The Profile of the Primary School Teacher in Inclusive Education from the Finnish Experience

Veronika Bačová

ABSTRACT

The paper addresses the issue of the primary school teacher in the context of inclusive education in Finland. The aim of the research is to create a real profile of the Finnish teacher with an emphasis on finding out what is behind the quality of inclusive education in Finland and how these findings can improve inclusive education and the teaching profession in a broader context. The key aim is to create a profile of a primary school teacher in inclusive education, i.e., a description of the teacher, his/her conception of educational processes, competences and real conditions that the teacher needs for his/her work in a heterogeneous classroom. To achieve the goal, a qualitative case study design was chosen, where the case is understood as a primary school teacher against the background of inclusive education - the total number of participants is 10 primary school teachers. Content and thematic analysis of the sources were chosen as the main methods to secure data, and the findings were used to inform further reflection and the development of semi-structured interviews and observations. The first round of data processing used case studies of individual participants, which were subsequently supplemented by data obtained by axial coding. Subsequently, a profile of a Finnish primary school teacher was created. The results show that the professional teacher has a positive attitude towards inclusive education; uses a variety of teaching strategies leading to active involvement of the students; is involved in his/her professional development and the development of the school as a community; uses individualization and differentiation in his/her work; and is part of a multidisciplinary team. A necessary component is the development of an understanding of inclusive education with societal overlap and the creation of a professional framework or standard as part of teacher professional development with a focus on softskills.

Keywords: Basic School, Inclusive Education, Teacher, Teaching Processes, Primary School.

I. INTRODUCTION

Inclusive education has become a hotly debated topic worldwide in recent years. Looking back in history, this has not always been the case, and society and education systems have been transformed with varying degrees of success, from a time of segregation of pupils with various disabilities into institutions, special schools or complete exclusion from primary education, through the integration of these pupils and efforts to provide them with a basic education, to the current inclusion of these pupils in mainstream classes and the opportunity to learn with their peers regardless of the degree and nature of their disability. When looking at inclusive education, it is necessary to acknowledge the efforts behind all the changes and processes implemented so far throughout history. Among the most fundamental change that has taken place and undoubtedly stands at the beginning of inclusive education is the shift to a new perception of the child and understanding of his/her needs and potentials. When the child becomes a distinct and unique personality with its own needs and its own unique inner world. This step would never have happened without the contribution of knowledge from other disciplines such as psychology, philosophy and medicine. Although these sciences have contributed substantially to the understanding of childhood and the necessity of respecting the personality concept, the educational policy- the drafting, approval and control over the compliance with the applicable legislative documents- has played a key role in promoting inclusive principles (Helus, 2004; Hejlová et al., 2016; Foreman, 2020).

Nowadays, inclusive education is not only considered as a possibility of providing equal opportunities in education, but also as a possibility of equal opportunities in society. Current inclusive education focuses on accepting and removing barriers for anyone, be it language, social, gender, etc. Inclusive education is a statement about equality, equal opportunities, respect for difference, for otherness and this approach is also one of the United Nations (UN) Sustainable Development Goals (SDGs) by 2030 (OSN, 2015). However, there are countries and their education systems around the world that recognize the gravity and necessity of inclusive education in varying degrees of urgency. One of the countries...
that has been working with the issue of inclusive education and equality for more than 40 years and is still finding new and novel ways to increase equality in education (Průcha & Kansanen, 2015) is Finland. Finland is renowned for its approach not only to education in general, but also to ensuring equal opportunities for all students, and its system is effective and of high quality.

II. THEORETICAL BACKGROUND

This part of the thesis briefly introduces the primary school teacher in the conditions of inclusive education. It is based on a content analysis of Finnish research and becomes the basis for the main methods of the research part - observations and interviews with teachers.

A. Legislation

The teaching profession in Finnish legislation is regulated by the Decree on Required Qualifications of Teaching Personnel (986/1998), which requires primary education teachers to have successfully completed a master's degree programme in Finland or an identical university degree in Sweden, Denmark, Norway or Iceland. Following the Bologna Process, the studies are divided into bachelor’s and master’s degrees. For primary education, the Ordinance regulates teacher qualifications in Section 4 (qualifications of class teacher) and Section 5 (qualifications of subject teacher), but often a special teacher is seen as a class teacher, i.e. a primary school teacher. The teacher education curriculum is research-based and the research principle is applied throughout the course of study through methodological courses, we speak of so-called research-based teacher education. This principle permeates all the courses of the preparatory studies, culminating in the master's thesis, in which the student demonstrates that he or she has mastered scientific research methods and can apply them in the preparation, conduct and processing of the thesis. However, this notion of research-based study does not serve the student primarily to publish research texts, but to engage in primary school practice so that he or she can critically observe, analyse and evaluate his or her work from a research perspective.

B. Requirements

The first source used is longitudinal research by Webb (Webb et al., 2014) and his team, which was conducted in six Finnish primary schools through interviews with teachers and principals. The results show that Finnish teachers have long been plagued by escalating workloads. These are not only burdens related to classroom work, but especially to teachers' involvement in the process of school development, and in the case of inclusive education, projects to promote pupil inclusion, and collaboration with parents and other institutions. There has been recognition on the part of teachers that these new demands on their profession have enhanced their professional knowledge and skills. At the same time, however, teachers report that they do not have the required knowledge and skills and, for this reason, working in a heterogeneous classroom requires considerable effort and energy.

Niemi and Nevgi's (2014) research, conducted with the participation of teachers and student teachers, brings in another level of demands - the job of a teacher in Finland is associated with engaging in research and discussion. These research and discussions are conducted among teachers who participate in the improvement of the Finnish education system in this way and bring in their insights and experiences. Teachers not only have to participate in public discourses and investigations, but also work on their own investigations within the classroom, where the teacher systematically reflects on his/her practice, evaluates the effectiveness of the chosen teaching strategies or assesses his/her own learning needs. Not only is this time-consuming, but it is also reflected in the planning of teaching units, where collaboration with a range of professionals is required.

Paju's (Paju et al., 2015) quantitative research conducted in primary, secondary and special schools with a sample of 187 teachers also shows that completely new demands are related to the increase in the number of pupils with behavioural disorders, where teachers have to deal with completely new conflict situations. For teachers, this is taking on new roles that they did not have in the past. At the same time, they state that they were not prepared for these new demands of their profession and that they represent a considerable burden for them. Research shows that around 66% of teachers find these demands of inclusive education stressful. Even though teachers are under considerable strain due to the new and not fully embedded conditions for their work, their efforts are not sufficiently accepted and positively evaluated by parents and society at large. Teachers admit that they perceive a significant loss of public respect. All of the above-mentioned factors related to inclusive education have a significant negative impact on teachers' work and are perceived by Finns themselves as a reason to leave education, or at least to increase teachers' salaries, which led to a strike of teaching staff in the south of the country in May 2022.

C. Attitudes

It is well known that Finnish primary education educates a large number of mainstreamed pupils, and the number of special schools is decreasing year by year. According to the results of international surveys, this integration seems to be more than successful, the reason being the long-term work on this system and the high professionalism of the teachers. As
already mentioned in the theoretical part, the attitude of the teacher himself/herself towards this issue is also an influencing factor for effective inclusive education. It is widely perceived that a positive acceptance of inclusive education and inclusive pupils leads to its progression, improvement and overall effectiveness. If we proceed from the above, Finnish teachers should indeed have a positive attitude towards inclusive education. Finnish teachers' attitudes towards inclusive education have been the focus of a number of investigations - the results of the Saloviita survey from 2016, and 2018 (2020) have been used for this paper.

Saloviita's investigation (Saloviita & Schaffus, 2016), with its comparative nature, uses a standardised questionnaire with the TAI&S evaluation instrument and a sample of 298 primary school teachers. According to the results, Finnish teachers' attitudes towards inclusion are neutral or slightly negative, or below the average in EU countries. However, the individual attitudes among teachers are very different, with special education teachers reporting a considerably positive attitude, while teachers of knowledge-based subjects are at the other end of the scale (Saloviita, 2020). However, further research also shows that attitudes towards inclusive education do not change with teacher age. Both positive and negative attitudes are found among older and more experienced teachers (Saloviita, 2016).

D. Conditions

In Finnish primary schools in heterogeneous classrooms, there is a deterioration in pupils' behaviour; a lack of communication with pupils' families (legal guardians approach education more as a service, have excessive expectations from teachers and do not respect teachers' efforts and recommendations in educating and supporting pupils); and the handling of conflict situations that come into schools from outside the environment and are not related to teaching or school as such. However, what teachers perceive positively is the close collaboration with special educators, which often makes their work easier, as problems with the knowledge of pupils in need of any educational support are often linked to the work of special educators, not other teachers. It is special educators who are specialists in inclusive education and therefore it is their responsibility to address these issues (Paju et al., 2015).

The issue of staffing, specifically special educators, is addressed in Sundqvist and Ström's (2015) qualitative research, which was conducted through semi-structured interviews with classroom teachers and special educators. The role of the special educator has much broader characteristics than simply helping teachers to solve problems with pupils in a heterogeneous classroom. The special educator does not have his or her own classroom but teaches students in small groups during second or third level support. The remainder of his/her time is used to advise other teachers and is implemented in the form of consultation. This is where the difficulty for these teachers arises, as no legislative documents describe the scope or activities of the special teacher in consultation. Special educators therefore only provide information in informal meetings during the day, for example during breaks. This is due to the lack of knowledge and experience of special educators in consultations and the lack of time. According to the teachers, another indispensable part of a heterogeneous classroom is the teaching assistant, who is found in every Finnish classroom and whose work and form of work is based on the needs of the pupil or teacher. The overall quality of the teacher's work in the heterogeneous classroom is complemented by a school psychologist present in each school and a shared so-called school curator whose function is to work with pupils and families from disadvantaged social backgrounds (Ahtola & Niemi, 2014).

The 2018 PISA results are coming to the forefront of a worrying discourse. The results show a downward trend in Finnish pupils' performance in maths, science and reading. Finland has the largest gender gap in reading of the countries that participated in the assessment. With the downward trend in international testing success came the loss of significant financial support. And when schools have fewer financial resources, the consequence is poor quality and poor provision of teaching staff, especially provision of special educators. The equation applies here - the less provision of support education by special educators, the less favourable the results in PISA testing are (YLE, 2021).

E. Teacher Support and Development

Inclusive education requires Finnish schools to have more professionals who adequately master specific skills, have expertise and can solve cross-sectoral problems (Rajakallio & Mäkinen, 2014). The goal is a teacher who combines the latest research findings with his/her own practice, thus responding to constantly changing conditions, a professional who uses research knowledge in his/her own practice. Such a teacher needs to be a reflective teacher who tests, reflects, resolves dilemmas directly in the classroom, questions, and at the same time is a bearer of values and takes full responsibility over his/her own continuing education. Based on theoretical knowledge and knowledge of his/her classroom, the teacher must be able to conduct his/her own research to evaluate the current status and efforts while leading to improved teaching (Niemi & Nevgi, 2014).

Finns are aware of some of the pitfalls that may arise from the demands of the profession, i.e., teachers are faced with insufficient competencies to work in a heterogeneous classroom and fresh graduate teachers are unprepared. The National Action Plan 2020-2023 responds to these challenges. One of the objectives of this action plan for the teaching profession is to increase support for teachers and the development of their competences. On the basis of the research project Tutkimusperustaita vaatimattaiseni, tuen kehittämistä on strengthening skills related to the requirement for special support in teacher training and further education, teaching materials and further education courses for teachers have been developed. These materials and courses are designed to develop the skills that teachers need to provide equitable education for all pupils, regardless of their level of support. The results of the research are directly linked to Riikka Isakan and Elina Taljan's publication Tutkimusperustaita opetusmenetelmät vaatimattain, tueissä 1 and 2 (Research-based teaching methods for requesting special support 1 and 2). This support for teachers in further education is provided by a network of so-called VIP centres. However, these centres are currently not fully operational, at least not according to the evaluation of the previous National Action Plan 2018-2019, and the aim is to
expand and improve them by 2023 (VANE, 2020). Although the concept of competences is not often used in Finnish education, as professional competences are not enacted or officially set in any way in Finland, professional competences have been discussed in recent years with teachers’ growing concerns about inclusive education. They are discussed in the action plan mainly as a way to increase the quality of learning of pupils with support in education. A lot of effort is devoted to supporting teachers on this issue, which comes through research investigations, as is the Finnish custom. It is the Finns who base all their reforms and transformations in education on these investigations, which always involve the widest possible range of professionals, from academics to school principals, teachers to teaching assistants and many other actors. The output is then methodological manuals, thematic workshops or online seminars. One of the outputs so far of the most recent research mentioned above is not only the aforementioned methodologies (Research-based Teaching Methods for Requiring Special Support 1 and 2), but also the MOOC platform. This platform contains online workshops and seminars and is being developed as a tool for career progression for teachers. Online meetings and all computerisation are not uncommon in Finland, it can be argued that it is precisely because of its geography (a large size of the country with a small population, where most of the population resides in large cities in the south of the country) that it is welcomed. Already in the past, many important meetings between school principals, for example, have been held exclusively online.

III. AIM AND METHODOLOGY

The aim of the paper is to create a realistic profile of primary school teachers in Finland, against the background of complex current conditions for their work in an inclusive environment of primary education for pupils. We ask what makes Finnish primary school teachers different if they are behind such a high-quality inclusive education system? What are the conditions for their work?

The research part of the thesis is based on qualitative research, which allows the researcher to study what people do, how they talk about the problem, how they understand the problem and how they experience the problem. In the case of the dissertation research, it was about a primary teacher in a heterogeneous classroom setting and his comments on the issue of inclusive education, specifically: how he conceptualizes the implementation of inclusive education in his classroom, how he perceives inclusive education in its entirety, including self-evaluation of his work and evaluation of real conditions, how he understands inclusive education and how he deals with the changing conditions that inclusive education has brought. In concretizing the epistemological approach in this paper, we speak of an interpretive approach where research observes and describes specific situations in order to understand the subjective experience (Novotná et al., 2019) - the teacher’s experience of teaching in a heterogeneous classroom and implementing inclusive education and its principles.

To achieve the objective, a case study design was chosen because, according to Handl (2008, p. 104), a case study allows "a detailed study of one or a few cases." The Pedagogical Dictionary (2009, pp. 188-189) adds that in a case study, the case under study is "[...] described and explained in detail, so that a type of clarification is achieved that cannot be achieved when examining the same objects in a collective set. The advantage of the method is the possibility of a deep understanding of the nature of the case [...]". This research method allows for capturing the complexities, details, relationships and processes taking place in a particular setting. The method assumes that the study of one case will contribute to a better understanding and appreciation of other identical or similar cases. In the case of the research topic of this thesis, we want to gain detailed knowledge about a small number of cases that will give us a detailed description of a real teacher in inclusive education, this description is relevant to the objectives of the thesis and brings about the stated goals. Otherwise, by choosing a different research design with a larger number, the data obtained would not be complete and would only go along the surface of the whole issue. However, the aim of this thesis is to penetrate into the real world of teachers and get their subjective view, perception, experience and opinion about inclusive education. A brief characterization is that by using a case study we expect to get a holistic and realistic picture of the phenomenon.

The distinctive feature of a case study is also different from laboratory or isolated research, as it takes place in the field (Stake, 1995). Stake (1995, p. 106) himself defines a case study as, "an effort to understand a social object in its uniqueness and complexity," emphasizing the participants' perspective and a holistic view of the issue under study. In a case study, the researcher is directly embedded in the case and examines the case in its natural setting; Stake speaks of the social constructivist paradigm. It is the natural environment that is one of the arguments for choosing the case study as the main research method, as the natural environment and the terrain in which the teacher operates is crucial to the empirical part of this thesis. Specifically, we are talking about observation, which cannot be carried out without the possibility of fieldwork and in the second phase interviews, must be carried out in a natural environment bringing a sense of security and safety to all the teachers interviewed.

The case study is defined by Stake (1995) into three categories: (1) intrinsic, (2) instrumental, (3) collective, and in some research the different types cannot be isolated and there is a combination of the two. This thesis corresponds in its characteristics to the instrumental case study because it considers the case as an important means to achieve answering of the research questions - the teacher as a case is central to the thesis but is only a means to answer the research questions and achieve the aim of the thesis. The main interest of the thesis is to explore why and how the phenomenon works. In combination with a collective case study, which is used in comparative research, and thus forms part of this thesis. The essential characteristic of the case study, which fully corresponds to this thesis and its aim, is that there is no presentation of ready-made and generalised findings, but the researcher presents a holistic in-depth description (Stake, 1995). The results and conclusions of the thesis present a description of the implementation of inclusive education, the experiences, views and insights of primary school teachers in
an attempt to create a realistic profile of a teacher in a heterogeneous classroom setting.

A. Participants

Before defining the case of this thesis, it is essential to define how the case itself is conceptualised by Stake (1995), who states that a case is a specific and complex functioning thing, viewing it as an object not a process, i.e., persons or programmes. It is an integrated system and may not function well, ideally or rationally in the eyes of the researcher. In a case study, the researcher studies cases and looks for interactions and contexts, there is an understanding of the activity of the case under a particular context. Research is entered into because the researcher is interested in learning how the case works. The case chosen for the study is a primary school teacher in different inclusive education settings, i.e. the characteristics of a primary school teacher in inclusive education.

The research sample of participants consisted of a total of 10 participants. In the selection of the participants themselves, a purposive and purposeful sampling was chosen, which followed predetermined criteria so as to select participants with high variability, i.e. with a high telling value, who provided rich data on the phenomenon under study (Novotná et al., 2019): (1) two teachers teaching in a capital city; (2) two teachers teaching in an urban school; (3) two teachers teaching in a faculty school; (4) two teachers teaching in a school with an increased number of pupils with a different mother tongue; (5) two teachers teaching in a school with an increased number of socially excluded pupils.

B. Data Collection

Three main methods of case study were chosen for data collection according to Stake (1995): literature study, observation and interview. The choice of multiple data collection methods ensures what is known as data triangulation, which provides validity and reliability to qualitative research, an often-contested part of qualitative research. Even in this dissertation research, with the choice of a case study and fewer participants, validity and reliability could be a matter of debate. For this reason, Steake's recommender methods were chosen for the research: the literature study and subsequent content and thematic analysis provided initial familiarisation and insight into the theoretical level with the identification of the main areas under investigation; the interviews provided answers to key questions and provided key information, which was illustrated and supplemented by observation. The data collection itself is divided into two parts: (1) content analysis of relevant sources followed by thematic analysis of selected sources; (2) data collection through observations and interviews.

For the initial data analysis, case reports were created for each case under study, taking into account the data obtained through observation and interviews. Brief case reports served to provide a holistic view of the issue. Subsequently, the interviews were transcribed, and a selective protocol was developed, focusing only on predefined criteria. The criteria were clearly defined in advance and focused on the main areas of the interview: (1) professional competencies; (2) self-evaluation of professional competencies; (3) learning processes; (4) conditions. These selective protocols were then used for axial coding (Hendl, 2008), and the MAXQDA program was used for interview transcription and coding. The basic codes were based on the interview areas already mentioned, and additional categories and codes were created during axial coding (see Appendix 2 and 3). The coded categories were subsequently integrated to create a description of the phenomena under study. These data complemented the original individual case studies, and a descriptive profile of the primary school teacher was created, which provided answers to the research questions. The interpretation of the data was based fundamentally on an emic perspective and is ordered by describing one part of the case after another (Stake, 1995). The case studies are supplemented by statements of the individual teachers interviewed in the case of the Finnish teachers' case studies, the statements were translated from English into Czech. Each time ten case studies were created, a profile of a Czech and a Finnish primary school teacher in inclusive education was created. This profile emerged from the comparison and analysis of the created case studies based on the frequency of the obtained statements and conveys a comprehensive picture of the Finnish teacher.

C. Results – Profile of Finnish Teacher

The Finnish primary school teacher considers values and attitudes as key areas of competence for inclusive education, supporting all pupils based on each one's individual capabilities with respect and consideration for their needs. In his/her planning he/she does not give primary priority only to pupils with SEN. It divides pupils flexibly into groups based on performance or individual teaching occurs. These processes can be divided into four groups: a) pupils are educated individually in the presence of a special educator; b) pupils are educated in a group in the presence of a special educator; c) pupils are divided into groups, with one group educated by the class teacher and the other group educated by a teaching assistant; d) pupils with severe difficulties are primarily educated mostly separately with a special educator and only attend class for certain subjects. These approaches are always combined and modified based on the needs of the pupils themselves. Instructional strategies are chosen to promote active participation of pupils in learning; taking responsibility for learning; choice; meaningful learning and activating feedback. The teacher always has a special educator available to work with him/her, with whom there are regular weekly consultations on emerging issues and on the progress of individual pupils. This special educator is assigned to the class for the whole period or is shared between classes or is for the whole school. If there is no special educator in the classroom, a teaching assistant, paired teacher or both are assigned to the classroom. In the educational process, the teacher uses differentiation, which is facilitated by the school environment and the facilities available to the teacher. These are open spaces where individual classes can share a common area; in the case of older schools, each class has two separate rooms where pupils can work freely. Formal materials have also been created and are developed at two levels.

The high self-confidence of the Finnish teacher in teaching in a heterogeneous classroom is also essential. The most highly rated area of professional competence is the attitude
and planning of teaching in accordance with respect for pupil diversity, including sufficient support for pupils. Reflection on own practice and continuing education is also key.

Inclusive education has also brought with it negative factors - the reduction of professional development opportunities for teachers due to declining funding (despite the number of systematic programmes for the further development of teaching staff, interviewees are reluctant to participate in these programmes), the time-consuming nature of planning a teaching unit and meeting with professionals and parents, and the difficulty of working with pupils with behavioural difficulties. The number of teaching staff in the classroom and funding for inclusive education are among the major factors affecting the work of the teacher in inclusive education.

D. Results

Values (perceiving inclusive education as beneficial not only for the pupils in the class but also for the whole society, perceiving inclusive education as beneficial for all actors and meaningful), attitudes (positive attitude towards inclusive education, respecting and supporting the diversity of individual pupils and acting accordingly in the classroom, understanding equality in education) are essential for primary school teachers in inclusive education, and a deeper knowledge of special education and knowledge of teaching strategies, and the ability to plan for the individuality of each pupil, including sufficient support (planning also includes effective selection of teaching strategies, differentiation of teaching methods) and the creation of appropriate conditions for learning - creating a safe environment for learning (positive climate, security). All this with respect and tolerance for the individuality of the pupil. And also, to have the skill of self-reflection, or to be able to self-reflect and use reflection in their practice to improve their work.

In the teaching processes, the teacher uses differentiation of content and teaching methods and individualization (modification of teaching tasks with regard to the pupil's abilities). Pupils are divided into groups according to their actual needs, i.e., with regard to pupils who are not diagnosed as having SEN, or who work individually with a given specialist, or with another pedagogical worker in the classroom. The class teacher and this other educational staff always divide the pupils among themselves, which allows the aforementioned differentiation and individualisation. During the teaching unit, the teacher uses teaching strategies that are based on pupil autonomy and cooperation, that lead pupils to take responsibility for their own learning (e.g., free choice of work, environment or method) and that are based on peer-teaching. Throughout the work, the teacher talks to pupils about their learning process and gives them ongoing feedback. The teacher creates the right conditions for learning - a safe environment and a positive atmosphere and assesses based on predetermined criteria. Working in a heterogeneous classroom, the teacher shares and collaborates with professionals and guardians - inviting these partners to shape the teaching and learning process and creating a learning community together with multidisciplinary encounters. He/she continuously reflects on his/her work and looks for new ways to make his/her work more effective, thinks in context and has what is called a pedagogical mindset.

The conditions that a teacher has for effective inclusive education are built on other teaching staff in the classroom. He or she also collaborates with professionals such as special educators and school psychologists who are part of the school team. The teacher has sufficient financial resources for material support, including didactic aids and funding for professional development. Inclusive education has clear criteria for the inclusion of pupils, i.e. legal guardians are obliged to hand in medical reports and do not conceal pupils' health conditions. The teacher is seen as a competent professional.

IV. CONCLUSION AND DISCUSSION

The aim of this thesis was to create a profile of the ideal primary school teacher in inclusive education using content and thematic analysis of available Finnish and international sources, observations and interviews. Primary school teachers from a broad context and conditions of inclusive education were selected as participants. Finnish teachers perceive inclusive education as an opportunity for the development of the whole society and the society respects and accepts this fact. Inclusive education is also reflected in the newly developed Finnish professional frameworks, which focus on skills and attitudes in line with the principles of inclusive education. Teachers are overloaded from planning teaching units, need clear criteria for assessing students and support from colleagues and experts. Following the Finnish model, the key to quality inclusive education and quality teachers is greater teacher involvement in professional development and an understanding of the drive to improve the teaching profession through professional frameworks and standards, as is the case in the Finnish context.

The results show clear recommendations for the necessary development of a quality teacher profile, i.e. Ensuring teachers have a multidisciplinary team; creating the school as a learning community; more teaching staff per class; systematic support for professional development including supervision; ensuring criteria for pupil assessment; a clear and long-lasting vision of educational policy; changing the concept of teaching strategies; the possibility of using pupil diversification with differentiation and individualisation; changing teachers' values and attitudes to view inclusive education as an option for all pupils with a whole-school approach, which also requires a whole-school approach. The issue of society is fundamental, with the necessary goal of creating a teacher who is a true professional in his/her field and is also perceived as such by the whole society. Creating a professional who further develops in the given key competences focusing on teacher softskills. However, the question remains how to implement all this knowledge and skills in the standards and professional frameworks of each country, while being aware of the modification to the real context of the country.

REFERENCES


Veronika Bačová is a teacher and PhD student at Charles university in Prague. Her studies focus on inclusive education and professionalization of the teaching profession. She is also interested in the development of social-emotional learning and student wellbeing. She is also currently lecturing a course on Trauma Respectful Approach.