Competences of teachers to create inclusive classrooms in primary and secondary education

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BROADER PROJECT CONTEXT OF THE PHD

- PROJECT GOAL: competence development of in-service and pre-service teachers to create inclusive learning environments
- PARTNERS: 4 universities, 2 university colleges
- WHICH COMPETENCES?
  C1: Recognizing, appreciating and exploiting diversity;
  C2: Establishing positive relations and a safe classroom environment;
  C3: Establishing powerful learning processes in an accessible and flexible learning environment;
  C4: Establishing collaborative teams of school-internal and school-external partners;
  C5: Working purposefully and actively on one's own professional development

RESEARCH FRAMEWORK

Adaptation of the extended evaluative framework to map the effects of professional development initiatives from Merchie et al. (2016)

RESEARCH QUESTION 1

- RQ 1: Does the developed instrument measure the construct of practical knowledge of C2 and C3 of in-service teachers in a valid way?

RESEARCH QUESTION 2

- RQ2A: What is the stage of teacher quality-to-create inclusive classrooms?
- RQ2B: What is the association between the components of teacher quality?
- RQ2C: What are predictors of teacher quality?
- RQ2D: How does teacher quality relate to self-reported teaching behavior?

RESEARCH QUESTION 3

- RQ3A: What is the impact of a POP on teachers’ quality to create inclusive classrooms?
- RQ3B: How does A in components of teacher quality relate to A in self-reported teaching behavior?
- RQ3C: What is the impact of the contextual factors on the relations discovered in RQ3A & RQ3B?
- RQ3D: What is the impact of all of the intervention features on the relations discovered in RQ3A & RQ3B?

METHODOLOGY

- Study with experts to inquire content validity and set expert norm
- Pilot study to inquire structural validity and generalisability
- Correlational statistical analyses to inquire external validity
- Repeated measurement analyses to inquire substantial validity before and after the POP
- Interviews with teachers and trainers to inquire consequential validity

CONTRIBUTIONS TO THE FIELD

- Conceptualizing practical knowledge of competences to create inclusive classrooms

REFERENCES