogue

and interaction of parents-teachers. According to special educator, parental participation in the education of children with special needs is extremely crucial as they spend long hours at home learning about the world, besides, special training or treatment at home contributes to their development immensely, which teachers in school might not have all the time and focus to cover all aspects in the school. They are trained about common school policies that any recommendations for special education must be discussed with parents, for consent, placement, individual programmes and diagnosis process where school psychologist intervenes to investigate the needs of their children.

In practice, importance is placed upon bridging a healthy, trusting and cooperative relationship with parents and one of the action taken was to write weekly newsletter or report of classroom learning and activities so that parents can participate and reinforce classroom learning at home. If parents are willing and motivated to help, they can be assigned tasks to do with their children and consistent meetings can be held between teachers and parents to discuss any arising problems or exciting improvement of their child. To show sincerity and concern, teachers can even visit families to understand the learning circumstances or support a child is provided at home. It is also a common practice to hold parent-teacher meeting monthly or a few times within a school year to talk about possible amendment of teaching plan or other issues regarding the students with special needs. On the other way round, teacher trainer noted that usually parents are willing to help but they need to be taught how and thus teachers can propose ideas and activities parents could do with their child at home to speed up learning. With proper information given by teachers, then parents could become active partners in the education of their child.

In France, the training programme recognizes the role of parents in the decision-making process in all phases of the individualized education plan or personal schooling project (PPS) of the child. Partnership between parents and teachers is one of the most important measure to ensure the success of students with special needs as they need learning opportunity and support beyond school hours extending to home learning in all situations possible. To promote close involvement of parents, student teachers are granted the opportunity to take part in parent-teacher meeting and learn psychology of parents playing the role as home educator. Teachers must know how to deal with stubborn or disinterested parents who give endless excuses to their unwillingness to join hands to their child's learning or due to other factors like clashes of working hours, lack of knowledge regarding learning, transportation problems and so on.

A few strategies taught to counteract parents lacking initiative to take part in their child's IEP/ PPS include making direct contact with parents via phone, home visits, seminars. For parents to understand

learning activities or education plan designed for their children, teachers also simplify the message with the help of images and arrangement of the process of educational plan clearly, followed by providing training courses for parents. For any of these to work, the special education teacher believes that educators must present the right friendly and helpful attitude to establish trust and confidence in the first place. Good communication skills are also crucial with respect and adequate time for parents to express themselves. If teachers can be motivated throughout the training programme, so can parents be driven to learn about the importance of engaging themselves in the implementation of teaching plans, evaluation of the effectiveness of IEP/ PPS and effort of improving the personality and behaviour of their child.

For training programme to become school psychologist in France, many topics deal with the psychology of parents including denial and concern over having a child with disabilities, which is especially stressful when diagnosis is pending. School psychologists working in public primary schools in France must have at least a licence degree in psychology before preparing themselves to sit for the Degree in School Psychology (DEPS) and undergoing training through 300 hours of academic and practical courses covering various topics (psychology of cognitive and social learning, socio-cognitive and child socio-emotional development, cognitive, socio-cognitive and emotional functioning in situation, theories and methods for assessment (psychological exam, observation in a classroom, institutional system), school integration, psychology of handicapped children, psychopathology of children, youths and adults, psychology and sociology of relationship in groups and organizations, school ergonomics, chronopsychology, ethics...), practical training of 240 hours under the supervision of an official school psychologist topped up with thesis work of minimum 160 hours (from Network of European Psychologists in the Educational System – NEPES). During observation and interview sessions to understand how school psychologist work with parents, interviews were annually held with the individual child and family to identify the student's growth and counselling would be offered to parents in times of decision-making such as placement, transition and when moral support is needed.

Chapter 5: Summary, Recommendations and Conclusions

5.1 Introduction

As it was discussed in detail in the last chapter how well and in what areas special education teachers are trained in teacher education programme in France and Norway in four distinct components above, conclusion can then be made on the strengths and good indicator of a good teacher preparation programme exemplified by both the French and Norwegian training system, and some suggestions on how to improve them based on analysis and opinions of fellow teachers.

5.2 Summary

It is worthwhile to highlight again some of the good practices found in each component in French and Norwegian training system before we examine more on overall recommendations for the improvement of teacher education programme.

Knowledge about Disabilities

The French focused and specialized training regarding a particular type of disability is able to produce expert special educators well-informed about the needs and learning pattern of a certain group of students with special needs. After chosen the course intended for specialization, they are drilled and taught various aspects related to a certain type of disability or needs in depth, via lectures, workshops, group discussion, projects and also practical experience from pre-service and in-service training.

Slightly different, the learning process of knowledge regarding types of disabilities is rather convergent, all teachers are exposed to basic training of special education and types of disabilities in core modules even before commencing the studies of becoming a specialist educator. As student teachers progress through the semesters and courses, they become more specialised into a specific type of disability or disorder and thus become more of an expert in that area. Most importantly, a student teacher under training who has chosen a specific field of specialisation can learn more from The National Support System for Special Education (Statped) by participation in their activities at preschool, primary school and secondary levels in providing training to children, young people and adults with special educational needs.

Pedagogic Skills/ Methods

Moving onto the training of pedagogic skills, French is wise in choosing qualified trainers in IUFM who are mostly teacher-researchers (university professors, lecturers etc.), professors of secondary education, primary school teachers and principal advisors of education with up-to-date classroom experience. Besides, student teachers benefit from the supervision of *conseillers pédagogiques* or pedagogic consultant during their in-school placement to advise them on various tasks as a teacher.

In Norway, teaching is not restricted to the traditional understanding of knowledge teaching, but has to cover all kinds of instruction and training activities appropriate to the needs of the pupils. According to the experienced teacher trainer, teachers are now recommended to devote time to various training elements such as training of perception, speech, motor function; occupational and play therapy; music therapy; physical education; ADL (travel, shopping, restaurants, post, bank, telephone, etc.); social training (groups, conversation); and training in practical functions (eating, toilet, personal hygiene, dressing).

Creating Teaching Materials

In preparation to create well-adapted teaching material, Norwegian teachers are taught that as individual curricula for children with special needs should not be too different from the class curriculum due to the process of inclusion, materials should be made easier and readily understandable so that students can discuss them with peers in their group and follow the lesson well. To achieve this, a combination of different books and booklets followed by adaptation are often the daily routine of special education teachers in order to produce educational programme suited to the pupil.

In France, teachers are trained to bear in mind that students with special needs might need more time and support structure to learn, student teachers are taught and drilled on principles to follow when preparing teaching materials. Student teachers were given practical exercise to ensure teaching aids are concrete, supplemented with images and related to daily life experience. Besides, presentation of teaching materials should be organized as students have difficulties in forming logics, reasoning, thinking with fragmented information, and all should be designed with small steps conducive for learning and achieving instant results as students of special needs might have more fear of failure and tendency to forget things learnt quickly. Elements of fun should be introduced in teaching materials as

well to motivate students while all sorts of educational games and toys, books and videos can catch longer attention and stimulate interest in students with special needs.

Individualized Education Plan

In Norway, special education teachers are lectured and trained to take part in discussions on IEP by adapting to the needs of individual students, knowing what skills are achievable for certain students in a semester, attending hearing to finalise IEP and how mediation and different therapies can be incorporated and to be familiar with basic special education laws and regulations. Teachers learnt that the content of an IEP is determined by the student's cognitive ability, communication skills, operational capacity, emotional, interpersonal, sensory function, health status, ability of daily life, language skills, mathematics and other academic ability in the current situation when they first enter school or to be updated each year. It also has to be linked to relevant factors that would affect the children's learning including family background, the suitable assessment methods for each programme listed in IEP, the educational goals and available resources within the school student is placed and related services and therapies.

Quite similar in France, training includes the whole process of analysis of needs conducted by the school team of the teacher referral and partnered by the child's parents, registration and reception in the referred school, mobilisation and the establishment of support required throughout period of schooling, followed by first assessment by teaching staff to judge the suitability of PPS and continue with reviews and adjustment if needed. It also specifies the quality and nature of necessary accompaniments for the child including therapies or rehabilitation, the use of auxiliary support in school life and appropriate teaching materials or living aids. Most important factor for the success of PPS is the teacher referral of the pupil who ensures continuity and consistency of the implementation of PPS, being the foremost communicator of the stakeholders in the plan. To be able to do this, they have to be trained how to bring together and facilitate the monitoring team in the school of the students with disabilities.

Diagnosis and Early Intervention

On the topic of diagnosis and early intervention, French special education teachers are trained and learnt in their teaching career to inform school psychologists or nurse when they detect symptoms of autism, dyslexia, emotional disorder and others in children. It can be initially judged based on the decline of performance in school, inability to mix well with others, lack of interest, obvious spelling disorder, big achievement and behaviour gap with peers and failure to complete assigned work and so on. Hence, more effort has been put in training programme in promoting awareness among student teachers the importance of recognizing child's difficulties during early childhood education, connecting information from child's health reviews to learning situations, starting individual support immediately after recognition of difficulties, using parents' and other experts' knowledge in planning individual support for the child and providing special attention in transition phases.

In Norway, big changes have been made to the training programme to facilitate early intervention to reduce cases where children face greater learning difficulties later in life due to unidentified and unaided disability or other conditions. This is especially true and poses great concern for disabled children or with reading and writing difficulties or those from minority language backgrounds. Preschool teachers are among the first to be in contact with children and granted the opportunity to identify any learning disabilities demonstrated by children as early as possible. Hence, both teacher training and the training of preschool teachers are reviewed and content is shared so that they know the other's field, thus can ensure the smooth coherence of syllabus.

Measuring Students' Progress

In Norway, pupil assessment is viewed by teachers as an essential part of the learning process and assessment should be based on the goals set in curriculum or in individualized educational plan to provide information on student's progress. Rating scale is a consistent way to measure positive and negative behaviour, attention span, independence skills and so on. It can be used to ascertain the level of proficiency certain skills lie in various settings, with improvement or setback in children and show performance over a period of time. Through observation as evaluation method, teachers can focus on a precise behaviour to determine how well the students have mastered certain skills or non-systematically observe in general various behaviours, responses and interactions which are informative and relevant. A standardized behaviour checklists can also be used to identify specific learning behaviour, ability to

perform a particular task or check on mistakes committed, for measurement on progress or as a diagnostic assessment process.

According to school practice in France, continuous assessment is carried out at regular intervals during elementary school and marks obtained during this monitoring process are written in students' report books called *livrets scolaire*. For students with special needs, the continuous assessment will be more based on their individualized education plan and thus teachers are trained on how to implement such assessment in relation to learning objectives, involving comments and criterion-referenced grading of competence. On top of that, teachers must be in the know that there are special provisions made for students with disabilities to take part in examinations such as by using a third person, one-third addition of time allocated for their tests and use of specialized equipment. Teachers are also trained on the importance of educational record review to measure student's progress referring to cumulative folders or files that document the individualized education plan, learning programs which the student participated, support services received, performance and assessment portfolio, report cards and behaviour or health record.

Promote Inclusive Class Environment and Acceptance

During the third year of the special education training program in Norway, in order to promote awareness and joint effort towards inclusion, general education teachers and special education students have the opportunity to attend courses together, to learn and understand each other's work and focus on how to adapt lessons for children with special needs at all stages of planning, implementation and assessing achievements. This kind of collective learning and collaboration during training is very meaningful as it sets the correct professional identities within the inclusive setting, foster communication between groups and enable both general and special education teachers to familiarise with the concepts of inclusive education. Both benefit from the learning of common types of learning disabilities, teaching methods and inclusive models.

France integration is a step-by-step process that ranges from part-time education in mainstream schools or a more complete integration based on individual capacity and needs. During teacher training, teachers are taught how to promote inclusive learning and to develop the right attitude towards children with disabilities. Teachers are inculcated with the value that all children are educable without discriminating those with learning or physical impairment with negative attitudes and prejudices that they are hopeless

and unable to participate and reach learning goals.

Dealing with Conflict

In Norway, teachers are reminded the three main tasks of schooling which is 'care, upbringing and teaching', which position 'care' as the first and 'upbringing' as the second step towards individualized and inclusive teaching as the final step. They find the need to establish a caring classroom first and build up the right and courteous personalities in children before smooth and healthy teaching and learning can proceed in a classroom. Conflict happens everyday and if teachers are trained how to handle them properly by setting the right foundation and behaviour on how students should respect each other, irrespective of physical or mental disabilities. This is a very challenging task for teachers as they need to establish respect, understanding, emotional management and self-control in class.

From observation in classroom, French special education teacher also demonstrates good conflict management skills, and they shared that some modules related to this topic has been included during their training programme. Teachers must bring out their caring qualities to counsel and reassure the children, reinforce his or her self confidence and composure while cultivating understanding and tolerance in classroom. The teacher also learnt the storytelling teaching method to describe the inner world of emotions of children with special needs to increase empathy and understanding in other children. Teachers also provide models of the right behaviour and attitudes among peers as a concrete example for the student with special needs to emulate, especially to learn about the social conventions and how to respond to the reactions of others.

Collaboration with General Education Teachers

In France, whenever general education teachers need help with their students of special needs and emotional or behavioural problems, they would contact and request for assistance from special education teachers or more appropriately the school psychologist who is well-trained in counselling on top of instructional skills and knowledge of disabilities. The school psychologist who participated in this study often holds interviews with teachers, to facilitate their teaching in classroom and counsel aggressive students individually or in group. She also fulfilled her responsibility of carrying out observation in classroom and conducting some lessons with the children to verify the children's progress, which will be followed by discussion with classroom teacher. For example, she noted the

progress and difficulties in children with autism and gave advice on how to change their individualized programs.

In Norway, special education programmes in ordinary classes are quite frequently organized in co-operation between two teachers, one ordinary classroom teacher and one special education teacher. This form of co-teaching seems to have gained ground over the past few years, also in France. The Norwegian special education teachers are used to the practice of divided teacher responsibility as students with special needs are expected to be present in classroom. Both planning and implementation of the teaching programme are done together collaboratively which acts as a good model and measure for promoting inclusion. When decision on teaching content and materials is made jointly, there is always time allotted for differentiation and individual help.

Collaboration with Parents

Educational policies regarding parental involvement in Norway where cooperation between parents and teachers have always been a part of the school agenda and curriculum in primary and secondary schools for many years. Its teacher training courses also cater modules to learn about this relationship and collaboration in psychology, projects and practice. They are trained about common school policies that any recommendations for special education must be discussed with parents, for consent, placement, individual programmes and diagnosis process where school psychologist intervenes to investigate the needs of their children.

In France, the training programme recognizes the role of parents in the decision-making process in all phases of the individualized education plan or personal schooling project (PPS) of the child. Partnership between parents and teachers is one of the most important measure to ensure the success of students with special needs as they need learning opportunity and support beyond school hours extending to home learning in all situations possible. To promote close involvement of parents, student teachers are granted the opportunity to take part in parent-teacher meeting and learn psychology of parents playing the role as home educator. Teachers must know how to deal with stubborn or disinterested parents who give endless excuses to their unwillingness to join hands to their child's learning or due to other factors like clashes of working hours, lack of knowledge regarding learning, transportation problems and so on.

To further round up the four components under study, the table below shows the approximate

distribution of time that French and Norwegian teachers spend in their role as a special educator.

| Distribution of Time | France | Norway |
|---|--------|--------|
| A. Special education paperwork (e.g., notices, IEPs, eligibility evaluations, Medicaid) | 5 | 5 |
| B. Collaboration with others (e.g., meetings, consultation with teachers and related services providers) | 8 | 10 |
| C. behaviour support (e.g., crisis management, addressing challenging behaviours) | 2 | 3 |
| D. Instructional time with students with disabilities on IEP goals or general education curriculum | 66 | 50 |
| E. Planning activities (e.g., lesson planning, making adaptations or accommodations, selecting or modifying materials or equipment) | 10 | 19 |
| F. Working with paraprofessionals (e.g., training, orienting, demonstrating, planning for, supervising) | 2 | 5 |
| G. Working with families (e.g., conferencing, phone calls, notes home) | 7 | 8 |
| H. Other (please specify): | - | - |

Table 9: Distribution of Time as Special Education Teacher

While most of the time is allocated for instructional time in classroom, whether in collective integrated schooling in France, or the total inclusion classroom in mainstream school in Norway, followed by large amount spent on planning activities, it can be observed that the next more significant portion of time is used for collaboration with teachers, service providers and families. Although both countries show the same trend of priority, French special education obviously focus more on teaching subject matters in classroom while more time is available for lesson planning in Norway. The reason given by some of the respondents are that there are time specially slotted as free time in Norway during school hours for teachers to prepare teaching materials and lesson while time for meeting and collaborating with other teachers in teams are also scheduled systematically and consistently in teacher's timetable. In contrast, French teachers make use of working hours fully for delivering instruction in classroom, drilling students on different subject matters, while they will need to struggle to find time for other activities, but still they could expertly manage all the work with a wise and just distribution of time. However, it poses a challenge for beginning teachers to juggle all the tasks at the same time, but they will grow more accustomed to the challenge with teaching experience.

In addition, the point needs to be highlighted from the table above is that collaboration with other teachers and parents are considered to be quite significant in the role as a special educator. It is interesting to note that, based on the result of questionnaire, that 84% Norwegian trainee or beginning teachers rate the training programme as very good in preparing them for a consultative or collaborative role in communicating with parents, teachers and resource/ support personnel in comparison with 73% French teachers evaluate their training programme as 'good', 19% as 'very good' and 8% as 'moderate'. This result can be related to the fact that French training system ensures excellence in specialisation of instruction and pedagogical method above all other training modules in comparison with the Norwegian system whose emphasis is more evenly distributed, and also with an emphasis on inclusive schooling and working in teams with other teachers and parents.

5.3 Implications for teacher training and for further research

5.3.1 Teacher training

As the first and basic quality assurance measure, institution that provides teacher education must carry out constant evaluation, get sincere feedback from student teachers, conduct or keep oneself abreast of latest research findings related to indicators of good training practice and relate training content to reality in classroom teaching. Valuable information such as more effective way of managing the courses, introducing more useful and applicable training modules and ways of evaluating the acquired knowledge and skills of teachers should be retrieved by teacher education policy makers or trainers to upgrade the standard upheld in the institution. Trainers and educational policy makers in teacher training institution must not be satisfied with the existing programme but find means to improve it all the time in line with market and research evolution. This is even more crucial in the field of special education as new findings related to how children with certain type of disabilities or needs learn best with state-of-the-art intervention or better ways to integrate them into mainstream education as more facilitative and assistive technology sprouts. Similarly, any weakness or negative feedback can be carefully identified, assessed and then addressed towards quality teacher education.

In the curricula of teacher education, better coherence and transversal application should be introduced to theoretical and practical components of a training programme. Foundational and subject matter knowledge which encompass topics such as educational psychology, teaching and assessing methods, inclusion models and so on should be interrelated in a more meaningful way that those skills can also be transferred to practice in classroom teaching. Practical field experiences should be increased in terms of

duration and also in between theoretical modules so that it can serve as an opportunity to apply what has been learnt. The whole coordination between lectures and courses, field observation, student teaching and teaching internship should be upgraded and founded in the reality of everyday teaching life. Theory and practice should be bridged, for instance in the module of evaluation, more practical and challenging tasks should be given to teachers, namely to design an effective assessment test to gauge the ability of student with autism in mastering certain skills, which has to befit the child's interest, level, provision of special aids and followed by meaningful interpretation that can be used for lesson planning and remedial action taken.

Training paths or certification of IUFM in France are also highly laudable in terms of setting a very high standard for special education teachers. This is mainly due to the policy that special education training programme is solely open to those who already hold a teaching qualification, with adequate educational and practical knowledge before they could choose the training programme *CAPA-SH (certificat d'aptitude professionnelle pour les aides spécialisées, les enseignements adaptés et la scolarisation des élèves en situation de handicap)* for primary school teachers and *2CA-SH (certificat complémentaire pour les enseignements adaptés et la scolarisation des élèves en situation de handicap)* for secondary school teachers, followed by different specialization options. High qualification, selection, specialization and training standards account for the reliable credential of French specialist educator.

Another forte of French teacher training system which should be looked up to is that the trainers are teachers-researchers, primary and secondary school teachers and principals who maintain good and close relationship with practicing schools or teachers, and are engaged to work in schools at regular intervals in order to update their own practical experience. To cultivate teachers who can analyse their own teaching experience, teacher education must provide training and research-based knowledge to future teachers. Teaching and assessment skills involving the use of information technology should also be enhanced with more practical tasks.

On the other hand, Norwegian teacher training programme excels in another way by introducing common content elements in both general and special education programme in order to ensure coherence in the education system. This contributes to comprehensive training for teachers from early childhood to higher education as teachers from different types of specialization or level of training understand each other's education and training. On top of that, decentralization in management and teacher training planning in the system is conducive for internal flexibility, less bureaucracy and more weight given to the needs of student teachers based on their feedback. Nevertheless, more emphasis

should be given to develop inclusive education as a whole in training programme so that children with special needs in classroom would not be neglected, including educational strategy and policy benchmark, school culture, expanded curriculum, special support, administration and leadership, assessment, organizational structures, learning materials and conducive environment for students.

Last but not least, follow-up of newly qualified teachers should be mandated, especially during the first year of teaching life by the teacher education institution. Experienced teachers can then provide knowledge and emotional support in their daily activities in their process of developing into an independent teacher who is proficient in all aspects of teaching and working in teams.

5.3.2 Further research

Due to the limitation of this study, further research should be conducted on the long-term outcomes of the training programme and how each component of training future special education teachers to master skills of assessment, inclusion, pedagogic and collaboration with various stakeholders can be improved. Besides, various methods to gain feedback from student teachers graduating from training programme can be investigated along with ways to make teacher training institution more flexible and classroom-oriented. Other interesting topics would be the evolving teacher-parents relationship and the way to healthy inclusion meeting diverse needs equilly.

5.4 Conclusion

In a nutshell, many factors are in play in establishing a successful teacher training programme such as amount of experience of trainers, coherence and quality of training modules, educational policies and the list goes on. However, continuous assessment of training programme and feedback accumulated from student teachers are extremely crucial in improving the current system in line with market needs and latest educational scenario. Intensive training on specialized programme in France that ensures sound professional expertise and the systematic coherence and collaborative model practiced by Norwegian teacher training institution that highlights the importance of inclusion are both skilful and valuable examples of good practices. With the hope that teacher education programme can be upgraded to produce the most capable and respectable teachers, nations should join hands to share knowledge and expertise towards the production of highly qualified special education teaching professionals for the betterment of those wonderful children.

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APPENDIX

SAMPLE PERMISSION LETTER/FORM

Letter must be sent and permission form MUST be signed before individual interview information is collected and used in thesis writing.

DATE: 12 March 2009

Dear Teachers (who participate in the interview):

Miss Chong Pei Wen from the Erasmus Mundus Programme is currently conducting a research for her master's thesis concerning the analysis of teacher training programme and how well teachers are trained to teach in a classroom with diverse students, including children with special educational needs. Thus, this letter is to gain permission to conduct interview with teachers in Norway to discuss the topics mentioned above, including their administrative work in classroom, teaching and learning process, student evaluation and inclusion. It will focus on how well the teacher training programme has prepared them for classroom teaching and discuss the strengths and weaknesses of the training programme. It is with aims to understand better the teacher training in Norway for a comparative analysis with France and Malaysia.

Teachers participate in the interview will remain anonymous in the writing and their cooperation are very appreciated and valued.

If the teachers agree to participate in the interview. Signed permission is needed from the teachers. Your signatures on the attached form will authorize the student to conduct the interview and use the information collected for her analysis and master's thesis. Thank you.

Sincerely,

(LILIAN HARVANG)
Management of International Section

AUTHORIZATION FOR PARTICIPATION FORM

I understand the content of the attached letter describing the purpose of the interview session for the student to collect data for thesis writing. I grant permission to participate in the interview, and the use of the content of interview in her writing. I understand that a fictitious “code” name will be used on all documents collected.

Teacher participants must submit this form before the interview takes place.

DISTRICT: _____ SCHOOL: _____

Teacher: _____

Signature

Date

Prérapport de Stage (France)

Introduction

Ce prérapport est écrit pour documenter mes expériences et observations faites lors de mon stage, sous la supervision de Madame Bertrand. Je suis très heureuse d'avoir pu observer des institutions diverses liées à l'éducation spécialisée pour fournir une description plus précise du système français d'éducation spécialisée pour mon mémoire. Les quatre institutions mentionnées sont la CLIS de l' Ecole Anquetil, l'Ecole Provencaux, où j'ai observé et suivi le travail d'un psychologue scolaire au centre médico-psycho-pédagogique), la SEGPA du Collège Maryse Bastié et l'IUFM de Châlons. Les objectifs de mon stage sont d'observer le système français d'éducation spécialisée, de recueillir les données pertinentes et de réfléchir si les diverses institutions répondent à leurs missions respectives. La structure du rapport est basée sur les méthodologies utilisées, les descriptions des différents établissements, en lien avec ma mission d'observation et enfin le lien entre les différents établissements.

1) CLIS d' Ecole Anquetil (avec Madame Akrich)

1.1 Méthodologie

En CLIS, j'ai procédé à l'observation de leçons menées par le maître, à l'interaction avec les élèves dans la classe, à l'étude du matériel pédagogique disponible, à la lecture de la littérature concernant les CLIS et aussi l'entretien détaillé avec le maître.

1.2 Description de l'institution et contexte

Les classes d'intégration scolaire (CLIS) accueillent de façon différenciée, dans certaines écoles élémentaires ou exceptionnellement maternelles, des élèves handicapés physiques ou handicapés sensoriels ou handicapés mentaux qui peuvent tirer profit, en milieu scolaire ordinaire, d'une scolarité adaptée à leur âge et à leurs capacités. L'objectif des CLIS est de permettre à ces élèves de suivre totalement ou partiellement un cursus scolaire ordinaire.

La CLIS organise la scolarité adaptée pour:

- Des élèves handicapés qui ne peuvent, dans l'immédiat, être accueillis dans une classe ordinaire et pour lesquels l'admission dans un établissement spécialisé ne s'impose pas. L'appartenance à un groupe d'élèves stable fonctionnant dans le cadre de vie d'une école ordinaire, la participation régulière aux activités éducatives et pédagogiques prévues pour ce groupe ainsi qu'à la vie quotidienne des écoliers sont, pour ces élèves, des facteurs d'apprentissage, de scolarisation et d'autonomie;
- Certains élèves handicapés, pris en charge par un service ou par un établissement spécialisé. Pour eux, compte tenu de l'âge, des caractéristiques personnelles, des capacités acquises, des possibilités estimées, on peut attendre de l'intégration en milieu scolaire ordinaire assurée par la CLIS, à temps partiel ou complet, de nouveaux progrès d'ordre cognitif, dans l'acquisition des compétences scolaires, dans les domaines de l'affectivité, de la socialisation et de l'autonomie.

En bref, la CLIS assure ainsi une mission d'intégration qui répond aux objectifs de l'école elle-même et prolonge ceux de l'établissement spécialisé dans le souci commun de limiter les effets ségrégatifs qui peuvent découler d'un placement spécialisé. En organisant, pour les élèves qui peuvent en tirer profit, une participation à certaines activités d'autres classes de l'école, le maître chargé de la CLIS favorise également leur accès à de meilleures formes et niveaux d'intégration.

1.3 Missions, observation et réflexion

Tout d'abord, conformément à l'observation, les responsabilités de la maitresse consistent à mettre les élèves en confiance, à les encourager dans tout apprentissage et les aider à découvrir leurs capacités par des méthodes de travail adaptées à leur situation. Outre, elle enseigne aussi les disciplines scolaires (lecture, écriture, mathématiques, sciences humaines, etc.) en référence au plan d'études des classes ordinaires et fixe des objectifs et définit un projet pédagogique adapté à chaque élève. Pour aider les enfants en difficulté, elle enseigne par des méthodes ou des moyens spécifiques à de jeunes déficients auditifs ou aveugles, par exemple en ayant recours au braille, à la lecture sur les lèvres et à d'autres aides appropriées. Il est important que le maître apprécie les progrès de chacun, en discute avec les élèves, leurs parents, les instances éducatives, sociales ou médicales. Elle organise aussi le travail en classe, établit des bilans et prépare des rapports.

Il existe des élèves de différents besoins d'apprentissage dans la classe : psychotique, épileptique, hyperactif, avec une mauvaise motricité et des problèmes d'apprentissage. Pour cette raison, le maître organise des leçons visant à faire un équilibre entre les élèves ayant de graves ou de légères difficultés d'apprentissage ou handicap. Comme le même maître travaille avec les enfants et enseigne tous les

sujets, le professeur est en mesure de connaître les besoins individuels de chaque élève et peut diviser les responsabilités avec un autre assistant. De temps en temps, l'assistant donne des leçons séparées pour les élèves, ayant de meilleures capacités intellectuelles ou de plus faibles ou avec un élève psychotique, parfois dans une pièce séparée ou d'autres fois dans le coin de la salle de classe. Mes activités principales ont été d'observer comment le maître enseigne à la classe, communique et enseigne les élèves lorsque les enseignants sont occupés et d'essayer de comprendre leurs progrès. Un travail des plus intéressants est d'évaluer et d'écrire un projet individuel pour chaque élève avec l'enseignant. (annexe)

En ce qui concerne le contenu, les disciplines enseignées sont principalement la langue, des mathématiques et des activités qui amélioreront leur vie et les compétences sociales. Beaucoup d'élèves ont des problèmes dyslexiques et beaucoup d'activités sont utilisées pour les aider à identifier les lettres des mots. Utilisées par des orthophonistes, appelé "syllabes en contextes différents", l'enseignant demande aux élèves d'identifier certaines syllabes dans un texte, qui pourraient avoir des positions différentes dans un mot. Chaque lundi, les élèves travaillent sur l'écriture et chacun possède un petit tableau et de la craie. L'enseignant demande aux élèves d'écrire les prépositions « avec, sur, dans et chez à beaucoup » par répétition, et aussi d'apprendre les prononciations. Cette méthode répétitive peut renforcer la mémoire de ces mots, en continuant d'écrire, de se prononcer, d'identifier ou copier les mots.

Comme la méthode de l'apprentissage visuel, le maître utilise toujours du matériel visuel et recherche des activités de groupe favorisant un enrichissement mutuel et une meilleure intégration. L'apprentissage visuel peut attirer l'attention des apprenants et quand ils sont motivés pour apprendre, ils seront en mesure d'apporter des idées en particulier dans les discussions en classe.

Par exemple, bande dessinée créative est utilisée pour enseigner aux élèves un nouveau vocabulaire pour que les élèves puissent s'en souvenir en contexte plus simple. Elle a conçu la leçon de façon très intéressante et en utilisant efficacement les matériaux interactifs, par exemple, des images de soldats au repos en tranchée pour commémorer le jour d'armistice, un puzzle pour que les élèves imitent, des activités de coloriage visant à déterminer l'ordre des lettres, des activités de copie et de collage pour classer les animaux dans leurs catégories et ainsi de suite.

En outre, j'ai lu un livre "Guide pratique des parents: votre enfant à l'école / CP-CM2", et il est distribué gratuitement pour les parents, ce qui pour moi est très efficace pour la sensibilisation. Les parents

doivent accompagner les enfants dans leur scolarité, être informés pour mieux disposer de droits reconnus et garantis par le Code de l'éducation, respecter leurs horaires de travail avec des heures de réunions, participer à la vie de l'école et adhérer à une association de parents. En Malaisie, l'effort de sensibilisation des parents a également commencé mais il y a encore du travail à faire parce que les parents ne connaissent pas les droits de leurs enfants handicapés.

À mon avis, la CLIS correspond à sa mission de répondre aux besoins des élèves ayant des besoins spéciaux à l'école maternelle puisque les élèves peuvent apprendre à leur propre rythme, avec un programme d'apprentissage individualisé. Le maître est très expérimenté dans l'enseignement par la variété des méthodes pédagogiques et des modes d'intervention pour les élèves. Cependant, il y a encore un manque de concertation parce qu'il n'y a pas toujours de prise en compte et d'analyse des besoins réels du terrain lors de l'implantation d'une CLIS qui nécessite une coordination de tous les acteurs concernés (éducation nationale, intervenants extérieurs, pouvoirs publics et parents).

2) Avec une psychologue scolaire Madame Delahaye (Ecole Provencaux)

2.1 Méthodologie

Avec le psychologue scolaire, j'ai procédé à l'observation des entretiens menés avec les enfants en difficultés et aussi à l'interaction entre les élèves et le psychologue scolaire. J'ai eu un entretien avec la psychologue scolaire pour comprendre son rôle et la nature de ses missions.

2.2 Description du poste

Chaque RASED utilise les compétences d'une équipe constituée de psychologues, d'orthophonistes, et d'instituteurs spécialisés, psychopédagogues et rééducateurs. Les écoles maternelles et primaires peuvent donc faire appel à tout moment aux psychologues scolaires pour aider leurs élèves en difficultés.

Le rôle du psychologue scolaire:

1. Le soutien à l'apprentissage

- Viser à assurer à l'élève des conditions d'apprentissage propices.

- Il s'agit d'augmenter la motivation et la participation des élèves.

2. La vie scolaire

- Vise le développement de l'autonomie et du sens des responsabilités de l'élève, de sa dimension morale et spirituelle, de ses relations interpersonnelles et communautaires ainsi que de son sentiment d'appartenance à l'école.
- Il s'agit de susciter l'engagement, de responsabiliser l'élève et de développer son sens de la citoyenneté, d'affermir son sens moral, d'améliorer les relations interpersonnelles et d'augmenter son sentiment d'appartenance.

3. L'aide

- Vise à accompagner l'élève dans son cheminement scolaire et son orientation scolaire et professionnelle, ainsi que dans sa recherche de solutions aux problèmes qu'il rencontre.
- Il s'agit d'aider les élèves à trouver des solutions à leurs problèmes : offrir un suivi individuel ou de groupe, évaluation des élèves en difficulté, etc.

4. La promotion et la prévention

- Vise à donner à l'élève un environnement favorable au développement de saines habitudes de vie et de compétences qui influencent de manière positive sa santé et son bien-être;
- Il s'agit de promouvoir des compétences qui permettent à l'élève de préserver sa santé mentale, physique, et son bien-être.

2.3 Observation et réflexions

Selon l'observation, le psychologue scolaire utilise beaucoup de temps avec les enfants en difficultés. Le psychologue scolaire organise des entretiens avec les enfants en vue d'encourager le désir d'apprendre et de s'investir dans la scolarité pour surmonter les difficultés persistantes. Pour ce faire, il met en place des actions de prévention qui consistent en observations dans et hors la classe, dans un cadre collectif ou en petits groupes.

J'ai participé à plusieurs séances d'évaluation avec elle pour faire les bilans personnalisés, les évaluations diagnostic, les entretiens individualisés et les suivis psychologiques.

Par exemple, il y avait un garçon, socialement isolé, un peu en dessous de la moyenne dans son évaluation demi-annuelle de capacités intellectuelles, mais il a déjà montré beaucoup de progrès par

rapport à l'année dernier en raison de l'intervention et des conseils. D'autre part, il y avait un autre groupe d'élèves avec des problèmes de comportement dans la classe, ils ont participé à sa séance de conseils, où on leur a demandé d'exprimer leur avis sur le concept de la famille, les rôles et les responsabilités des parents, le sens de confiance et d'amitié et leur intérêt dans des matières académiques. Elle a également mené plusieurs leçons individuelles face-à-face avec des élèves handicapés et un autre avec des problèmes de comportement. Il est important d'être un modèle pour les enfants en montrant la bonne façon de parler et de se comporter. S'ils peuvent apprendre à gérer leurs émotions de façon appropriée, ils peuvent certainement réussir dans les études et ont plus de vie sociale.

En général, elle rencontre les familles des enfants, 3 ou 4 fois, pour déterminer leur maturité affective, leur développement cognitif et leur personnalité. Après, une orientation thérapeutique peut alors être conseillée vers le CMPP ou un praticien. Il s'agit souvent d'aider les parents et les enseignants à comprendre l'origine du problème rencontré par l'enfant pour leur permettre de commencer une réflexion et de trouver des solutions. Dans notre discussion, elle a expliqué comment elle distribue son temps de travail afin de couvrir ses responsabilités vastes. Elle utilise un cahier pour savoir combien de fois elle rend visite à la famille de chaque enfant. En fait, quand elle n'a pas de rendez-vous avec les conseils élèves, elle devrait entrer en classe pour observer personnellement les progrès et le comportement des élèves et constater l'intervention possible. C'est utile pour recueillir des informations pour partager et discuter avec la famille.

En outre, nous sommes allés dans des écoles pour répondre à des enseignants ayant des enfants spéciaux dans leur salle de classe dans l'enseignement général, afin de discuter de la bonne intervention pour eux. La raison en est que, pour que des enfants à besoins spéciaux puissent bénéficier plus dans des salles de classe, cela dépend de la disponibilité des installations mais aussi d'être inclus dans des conditions positives avec des amis normaux. Les enfants apprennent à respecter, à comprendre et ont de l'amitié, même avec le camarade handicapé de classe. Dans une visite, j'ai observé également deux enfants autistes de deux salles de classe différentes. Les capacités mentales et le développement des enfants autistes peuvent être différents, même en ayant le même handicap. Un enfant n'a pas arrêté de s'exprimer sans sens, et se déplaçant toujours avec ou sans objectifs, ramassant les tasses, puis serrant son ami et ainsi de suite. Toutefois, il a montré quelques progrès dans le comportement d'auto-gestion en étant moins hyperactif. Dans un autre cas, l'enfant autiste est capable d'imiter, avec maîtrise et de produire des déclarations, parfois dans le bon contexte, mais d'autres fois sur un mode écholalique. Le psychologue scolaire propose des entretiens aux maîtres, pour faciliter la recherche des conduites et des

comportements éducatifs les mieux ajustés en fonction des problèmes constatés. Elle observe le progrès et les difficultés des enfants autistes et donne des conseils pour modifier leurs programmes individualisés.

Les problèmes typiques de rôle du psychologue scolaire concernent l'apprentissage, la motivation, les comportements et les aspects émotionnel et développemental. Les stratégies sont élaborées de manière à prendre en considération les besoins spécifiques de chacun des élèves. L'approche contemporaine de la psychologie scolaire considère donc l'enfant de manière très individualisée. Il s'avère évidemment impossible pour le psychologue scolaire de suivre tous les élèves dont il a théoriquement la charge. Il consacre en fait son temps aux enfants présentant des difficultés et qui lui sont signalés. Les demandes sont diverses: il peut s'agir d'enfants considérés comme trop turbulents, souffrant d'une déficience ou d'un retard de langage, présentant des troubles de la personnalité ou manifestant une réaction violente suite, par exemple, à un grave problème familial.

3) SEGPA du Collège Maryse Bastié (avec Monsieur Mathieu)

3.1 Méthodologie

En SEGPA, j'ai procédé à l'observation en classe, la lecture de la littérature concernant l'organisation du parcours d'élèves et à l'entretien avec les enseignants.

3.2 Description de l'institution et contexte

Les SEGPA accueillent des élèves présentant des difficultés scolaires graves et durables. Ils ne maîtrisent pas toutes les connaissances et compétences attendues à la fin de l'école primaire. Au sein du collège, la SEGPA permet la mise en œuvre de parcours de formation individualisés adaptés à chacun des élèves qu'elle accueille en prenant en compte les compétences qu'ils sont effectivement susceptibles de mobiliser. La progression individualisée des élèves s'inscrit dans le cadre des trois cycles du collège (SEGPA Plaquette de Présentation: destinée aux directeurs et aux professeurs des Ecoles).

Au collège Maryse Bastié, le nombre d'élèves est de 16 environ. A l'issue de la classe de 3e, chaque élève poursuit son projet de formation. L'objectif est d'offrir une formation qualifiante afin de proposer

aux élèves un choix élargi de spécialités professionnelles. L'organigramme, l'histoire, la fonction et la structure de l'institution sont joints en annexe.

3.3 Mission, observation et réflexions

Quand j'étais là, j'ai observé que la SEGPA comprend des enseignements généraux et professionnels. Du fait de l'orientation professionnelle du programme, l'enseignement général comporte des disciplines comme l'anglais, l'EPS, le français, l'histoire-géographie, les mathématiques, la musique et les sciences naturelles et physiques. D'autre part, l'enseignement des compétences professionnelles sous la responsabilité des enseignants comprend la technologie, la vie sociale et professionnelle, l'informatique professionnelle et les arts plastiques. Les enseignants orientent le programme vers de plus de pratique afin d'aider les élèves à entrer dans une formation à visée professionnelle dans un lycée professionnel ou dans un centre de formation d'apprentis, à la suite du cycle d'orientation. Les enseignants doivent s'assurer que l'élève maîtrise les compétences mathématiques de base, est en mesure d'utiliser la langue française et a construit des compétences pratiques. Par exemple, les enseignants donnent beaucoup d'exercices répétitifs aux élèves sur l'addition des nombres ronds et décimaux, qui sont nécessaires dans la vie quotidienne et les usages professionnels. L'apprentissage répétitif a toujours été une méthode efficace pour augmenter la mémoire et de s'habituer à certaines compétences.

J'ai participé à des classes avec les élèves pour mieux comprendre leur évaluation. Les élèves ont surtout des difficultés d'apprentissage graves, sans handicap physique ou de langage. Afin d'évaluer leurs progrès, l'enseignant travaille sur cahier de passation pour chaque enfant, en mettant l'accent sur la compréhension verbale, le raisonnement perceptif, la mémoire de travail et la vitesse de traitement (annexe). Par exemple, pour évaluer compréhension verbale, l'élève est évalué s'il est capable de comprendre un texte à l'oral, d'en tirer des informations et de montrer qu'il a compris en restituant la chaîne chronologique. Les notes des élèves ont été marquées de manière claire et ensuite nous avons discuté sur la façon d'interpréter les problèmes d'apprentissage des élèves et de la conception de matériel didactique approprié.

La gestion de la classe est importante. Les élèves sont très réactifs, leur attitude souvent provocatrice, ils ont des difficultés à s'installer en classe, des difficultés à écouter la parole des autres, une incapacité à utiliser un langage courant, une tendance à parler haut et fort et des réflexions imprévisibles déconnectées de la leçon. Je me suis approchée d'une élève et j'ai conversé avec elle pour comprendre

pourquoi elle ne s'intéressait pas à l'école. Je crois que plus de temps devrait être accordé à interagir plus profondément avec les enfants afin qu'ils puissent être motivés à apprendre.

Comme les intérêts des enfants doivent être pris en compte pour déterminer le parcours de formation individuelle, la situation et, éventuellement, l'insertion professionnelle de chaque élève sont importants . Par exemple, un élève qui s'amuse beaucoup à interagir avec les autres peut être formé dans le service à la clientèle. Donc, les enseignants doivent faire attention dans l'enseignement de la communication et la gestion des compétences, qui sont directement liées à son futur emploi. La plupart des élèves ont vocation à continuer une formation en lycée professionnel ou en centre de formation d'apprentis.

Bien que la mission de l'établissement soit satisfaite que les étudiants sont capables de suivre des cours directement liés à une vocation, mais il s'effectue un glissement dû au manque de structures appropriées. En effet, de nombreux élèves de C.L.I.S. arrivent en S.E.G.P.A. De même, de nombreux élèves relevant d'I.M.E. se trouvent actuellement en SEGPA. Aussi, il existe un manque de moyens en personnels donc c'est nécessaire de créer des Assistantes sociales en Primaire, RASED et psychologues scolaires en collège.

4) L'IUFM (avec Monsieur Hervé Patin)

4.1 Méthodologie

Pour mieux comprendre le programme de formation, j'ai participé à un cours de formation, j'ai pris note des différentes méthodes d'enseignement pour certaines difficultés des élèves et lu le programme de formation. Pour recueillir des données pour mon mémoire, j'ai aussi distribué un questionnaire pour comprendre la formation des enseignants spécialisés et procéder à des entretiens avec quelques participants.

4.2 Description de l'institution et le contexte

Les Instituts Universitaires de Formation des Maîtres (IUFM) sont des établissements publics d'enseignement supérieur de l'Éducation nationale française. Ils sont chargés de la formation des enseignants du premier et du second degrés.

Les IUFM assurent:

- auprès des étudiants, la préparation aux concours de l'enseignement;
- auprès des fonctionnaires stagiaires, la formation initiale des lauréats à ces différents concours;
- auprès des fonctionnaires titulaires (enseignants en poste), la formation continue.

Les formations sont construites en référence aux compétences attendues d'un professeur, figurant notamment dans un cahier des charges national et dans celui des nouveaux concours. Elles doivent articuler quatre volets complémentaires, sans que leur poids soit nécessairement équivalent :

- disciplinaire (ou multidisciplinaire), qui renvoie aux savoirs scientifiques actuels dans les disciplines enseignées à l'Ecole et dans celles qui contribuent à la construction de la profession enseignante ;
- épistémologique, qui concerne le processus de construction de ces savoirs, en lien avec l'histoire des disciplines d'enseignement ;
- didactique, qui prend en charge la réflexion de fond sur la transmission des savoirs disciplinaires en lien avec les programmes scolaires ;
- de pratique professionnelle, qui aborde, par la mise en situation, les différentes facettes du métier d'enseignant et le rôle d'agent du service public d'éducation.

Cependant, il y a actuellement une réforme en cours sur le recrutement et la formation des enseignants qui va avoir des répercussions sur la mission de formation des IUFM dès la rentrée 2009. Désormais intégrés comme écoles internes des universités, les IUFM travaillent actuellement avec les universités sur les nouveaux schémas des études modifiés par la réforme.

4.3 Mission, observation et réflexions

Tout au long de mon observation en IUFM, Monsieur Hervé Patin a joué un rôle de guide pour expliquer les options différentes de formation et le programme offert par l'IUFM dans l'enseignement spécialisé (annexe). J'ai participé au cours de formation pour l'option E, spécialisée pour aider les élèves avec des grandes difficultés d'apprentissage à surmonter leurs problèmes. Là, j'ai eu des discussions avec les enseignants des différentes institutions pour me permettre de comprendre le scénario de l'éducation spécialisée en France à partir de différentes perspectives. Cela m'aide à comprendre le lien entre les différents établissements que je vais expliquer au cours de la dernière partie de ce rapport. Je prends note de la façon différente dont les formateurs livrent leurs cours par rapport à la Malaisie. Une pratique similaire est la discussion de petit groupe quand on donne aux étudiants la tâche de concevoir une leçon pour faire face à un certain problème d'apprentissage. Par exemple, lorsqu'un élève répète

l'erreur de mélanger l'usage des pronoms, c'est-à-dire 'il' ou 'elle', quel plan peut préparer un enseignant pour remédier à la situation. On observe que les cours en Malaisie et en France sont basées sur la résolution des problèmes, en termes de problèmes d'apprentissage des étudiants.

J'ai eu de plan de formation CAPA-SH dans lequel je peux analyser la nature de l'établissement, l'organisation du plan de formation, les séquences et les modules de formation, l'alternance et la progression, le contenu de la formation, les dimensions optionnelles et transversales, les modalités d'accompagnement des stagiaires, la composition de l'équipe de formation, la réglementation de certification de la formation(annexe).

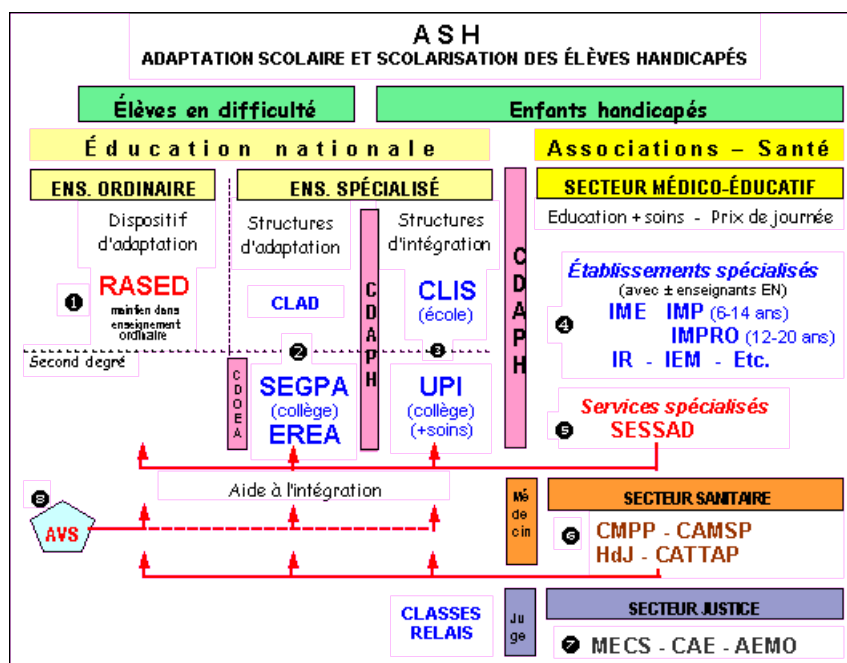
J'ai assisté à classe orthophoniste avec le groupe et le formateur nous a enseigné différentes façons d'enseigner aux élèves un sens des mots et des lettres, quand ils ont des problèmes pour se souvenir et pour réécrire correctement. J'ai été impressionnée par la méthode de dictée dialoguée qui vise à amener l'élève à connaître la graphie des mots, ce qui est similaire, en Malaisie. La dictée dialoguée s'avère donc être un procédé didactique particulièrement propice à l'apprentissage du fonctionnement de la langue. Elle met au jour des représentations de son fonctionnement, mais permet par là même de mieux comprendre les erreurs commises, les détours empruntés et les remédiations possibles. Toutefois, comme le français a des conjugaisons différentes dans des contextes différents, la leçon orthophoniste en français est relativement plus complexe, bien que les enseignants en Malaisie puissent aussi utiliser la méthode pour se poser la question de l'orthographe et faire appel à leurs connaissances pour proposer ce qui pourrait se passer, en tant que méta-connaissances. Outre, il y a la méthode Borel-Maisonnny qui utilise le canal visuel. Il s'agit de gestes symboliques utilisés au cours de l'apprentissage de la lecture. Il y a un geste par son et non par graphie. Il est plus couramment utilisé en France qu'en Malaisie.

Par ailleurs, j'ai également observé à des discussions relatives à la psychologie des enfants. J'ai appris que la théorie du renforcement est toujours la méthode principale d'influence pour former le comportement ou l'apprentissage d'un élève. C'est assez similaire à la méthode ABA pour les enfants autistes qui utilise la stratégie de renforcement pour façonner le comportement et l'expérience d'apprentissage des enfants autistes. Cette méthode a pour but de donner les bases d'une prise en charge pouvant être utilisées dans la vie quotidienne : comment réagir concrètement face à des comportements qui posent problème, que faire lors de difficultés dans les acquisitions scolaires, comment amener une personne à une meilleure autonomie. Je suis d'accord avec le formateur qui a dit que la peur est une raison pour laquelle l'élève se comporte mal car il a une perception très négative de l'apprentissage.

Dans le domaine de la recherche en éducation, il y a un nombre considérable d'études qui soutiennent l'importance de la relation entre l'enfant et son enseignant. C'est écrit par Baker, J. A. (2006) dans "Contributions of teacher-child relationships to positive school adjustment during elementary school". Plus spécifiquement, la relation de confiance avec l'enseignant est associée à une adaptation scolaire positive chez l'élève. Il est possible d'ajouter qu'une perception des élèves du support de l'enseignant s'avère un facteur prédicteur important de l'effort investi à l'école par les élèves. Une relation de qualité entre l'élève et l'enseignant semble prédire la réussite scolaire sur le plan des comportements et des indices académiques.

Je vais distribuer un questionnaire pour demander aux stagiaires d'évaluer l'efficacité de la formation pour la pratique professionnelle, j'ai décidé de faire des comparaisons sur plusieurs aspects importants de formation professionnelle, y compris l'évaluation des progrès des élèves, l'administration, l'intervention pédagogique et de l'inclusion. L'expérience de l'IUFM, des entretiens informels avec les enseignants et l'observation directe de la façon dont la classe est livrée me permettra de confirmer les résultats du questionnaire.

Le lien entre les établissements



Les quatre établissements/ acteurs sont assez proches parce qu'ils assurent l'efficacité de l'adaptation scolaire et la scolarisation des élèves handicapés. Leurs rôles sont complémentaires pour aider les enfants en difficultés qui peuvent finir leurs études et réussir leurs vies.

Pour l'explication approfondie, l'IUFM joue un rôle plus important parce qu'il est chargé de former tous les personnels qui travaillent dans l'enseignement spécialisé dans chaque option différente, soit le psychologue scolaire. En fait, on peut dire que l'enseignement spécialisé commence par la formation des personnels avec la mission de l'IUFM. C'est la relation entre l'IUFM et tous les autres établissements.

Il existe quatre types de CLIS, différenciées en fonction du handicap des enfants accueillis.

Les *CLIS 1* accueillent des enfants présentant des troubles importants des fonctions cognitives.

Les *CLIS 2* accueillent des enfants présentant une déficience auditive grave ou une surdité.

Les *CLIS 3* accueillent des enfants présentant une déficience visuelle grave ou une cécité.

Les *CLIS 4* accueillent des élèves présentant une déficience motrice.

Plus précisément, les maîtres chargés de CLIS 1 sont titulaires de l'option D du CAPSAIS. Toutefois, les personnels titulaires du CAPSAIS option E en poste actuellement dans ces classes peuvent y être maintenus. Les maîtres chargés de CLIS 2 sont titulaires de l'option A du CAPSAIS. Les maîtres chargés de CLIS 3 sont titulaires de l'option B du CAPSAIS. Les maîtres chargés de CLIS 4 sont titulaires de l'option C du CAPSAIS. Donc, grâce à l'IUFM pour préparer le plan de formation des différentes options pour mieux correspondre aux besoins des enfants ayant des besoins spéciaux très divers.

Le CLIS est liée avec la SEGPA comme un parcours ou une option possible selon la situation. Un élève de CLIS avec un déficit intellectuel, tirera bénéfice à fréquenter une UPI, Unité Pédagogique d'Intégration. Il ne sera donc pas prioritaire pour une place en SEGPA. Cependant, l'enfant venant de CLIS, s'il est reconnu par la MDPH, relève du handicap sera orienté en SEGPA ou EREA par la CDAPH. Les éléments concernant sa scolarisation sont indiqués dans le PPS (Projet Personnalisé de Scolarisation) de cet enfant.

Il y a une rupture entre la CLIS et la SEGPA en raison de la formation spécifique des maîtres de CLIS par rapport à SEGPA. Les maîtres de CLIS ont été formés dans les différentes options correspondant au type de CLIS où ils seront enseignants, de sorte qu'ils sont bien formés dans l'intervention pédagogique

et les méthodes utilisées spécifiques pour les enfants avec certains types de difficulté. Les élèves seront évalués et placés dans la CLIS adaptée à leurs besoins, où un plan d'enseignement individualisé peut être fait. Par rapport aux SEGPA, il est moins structuré parce que les élèves qui ont besoin de l'apprentissage axé sur la profession sont placés en SEGPA, donc les élèves des besoins différents pourraient être mis dans la même classe, et il est difficile de préparer des leçons adaptées aux différents besoins de chaque élève. En outre, la structure de la SEGPA peut être divisée en options basées sur l'intérêt professionnel pour mieux répondre au parcours des élèves.

Pour être psychologue scolaire il faut le DEPS qui se fait à l'IUFM. Le stage est ouvert aux fonctionnaires titulaires d'un corps d'enseignant du 1er degré réunissant les conditions suivantes:

- être titulaire de la licence de psychologie
- avoir exercé pendant trois ans des services effectifs d'enseignement dans une classe avant l'entrée en stage

Le stage de préparation au DEPS est organisé dans le cadre de quelques IUFM, en collaboration avec les départements de psychologie de leur université de rattachement. Il se déroule sur un an. L'inspecteur d'académie, directeur des services départementaux de l'Éducation nationale recueille les demandes d'inscription et envoie les dossiers de candidature au département de psychologie de l'université.

Comme le psychologue agit souvent comme agent de liaison entre les divers intervenants ou divers services qui s'occupent des élèves (enseignants, parents, directeurs, conseillers pédagogiques, services sociaux et médicaux), il soutient la participation des enseignants dans la vie scolaire des enfants. Lors des bilans, il aide l'enseignant et l'équipe éducative à circonscrire les objectifs sur lesquels ils devront se mobiliser en priorité. Ça implique les CLIS et SEGPA en le même temps, parce que le psychologue scolaire existe autour des projets personnalisés de scolarisation au sein ou à l'extérieur de la classe et du suivi de l'évolution de l'élève.

Néanmoins, ces établissements ont des réalités différentes en particulier dans les notions l'adaptation et l'intégration scolaires qui recouvrent deux secteurs:

Le secteur de l'adaptation concerne les aides spécialisées aux élèves en difficulté ou en échec scolaire. Certains élèves rencontrent des difficultés dans leurs apprentissages : des aides leur seront apportées à l'intérieur de l'école, en étroite collaboration avec les enseignants. Cela implique d'adapter certains programmes d'enseignement et d'apprentissage afin de mieux répondre aux besoins des enfants, afin qu'ils puissent suivre le programme d'étude des élèves ordinaires. L'objectif est de fournir une structure d'appui de l'apprentissage pour les enfants en difficulté afin qu'ils puissent suivre des études.

Le secteur de l'intégration ne doit pas normaliser mais reconnaître la différence, qui en tant que telle demande à être traitée par une réponse différenciée, c'est-à-dire différente de celle qui s'applique aux autres. Le secteur de l'intégration scolaire s'adresse à des enfants et des adolescents ayant un handicap avéré, reconnu par des commissions spécialisées. Il concerne des élèves qui, du fait d'un handicap ou d'une déficience, ne peuvent pas toujours suivre une scolarité ordinaire. Ce secteur s'occupe des élèves qui, ne pouvant plus suivre une scolarité ordinaire, sont orientés sur avis d'une commission spéciale vers des structures spécialisées et de ceux qui, sur la base d'un projet d'intégration, vont quitter (l'intégration peut être partielle ou totale) leur structure spécialisée pour suivre une scolarité ordinaire.

Conclusion

En conclusion, le stage a été très utile étant donné que j'ai atteint mon objectif de mieux comprendre le système français d'éducation spécialisée, ce qui me sera utile pour l'analyse comparative avec la Norvège et la Malaisie dans mon mémoire. Plus important encore, l'interaction précieuse avec des enseignants de l'éducation m'a convaincue que tous les pays partagent la même compréhension de leur responsabilité dans l'éducation de tous les enfants pour les conduire à leur potentiel maximum. En plus d'avoir recueilli des données utiles et appris des interventions pédagogiques nouvelles pour les élèves à besoins spéciaux, le lien que j'ai partagé avec les élèves sera un souvenir merveilleux pour toute ma vie.

Internship Report (Norway)

Introduction

This report is written to document the observations, learning experience and activities that I was engaged in during my internship in the area of special needs education under several institutions. It was an essential exposure for me to participate in the events taking place in those institutions through various perspectives, as observer, data collector and interviewer to accumulate specific information from personnels ranging from special education teacher, school psychologist, principal and university trainers or professors. The four institutions included are Department of Special Education of University of Oslo, Jessheim College in Akershus, Psychological- educational Service focusing on the role of school psychologist and Huseby Resouce Centre. The objectives of this internship are to observe the support or special education system in Norway, to gather relevant data for Master's thesis through interviews and institutional analysis and finally to reflect on how each institution corresponds to their mission respectively. The structure of this report is based on description of the institution and mission followed by activities participated along with observation and reflection, to the final part of analyzing the connection between these different institutions.

1) Department of Special Needs Education (DSNE) of University of Oslo

1.1 Description of the institution and mission

With reference to the website of University of Oslo (<http://www.isp.uio.no/english/index.html>), the Department of Special Needs Education provides training at undergraduate, masters and doctorate levels. In both basic and specialist training that leads to teaching qualifications, elements of special education studies are included. In-service courses are also available for interested teachers as special education is also offered as an upgrading course on a full-time or part-time basis. In the department, various courses can be chosen with focus upon different topics, types of disabilities and on preventive work and counselling.

Part 1 of the special education course introduces general information of special education to students for both undergraduate and postgraduate studies in the first year program. It aims at providing theoretical and practical introduction highlighting specific learning disabilities. Course modules covers Norwegian special education and financial framework in nursery, primary and secondary education, social services, facilities for culture and sports, causative factors of disability, learning disorders, emotional/ social

problems, physical, mental and sensory disabilities, developmental psychology, observation and assessments, teaching methods including art, crafts, drama, movement, music, children's literature and physical education.

In addition, special education part 2 is professionally oriented and emphasizing on the practical aspects, problems and methods involved in the education of a particular type of disability or special needs. The areas are: learning disabilities, maladjustments, visual handicap, hearing impairment, deaf-blind, multiple disabilities, speech and communication disorders.

1.2 Activities, observation and reflection

Most of the time in this institution was used to go through available resources in library, brochures, websites and perform institutional analysis to gather information related to the content and how training is conducted for special education teachers. Act together to supplement my thesis, interviews and long discussion were also held with teacher trainers or university professors based on the interview guide I prepared. Questionnaire is another tool employed to enable quantitative analysis in the dissertation. Overall, the learning process is convergent, meaning as student teachers progress through the semesters and courses, they become more specialised into a specific type of disability or disorder and thus become more of an expert in that area. This is important to ensure that teachers have basic knowledge regarding special education which would aid the process of inclusion and coherence of knowledge across various teacher preparation programs.

All training modules in the department follow the guidelines set by the educational authorities as Model Plan for Teaching, including content areas in different subjects, recommended teaching methods and so on, appropriate to the needs of each pupils According to the experienced teacher trainer, teachers are now recommended to devote time to various training elements such as training of perception, speech, motor function; occupational and play therapy; music, music therapy; physical education, swimming, horseback riding, etc; ADL-activities of daily living (travel, shopping, restaurants, post, bank, telephone, etc.); social training (groups, conversation); and training in practical functions (eating, toilet, personal hygiene, dressing). On top of that, special educators for the visually impaired in Norway are now trained to qualify for working with all ages, both as teachers and therapists within the school system and the social health care system. In the program, theoretical and practical studies are covered and they are required to learn the Braille alphabet, teaching mobility and different reading techniques with assistive devices.

According to interview data, in the program and pre-service training, Norwegian special education teachers are taught various methods of evaluation, and one of the most powerful and informative would be observation which can be done on a consistent basis and is very accurate and detailed to show student's strengths and weakness. Teachers can focus on a precise behaviour to determine how well the students have mastered certain skills or non-systematically observe in general various behaviours, responses and interactions which are informative and relevant. A standardized behaviour checklist can also be used to identify specific learning behaviour, ability to perform a particular task or check on mistakes committed, for measurement on progress or as a diagnostic assessment process. Other methods used by the teachers are presentation in which students demonstrates or answers questions about their work, performance task is also viable where a child completes a task given by teachers while being observed and assessed and last but not least self-assessment so that students can take charge of their own learning by understanding their own strengths and weaknesses.

Most importantly, attitudes of teachers are shaped towards understanding the importance and benefit of inclusion, so that teachers learn how to respect every pupil, show equal expectations and provide learning support when needed. A friendly atmosphere should be established by teachers in classroom taking into consideration diversity in teaching and learning situations. Special education teachers are also trained to identify what are the individual strengths and difficulties faced and implement differentiation and support by knowing the students' needs, cognitive abilities, disabilities and interest. The teacher trainer also introduced the school poster put in place in each and every school which draws principles of inclusion such as below:

- 1. give all pupils and apprentices equal opportunities for developing their abilities and their talents*
- 2. stimulate the pupils' and apprentices' wish to learn, application and curiosity stimulate the pupils and apprentices to develop their own learning strategies and ability for critical thinking*
- 3. stimulate the pupils and apprentices in their personal development, in developing social competence and the ability to understand and participate in democratic processes*
- 4. make it possible for pupils and apprentices to make informed choices about education and future careers*
- 5. help teachers and trainers appear as clear leaders and examples for children and young people*
- 6. stimulate, use and further develop the individual teacher's competence*
- 7. promote differentiated education and varied working methods*
- 8. ensure that the physical and psycho-social working and learning environment*
- 9. promotes health, well-being and learning*
- 10. make it possible for parents/guardians and the local community to become involved in education in a meaningful way*

2) Jessheim college (special class)

2.1 Description of the institution and mission

With information derived from website (http://www.jessheim.vgs.no/index.php?page_id=1092), Jessheim vocational and sixth form college has approximately 1150 students and 215 staff as the largest of its kind in the county of Akershus. The school is collaborating with Akershus University College to develop a course in the curriculum of special needs education, with courses and seminars in the region on the specialist study and professional undergraduate education programs. The school plays an important role in designing a common special educational plan for all schools in the region.

Elementary school located in Jessheim high school has a special class embedded there for youth who live in childcare institutions in Romerike district. When a student can not make use of an ordinary education in municipal schools, the Psychological- Educational service (PPT) would recommend him or her to this primary school with five teachers, one assistant and a manager.

2.2 Activities, observation and reflection

As an observer to the everyday school life in the special class of Jessheim College, the teachers always maintain high spirits of inclusive education with objective of "A good place to be - a good place to learn." In the classroom, lessons are planned using various teaching methods varying from direct instruction, group collaborative learning, music and others based on the individualized education plan of the students with special needs. Holistic education is given priority, blending academic, social and physical activities within a school year to develop living, communication and intellectual skills in the students. However, children with mental retardation or motor problems would be assigned more activities to build life skills and motor skills.

Teachers in this school are very experienced in adapting teaching materials wisely and constructing simpler diagrams and clearer texts to adapt to the needs of pupils as they were trained well during teacher preparation program where they were constantly evaluated by drawing up lesson plans and matching suitable aids with the level and interest of students. Making adaptation to books and booklets is often the daily routine of the special education teachers in order to produce educational program suited to the pupils, along with the use of commercial teaching materials. To help students with special needs to overcome boredom and loss of concentration, especially students with ADHD or even dyslexia, a variation of new materials and approaches are used in classroom in order to maintain the pupil's motivation to learn and improve.

A wonderful practice in this school is that teachers are reminded the three main tasks of schooling which is 'care, upbringing and teaching', which position 'care' as the first and 'upbringing' as the second step towards individualized and inclusive teaching as the final step. They find the need to establish a caring classroom first and build up the right and courteous personalities in children before smooth and healthy teaching and learning can proceed in a classroom. Conflict happens everyday and teachers are trained how to handle them properly by setting the right foundation and behaviour on how students should respect each other with tolerance, respect and appreciation. This is a very challenging task for teachers as they need to establish respect, understanding, emotional management and self-control in class.

In addition, lessons are quite frequently organized in cooperation between two teachers as a form of complementary support as even within the group of children with special needs, different level of proficiency and type of disability can be found. Also with reference to the individualized education plan, students will be given homework, assignments or learning materials accordingly, sometimes separated into two groups in different rooms with one teacher per group. This form of co-teaching encourages divided teacher responsibility so that children can learn at their own pace, for instance while the major part of the students are taught word spelling, a few students might be drilled by another teacher on sentence structure. Teaching content and materials are made jointly by the teachers and this collaboration enables differentiation and individual help in classroom.

3) School Psychologist in the psychological – educational service (PPT)

3.1 Description of the institution and mission

Every municipality and county in Norway have to organize their own psychological – educational services. Each of the services is staffed with different kind of specialists, special educators and psychologists being the most dominant groups. They are low-threshold services, such that schools, kindergartens, individuals with special needs and parents all can contact their local office to seek assistance. The PPT plays a very important role in ensuring that individual rights are given due consideration locally, and that the educational needs of children with learning difficulties or social-emotional difficulties are assessed in a professional manner. On the basis of an assessment, the PPT recommends what special education resources that should be offered to a pupil.

The functions of the PPT can be described as follows:

- To give advice to all categories of users.
- The development of inter-professional co-operation in local resource networks.
- Co-operation with schools and kindergarten, assuring that individual rights are accounted for.
- The co-ordination of inter-institutional work whenever individuals are entitled to receive support from more than one bodies or institutions.
- To contact resource centres for special education when needed.

http://skolenettet.no/nyUpload/Moduler/Statped/Enheter/Torshov/PDFdokumenter/japansk_interesse.pdf)

3.2 Observation and reflection

I was given the opportunity to talk to the school psychologist and participated in some of the counselling sessions with the children. Often, school psychologists are called for to facilitate early intervention to reduce cases where children face greater learning difficulties later in life due to unidentified and unaided disability or other conditions before. This is especially true and poses great concern for disabled children or with reading and writing difficulties or those from minority language backgrounds. School psychologists are usually contacted by preschool or primary school teachers who are among the first to be in contact with children. Hence, school psychologists work very closely with school teachers and children will be referred to them for counselling, problem identification or further diagnosis to medical institutions.

Besides, the school psychologist take part in discussions on IEP (individualized education plan) in a meeting for student with special needs, to offer advice and support for parents and teachers in knowing what skills are achievable for certain students in a semester and what teaching plans should correspond to that. she attends hearing to finalise IEP and recommend the mediation or different therapies that can be incorporated. The content of an IEP is determined by the students' cognitive ability, communication skills, operational capacity, emotional, interpersonal, sensory function, health status, ability of daily life, language skills, mathematics and other academic ability in the current situation when they first enter school or to be updated each year. It also has to be linked to relevant factors that would affect the children's learning including family background, the suitable assessment methods for each program listed in IEP, the educational goals and available resources within the school student is placed and related services and therapies. Being a school psychologist, the written IEP should be monitored and followed regularly for review and amendment as children learn and grow with time and thus IEP is a

process and evolvable teaching plan. Sometimes in individual sessions, the school psychologist carries out assessment on student's progress, develop short and long-term goals and suggest appropriate teaching strategies to teachers. In other words, a school psychologist is a good helping hand for classroom teachers.

Moreover, another role played by the school psychologist is to encourage parental involvement, and topics related to parents-teacher relationship and collaboration are covered in psychology, projects and practice during their training program. According to the school psychologist, parental participation in the education of children with special needs is extremely crucial as they spend long hours at home learning about the world, besides, special training or treatment at home contributes to their development immensely, which teachers in school might not have all the time and focus to cover all aspects in the school. She was also trained about common school policies that any recommendations for special education must be discussed with parents, for consent, placement, individual programs and diagnosis process where school psychologist intervenes to investigate the needs of their children.

4) Huseby Resource Centre as a part of The National Support System for Special Education (Statped)

4.1 Description of the institution and mission

Huseby Resource Centre is a part of The National Support System for Special Education (Statped) owned by the State. Huseby contributes rehabilitation services to the visually impaired, deaf-blind and also persons with multiple disabilities. The employees have high professional level, possessing solid experience in the field of visual proficiency, including eye specialists, opticians, nurses, special education teachers, social workers, psychologists, physiotherapists, IT and computer specialists that are all organised in professional teams.

The centre produces, in co-operation with Tambartun Resource Centre, a course catalogue offering training programs for the users, relatives and professionals/ networks that may last as long as 12 weeks. The tasks and role of this resource centre include the following:

- Multidisciplinary assessment, educational assessment, observation and evaluation plus development of complex computer managed instruction programs.
- Measure - oriented consultation and advisory services towards users and their support system.

- Network co-operation with local and county services, health services in the organisation, with the user groups' organisations etc.
- Arrange courses and conferences for professionals and participate by lecturing.
- Give individual training to singular users, relatives and groups of visually impaired.
- Contribute in the building of networks.
- Develop knowledge related to the visually impaired in co-operation with universities, colleges and other specialist environments both nationally and internationally.
- Carry out research and development work about and for the visually impaired in close affiliation to the field of practical work.
- Production and distribution of teaching aids.
- International development aid projects within the professional field.
- Training and counselling of students of special education and mobility training.

(Extracted from http://www.skolenettet.no/moduler/templates/Module_Article.aspx?id=49436&epslanguage=NO)

4.2 Activities, observation and reflection

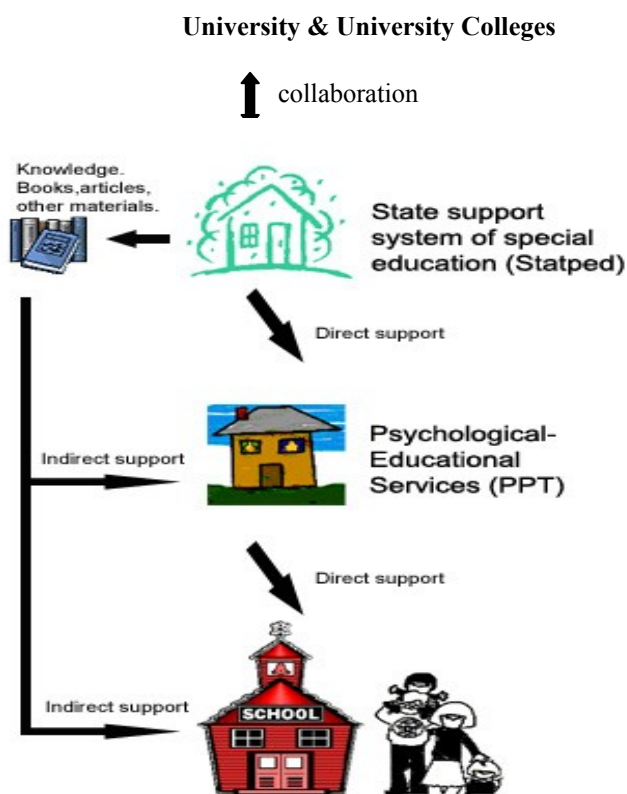
In this centre, educational and social facilities are provided to many hearing-impaired pupils in primary and secondary schools to ensure that the students with special needs receive comprehensive health and educational facilities. Sometimes, short-term stays are arranged for young deaf pupils a few times a year to learn and practice sign language. The Centre also caters for the stay of their parents and teachers in co-operation with the local authorities in the counties. The specialist teacher and other professionals in this centre also constantly design new teaching materials and effective methods, including the use of videos, DVDs and CD-ROMS with sign language. For example, scenarios are set as learning modules whether in the kitchen or garden, so that both parents and their children can learn contextual communication which makes memorizing signs much easier.

For the special education personnel, importance is placed upon bridging a healthy, trusting and cooperative relationship with parents and one of the action taken was to deliver newsletter or report of courses and relevant modules so that parents can participate and reinforce learning of their children at home. If parents are willing and motivated to help, they can be assigned tasks to do with their children and consistent meetings can be held between teachers and parents to discuss any arising problems or exciting improvement of their child. To show sincerity and concern, teachers can even visit families to understand the learning circumstances or support a child is provided at home. It is also a common

practice to hold parent-teacher meeting monthly or a few times within a school year to talk about possible amendment of teaching plan or other issues regarding the students with special needs. In most cases, parents are willing to help but they need to be taught how and thus they can propose ideas and activities parents could do with their child at home to speed up learning. With proper information given, then parents could become active partners in the education of their child.

When it comes to research and innovation, Statped closes up the gap between research and practice, by cooperating with university colleges and universities. This collaboration enhances the principal missions of Statped besides connecting university colleges' and universities' to the field of practice. In my opinion, the institution really functions well to impart information and knowledge to parents, schools and to the society as a whole, bringing service to children by adapting to their individual needs instead of the other way where children and parents need to struggle and make thousands of requests and appeals to receive support. Its efficiency also lies in the coherence and good coordination within the system that services will be organized and offered as soon as they are informed of the enquiry.

The Link between the Institutions



The link between the institutions included in this report is shown in the illustration above. Statped holds the responsibility to support local authorities especially the PPT. Services are provided based on applications made from PPT, and both parties would collaborate to solve a problem in the education of students with special needs or carry out a project. This aims at equipping PPT personnel with knowledge and skills via the collaboration so that they can be more self-sufficient in future. In addition, it also plays the function of acquiring and developing new knowledge on special education followed by dissemination of the knowledge to users with special needs and their families, professionals and to society. In research and development projects, Statped professionals often work together with researchers from universities and university colleges.

Conclusion

In conclusion, the internship was very meaningful and beneficial as I have attained my objectives to better understand the Norwegian special education system, which will be used for comparative analysis with the French teacher training program for my master's thesis. Even more important, I have bridged valuable interaction with the teachers in the field of special needs education which has greatly convinced me that all the nations share the same concerns and responsibilities in the education of all students with or without special needs to reach their full potential. Besides having accumulated useful data and learnt new pedagogic intervention for students with special needs, the connection shared with the wonderful students will be a marvellous memory for me all of my life.

References

- 1) <http://www.isp.uio.no/english/index.html>
- 2) http://www.jessheim.vgs.no/index.php?page_id=1092
- 3) http://skolenettet.no/nyUpload/Moduler/Statped/Enheter/Torshov/PDFdokumenter/japansk_interesse.pdf
- 4) http://www.skolenettet.no/moduler/templates/Module_Article.aspx?id=49436&epslanguage=NO

Questionnaire d'Education Spécialisé

Ce questionnaire vise les enseignants d'éducation spécialisée pour comprendre la situation actuelle de l'éducation spécialisée généralement dans le pays. Les résultats seront utilisés pour analyse comparatif des progrès de l'éducation spécialisée en France et en Norvège. Il sera utile pour la compréhension générale, l'apprentissage et l'amélioration. Les informations personnelles sont confidentiels et la coopération est très appréciée et valorisée. ☺

I) Les Renseignements Personnels

Nom: _____

Organization et position: _____

Tél : _____ (Portable) _____ (Maison)

Adresse : _____

Nombre d'années comme professeur d'éducation spécialisée/ personnel: _____ année

Nombre d'élèves des besoins spéciaux dans votre école: _____

Types des besoins particuliers des élèves dans votre classe:

II) Questionnaire

1) Dans une année scolaire, combien de temps (en pourcentage%) sont réservés pour les activités ci-dessous dans votre classe d'éducation spécialisée approximativement.

| | |
|--|--|
| | Etudes (lecture, mathématiques, art du langage, science) |
| | La parole et du langage (traitement auditif, la compréhension, expression orale/ voix/ l'articulation des discours, de la langue pragmatique) |
| | Sociales (aptitudes sociales) |
| | Compétences de vie courante (comportements adaptatifs ou compétences d'auto-assistance, de transition et ses objectifs postsecondaires) |
| | Physique / mobilité (la motricité, d'orientation et mobilité) |
| | Autres (précisez s'il vous plaît) |

2) En général, combien d'heures par semaine un élève en difficulté est intégré dans une classe d'enseignement général?

| |
|---|
| Pour les élèves ayant des difficultés d'apprentissage: _____ heures par semaine; Le nombre total d'heures par semaine: _____ heures |
| Pour les élèves handicapés: _____ heures par semaine; Le nombre total d'heures par semaine: _____ heures |

Remarque sur l'effort pour l'inclusion/ l'intégration:

3) Quelles méthodes pédagogiques vous utilisez dans votre classe?

| | FREQUENCE | | | |
|--|------------------|----------------|----------------|---------------------|
| | Jamais | Parfois | Souvent | Très souvent |
| a. L'instruction face-à-face | | | | |
| b. Petit-groupe | | | | |
| c. Grand-groupe | | | | |
| d. L'apprentissage coopératif | | | | |
| e. Tutorat par les pairs | | | | |
| f. L'instruction avec ordinateur | | | | |
| g. L'instruction directe | | | | |
| h. Stratégies cognitives | | | | |
| i. Auto-gestion | | | | |
| j. Gestion de comportement | | | | |
| k. Instruction reçue par l'intermédiaire d'un interprète signe | | | | |

4) De tous les matériel pédagogique utilisés dans votre salle de classe, combien de pour cent (100%) sont les suivantes:

| | |
|--|--|
| a) Le matériel pédagogique de l'enseignement général utilisé sans modification (ex: Les manuels et les exercices pour les élèves de l'enseignement général) | |
| b) Le matériel pédagogique de l'enseignement général avec un peu modifications (ex: Fournir la structure d'appui ou le matériel rendre plus facile) | |
| c) Le matériel pédagogique de l'enseignement général avec modifications substantielles (ex: Changer tout le structure du texte ou de l'exercice en fonction du niveau et le besoin des élèves) | |
| d) Le matériel commerciaux conçu spécialement ont été utilisés (ex: Les manuels et les exercices pour les élèves ayant des besoins spéciaux) | |
| e) Le matériel conçus par des enseignants ont été utilisés | |
| f) Autres (précisez s'il vous plaît) | |

5) En moyenne, combien de fois avez-vous rencontrer les enseignants général pour discuter la difficulté de l'élève et ses progrès au cours de cette année scolaire?

| | | |
|---|--|--------------|
| Tout les jours ou plusieurs fois par semaine | | Explication: |
| Une fois par semaine ou plusieurs fois par mois | | |
| Une fois par mois | | |
| Quelques fois au cours de cette année scolaire | | |
| Une fois au cours de cette année scolaire | | |
| Jamais au cours de cette année scolaire | | |
| Ne s'applique pas à mon travail | | |

6) Environ combien de fois avez-vous communiqué avec les parents de l'élève au cours de cette année scolaire à propos de programme de cette élève ou les progrès accomplis (par téléphone, en personne ou par écrit)?

| | | |
|---|--|--------------|
| Tous les jours ou plusieurs fois par semaine | | Explication: |
| Une fois par semaine ou plusieurs fois par mois | | |
| Une fois par mois | | |
| Quelques fois au cours de cette année scolaire | | |
| Une fois au cours de cette année scolaire | | |
| Jamais au cours de cette année scolaire | | |

7) Dans votre établissement, quelles sont les différents moyens ou ressources qui peuvent être utilisés pour les enseignants général? S'il vous plaît cocher.

| | |
|--|--|
| Le déclassement de la classe | |
| Le co-enseignement / enseignement en équipe avec un professeur d'éducation spécialisé | |
| Les aides pédagogiques, assistants pédagogiques, ou les aides pour les élèves individuellement | |
| Les personnels d'éducation spécialisé ou d'autres personnel | |
| Les matériels pédagogiques utilisés dans l'enseignement spécialisé | |
| Autre (précisez s'il vous plaît) | |

8) Pour chaque catégorie des rôle énumérées ci-dessous, indiquez la répartition approximatif de temps que vous passez dans votre rôle d'éducateur spécialisé. (en pourcentage 100%)

| | |
|---|--|
| A. Travail sur documents de l'enseignement spécialisé (par exemple, des avis, PEI, les évaluations de l'éligibilité, l'aide médical) | |
| B. Collaboration avec d'autres (par exemple, des réunions, des consultations avec des enseignants et des prestataires de services) | |
| C. Soutien au comportement (par exemple, la gestion des crises, traiter des comportements difficiles) | |
| D. Temps d'enseignement auprès des élèves handicapés sur les objectifs PEI ou programme d'étude de l'enseignement général | |
| E. Planification des activités (par exemple, planification de leçon, les adaptations, de sélection ou de modifier des matériaux) | |
| F. Travailler avec des professionnels (par exemple, la formation, l'orientation, la planification, la supervision) | |
| G. Travailler avec les familles (par exemple, rencontre, appels téléphoniques, message domicile) | |
| H. Autres (précisez s'il vous plaît): | |

9) Combien de fois un élève de l'enseignement spécialisé est évalués dans votre école?

(Utiliser certaines instruments et la performance/ les compétences sont notées)

| | |
|---|--|
| Tous les jours ou plusieurs fois par semaine | |
| Une fois par semaine ou plusieurs fois par mois | |
| Une fois par mois | |
| Quelques fois au cours de cette année scolaire | |
| Une fois au cours de cette année scolaire | |
| Jamais au cours de cette année scolaire | |

10) Dans l'instruction des élèves handicapés, comment est-il important pour les enseignants comprendre les éléments suivants:

(Échelle: 1-Sans importance 2 - Pas trop important 3 - Important 4 - Très important)

| | | | | |
|--|---|---|---|---|
| Connaissances disciplinaires | 1 | 2 | 3 | 4 |
| Politiques et procédures de l'éducation spécialisé | 1 | 2 | 3 | 4 |
| Methodes pédagogiques | 1 | 2 | 3 | 4 |
| Planification de programme | 1 | 2 | 3 | 4 |
| Technologie d'assistance (ex: Braille) | 1 | 2 | 3 | 4 |
| Possibilité d'orientation et d'insertion | 1 | 2 | 3 | 4 |

11) S'il vous plaît encercler votre reflexion pour votre formation de l'éducation spécialisé.

(1 - Très mauvais 2 - Mauvais 3 - Modéré 4 - Bon 5 - Très bien)

| | | | | | |
|--|---|---|---|---|---|
| 1. Dans quelle mesure votre formation d'éducation spécialisé de vous donner les connaissances de base de la façon les enfants apprennent? | 1 | 2 | 3 | 4 | 5 |
| 2. Dans quelle mesure votre formation de vous préparer à établir des normes permettant de juger les progrès des élèves? | 1 | 2 | 3 | 4 | 5 |
| 3. Lorsque vous avez terminé votre formation d'éducation spécialisé, comment êtes-vous prêt pour faire l'évaluation des progrès des élèves? | 1 | 2 | 3 | 4 | 5 |
| 4. Dans quelle mesure vore formation de vous préparer à changer ou modifier votre techniques d'évaluation concernant les points suivants: | 1 | 2 | 3 | 4 | 5 |
| a) régression d'élèves? | 1 | 2 | 3 | 4 | 5 |
| b) l'anxiété des élèves? | 1 | 2 | 3 | 4 | 5 |
| c) programme d'etude individuel? | 1 | 2 | 3 | 4 | 5 |
| d) l'élève sans progrès? | 1 | 2 | 3 | 4 | 5 |
| 5. Dans quelle mesure votre formation de vous donner une base de connaissances sur les influences qui peuvent causer le réussite des élèves déprimé dans l'évaluation? | 1 | 2 | 3 | 4 | 5 |
| 6. Dans quelle mesure votre formation de vous préparer à comprendre: | 1 | 2 | 3 | 4 | 5 |
| a) les utilisations de l'évaluation diagnostique? | 1 | 2 | 3 | 4 | 5 |
| b) la manière de construire des instruments diagnostique? | 1 | 2 | 3 | 4 | 5 |
| c) la façon d'interpréter l'information diagnostique des élèves? | 1 | 2 | 3 | 4 | 5 |
| d) les utilisations de l'évaluation formative? | 1 | 2 | 3 | 4 | 5 |
| e) la manière de recueillir les informations de l'évaluation formative? | 1 | 2 | 3 | 4 | 5 |
| f) la façon d'interpréter l'information de l'évaluation formative? | 1 | 2 | 3 | 4 | 5 |
| g) les utilisations de l'évaluation sommative? | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| h) la manière de construire des instruments d'évaluation sommative? | 1 | 2 | 3 | 4 | 5 |
| i) la façon d'interpréter l'information sommative des élèves? | 1 | 2 | 3 | 4 | 5 |
| 7. En ce qui concerne l'évaluation normalisé, dans quelle mesure votre formation d'éducation spécialisé de vous préparer: | 1 | 2 | 3 | 4 | 5 |
| a) les administrer? | 1 | 2 | 3 | 4 | 5 |
| b) fixer les notes? | 1 | 2 | 3 | 4 | 5 |
| c) l'interprétation des résultats? | 1 | 2 | 3 | 4 | 5 |
| d) la compréhension de leurs limites? | 1 | 2 | 3 | 4 | 5 |
| 8. Dans quelle mesure votre formation de vous enseigner comment préparer les appareils suivants: | 1 | 2 | 3 | 4 | 5 |
| a) des listes de contrôle? | 1 | 2 | 3 | 4 | 5 |
| b) des échelles de notation? | 1 | 2 | 3 | 4 | 5 |
| c) décompte de fréquence? | 1 | 2 | 3 | 4 | 5 |
| d) des questionnaires? | 1 | 2 | 3 | 4 | 5 |
| e) Structure d'entretien? | 1 | 2 | 3 | 4 | 5 |
| f) Structure d'observation? | 1 | 2 | 3 | 4 | 5 |
| g) L'évaluation de référence critère? | 1 | 2 | 3 | 4 | 5 |
| h) auto-contrôle formats? | 1 | 2 | 3 | 4 | 5 |
| 9. Dans quelle mesure votre formation de vous préparer d'utiliser votre diagnostic des forces et des faiblesses de vos élèves en tant que base pour: | 1 | 2 | 3 | 4 | 5 |
| a) l'enseignement? | 1 | 2 | 3 | 4 | 5 |
| b) une évaluation plus approfondie? | 1 | 2 | 3 | 4 | 5 |
| 10. Dans quelle mesure votre formation de vous préparer pour une rôle consultatif/ collaboratif dans la communication avec: | 1 | 2 | 3 | 4 | 5 |
| a) les parents? | 1 | 2 | 3 | 4 | 5 |
| b) les enseignants? | 1 | 2 | 3 | 4 | 5 |
| c) des personnel de ressource/ soutien? | 1 | 2 | 3 | 4 | 5 |
| 11. Dans quelle mesure votre formation de vous préparer pour: | 1 | 2 | 3 | 4 | 5 |
| a) choisir des stratégies d'évaluation pas normalisés? | 1 | 2 | 3 | 4 | 5 |
| b) la communication des résultats aux parents? | 1 | 2 | 3 | 4 | 5 |
| c) la communication des résultats aux élèves? | 1 | 2 | 3 | 4 | 5 |
| d) la communication des résultats aux enseignants des salles de classe? | 1 | 2 | 3 | 4 | 5 |
| 12. Que pensez-vous de votre compétence dans l'évaluation des élèves : | 1 | 2 | 3 | 4 | 5 |
| a) des stratégies et des techniques? | 1 | 2 | 3 | 4 | 5 |
| b) Programme d'évaluation des élèves? | 1 | 2 | 3 | 4 | 5 |

12) Quelles sont les forces et les faiblesses de la formation des enseignants?

Date questionnaire rempli:

☺ Je vous remercie pour votre coopération ☺

Special Education Questionnaire

This questionnaire targets special education teachers to understand the current situation of overall special education scenario in the country. The results will be used for comparative analysis of progress of special education in France and Norway. It will be useful for general understanding, learning and growth. Personal information given will be **confidential** and cooperation is very much appreciated and valued. ☺

I) Personal Information

Name: _____

Organization and Position: _____

Tel: _____ (mobile) _____ (home)

Address: _____

Number of years as special education teacher/staff: _____ years

Number of students with special needs in your school: _____

Types of students with special needs in your class:

II) Questionnaire

1) Within a school year, how much time (total 100 %) are spent for the activities below in your special education classroom approximately.

| | |
|--|---|
| | Academics (Reading, Mathematics, Language Arts, Science) |
| | Speech And Language (Auditory processing, Listening comprehension, Oral expression Voice/speech articulation, Language pragmatics) |
| | Social (Social skills) |
| | Life Skills (Adaptive behavior or self-help skills, Transition and postsecondary goals) |
| | Physical/Mobility (Fine motor skills, Gross motor skills, Orientation and mobility) |
| | Other (PLEASE SPECIFY) |

2) In general, how many hours per week a student with special needs is integrated in a general education classroom?

For students with learning difficulties:

_____ hours per day; Number of hours per week: _____ hours

For students with physical handicaps:

_____ hours per day; Number of hours per week: _____ hours

Please remark on the effort of inclusion/ integration:

3) What teaching practices and methods are used in your classroom?

| | <u>FREQUENCY</u> | | | |
|--|------------------|-----------|-------|------------|
| | Never | Sometimes | Often | Very often |
| a. One-on-one instruction | | | | |
| b. Small-group instruction | | | | |
| c. Large-group instruction | | | | |
| d. Cooperative learning | | | | |
| e. Peer tutoring | | | | |
| f. Computer-based instruction | | | | |
| g. Direct instruction | | | | |
| h. Cognitive strategies | | | | |
| i. Self-management | | | | |
| j. Behavior management | | | | |
| k. Instruction received through a sign interpreter | | | | |

4) Of all the teaching materials used in your classroom, how many percent (total 100%) are:

| | |
|--|--|
| a) General education curriculum materials used without modification (ex: Textbooks and exercises for general education students) | |
| b) Some modifications of general education curriculum materials (ex: Provide supporting structures or make the material easier for students) | |
| c) Substantial modifications of general education curriculum materials (ex: Change all the structure of the text or exercise according to the level and needs of students) | |
| d) Specially designed commercial materials were used (ex: Textbooks and exercises for students with special needs) | |
| e) Teacher-designed materials were used | |
| f) Other(please specify) | |

5) On average, how often did you meet with general education teacher(s) to discuss student's program and progress during this school year?

| | | |
|--------------------------------------|--|---------|
| Every day or several times a week | | Reason: |
| Once a week or several times a month | | |
| Once a month | | |
| A few times over the school year | | |
| Once during this school year | | |
| Never during this school year | | |
| Not applicable to my work | | |

6) Approximately how often have you communicated with this student’s parents during this school year about this student’s program or progress (by phone, in person, or in writing)?

| | | |
|--------------------------------------|--|---------|
| Every day or several times a week | | Reason: |
| Once a week or several times a month | | |
| Once a month | | |
| A few times over the school year | | |
| Once during this school year | | |
| Never during this school year | | |

7) Which of the following are available to general education teachers when special education students are included in their classes?

| | Yes | No |
|---|-----|----|
| Consultation by special education staff or other staff | | |
| Special materials to use with special education students | | |
| Inservice training on the needs of the special education students | | |
| Teacher aides, instructional assistants, or aides for individual students | | |
| Smaller student load or class size | | |
| Co-teaching/ team teaching with a special education teacher | | |
| Other (Specify) | | |

8) For each of the role categories listed below, please indicate the approximate distribution of time that you spend in your role as a special educator. (total 100%)

| | |
|---|--|
| A. Special education paperwork (e.g., notices, IEPs, eligibility evaluations, Medicaid) | |
| B. Collaboration with others (e.g., meetings, consultation with teachers and related services providers) | |
| C. Behavior support (e.g., crisis management, addressing challenging behaviors) | |
| D. Instructional time with students with disabilities on IEP goals or general education curriculum | |
| E. Planning activities (e.g., lesson planning, making adaptations or accommodations, selecting or modifying materials or equipment) | |
| F. Working with paraprofessionals (e.g., training, orienting, demonstrating, planning for, supervising) | |
| G. Working with families (e.g., conferencing, phone calls, notes home) | |
| H. Other (please specify): | |

9) How frequent is a special need child evaluated formally in your school?

(Using instruments and performance/ skills are noted)

| | |
|--------------------------------------|--|
| Every day or several times a week | |
| Once a week or several times a month | |
| Once a month | |
| A few times over the school year | |
| Once during this school year | |
| Never during this school year | |

10) When teaching students with disabilities, how important is it for the beginning teacher to understand the following:

(Scale : 1-Not important 2- Not too important 3- Quite important 4- Important 5- Very important)

| | | | | | |
|--|---|---|---|---|---|
| Knowledge about disabilities | 1 | 2 | 3 | 4 | 5 |
| Pedagogic skills/ methods | 1 | 2 | 3 | 4 | 5 |
| Accommodations/Modifications/Adaptations | 1 | 2 | 3 | 4 | 5 |
| Expanded Curriculum | 1 | 2 | 3 | 4 | 5 |
| Assistive Technology | 1 | 2 | 3 | 4 | 5 |
| Transition Support and Services | 1 | 2 | 3 | 4 | 5 |

11) Please circle your reflection for your previous training programme for special education.

(1- Very bad 2- Bad 3- Moderate 4- Good 5- Very good)

| | | | | | |
|---|---|---|---|---|---|
| 1. To what extent did your special education training programme give you background knowledge in how children learn? | 1 | 2 | 3 | 4 | 5 |
| 2. To what extent did your special education training programme prepare you for setting standards upon which to judge your students' progress? | 1 | 2 | 3 | 4 | 5 |
| 3. When you completed your training programme, how did you feel about the amount of preparation you had in assessment and evaluation of student progress? | 1 | 2 | 3 | 4 | 5 |
| 4. To what extent did your training programme prepare you to alter or modify your evaluation techniques regarding the following: | 1 | 2 | 3 | 4 | 5 |
| a) student regression? | 1 | 2 | 3 | 4 | 5 |
| b) student anxiety? | 1 | 2 | 3 | 4 | 5 |
| c) individual programs? | 1 | 2 | 3 | 4 | 5 |
| d) student progress plateaus? | 1 | 2 | 3 | 4 | 5 |
| 5. How effective was your training programme in giving you a background of knowledge regarding influences which can cause depressed student achievement on tests? | 1 | 2 | 3 | 4 | 5 |
| 6. To what extent did your training programme prepare you in understanding: | 1 | 2 | 3 | 4 | 5 |
| a) the uses of diagnostic evaluation? | 1 | 2 | 3 | 4 | 5 |
| b) how to construct diagnostic instruments? | 1 | 2 | 3 | 4 | 5 |
| c) how to interpret diagnostic student information? | 1 | 2 | 3 | 4 | 5 |
| d) the uses of formative evaluation? | 1 | 2 | 3 | 4 | 5 |
| e) how to gather formative assessment information? | 1 | 2 | 3 | 4 | 5 |
| f) how to interpret formative assessment information? | 1 | 2 | 3 | 4 | 5 |
| g) the uses of summative evaluation? | 1 | 2 | 3 | 4 | 5 |

| | | | | | |
|--|---|---|---|---|---|
| h) how to construct summative assessment instruments? | 1 | 2 | 3 | 4 | 5 |
| i) how to interpret summative student information? | 1 | 2 | 3 | 4 | 5 |
| 7. Regarding standardized tests, to what extent did your training programme prepare you for: | 1 | 2 | 3 | 4 | 5 |
| a) administering them? | 1 | 2 | 3 | 4 | 5 |
| b) scoring them? | 1 | 2 | 3 | 4 | 5 |
| c) interpreting results? | 1 | 2 | 3 | 4 | 5 |
| d) understanding their limitations? | 1 | 2 | 3 | 4 | 5 |
| 8. To what extent did your training programme instruct you to prepare the following devices: | 1 | 2 | 3 | 4 | 5 |
| a) checklists? | 1 | 2 | 3 | 4 | 5 |
| b) rating scales? | 1 | 2 | 3 | 4 | 5 |
| c) frequency counts? | 1 | 2 | 3 | 4 | 5 |
| d) questionnaires? | 1 | 2 | 3 | 4 | 5 |
| e) interview structures? | 1 | 2 | 3 | 4 | 5 |
| f) observation structures? | 1 | 2 | 3 | 4 | 5 |
| g) criterion-referenced tests? | 1 | 2 | 3 | 4 | 5 |
| h) self-check formats? | 1 | 2 | 3 | 4 | 5 |
| 9. To what extent did your training programme equip you to use your diagnoses of the strengths and weaknesses of your students as a basis for: | 1 | 2 | 3 | 4 | 5 |
| a) instruction? | 1 | 2 | 3 | 4 | 5 |
| b) further assessment? | 1 | 2 | 3 | 4 | 5 |
| 10. To what extent did your training programme prepare you for a consultative/collaborative role in communicating with the following: | 1 | 2 | 3 | 4 | 5 |
| a) parents? | 1 | 2 | 3 | 4 | 5 |
| b) teachers? | 1 | 2 | 3 | 4 | 5 |
| c) resource/support personnel? | 1 | 2 | 3 | 4 | 5 |
| 11. To what extent was your training programme helpful in: | 1 | 2 | 3 | 4 | 5 |
| a) choosing non-standardized assessment strategies? | 1 | 2 | 3 | 4 | 5 |
| b) communicating results to parents? | 1 | 2 | 3 | 4 | 5 |
| c) communicating results to students? | 1 | 2 | 3 | 4 | 5 |
| d) communicating results to classroom teachers? | 1 | 2 | 3 | 4 | 5 |
| 12. How do you feel about your own student evaluation: | 1 | 2 | 3 | 4 | 5 |
| a) strategies/techniques? | 1 | 2 | 3 | 4 | 5 |
| b) overall student evaluation program? | 1 | 2 | 3 | 4 | 5 |

12) What do you think are the strengths and the weaknesses of the teacher training programme?

Date questionnaire completed:

☺ **THANK YOU FOR YOUR COOPERATION** ☺