

Each course in a teacher education program should be seen as a piece in the puzzle that prepares student teachers for their role in the inclusive education system. This can be achieved by enabling them to build their professional working theory, choose pedagogical approaches and to take a disciplinary stance.

The purpose of this self-study of teacher education practice is to clarify important issues in the preparation and ongoing professional development of teachers working in inclusive practices in Iceland. The aim is to explore how a graduate course taught at the School of Education, University of Iceland, supports teachers to work in inclusive practice. The course is grounded in a pedagogy that integrates professional knowledge about teaching, learning and child development, and involves an ethical and social commitment to all students. The findings indicate that the organization of the course and the emphasis on professionalism and innovative pedagogy have influenced the attitudes of student teachers. Through the course they have adopted a solution-oriented approach to creating a learning space for a diverse group of students.

1D3 Teachers' Experiences of the Implementation and Expansion of the Teacher's Classroom Management Method: a Case Study in Finland

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Abstract

The diversity of pupils and their different difficulties challenge teachers' teaching skills and methods. Some behavioral challenges require rapid intervention and a multidisciplinary and multidisciplinary approach from teachers. An internationally recognized tool, TCM (Teacher Classroom Management), aims to support students' socio-emotional development, improve teacher-student interaction and strengthen school-home cooperation. This study examines teachers' experiences of TCM in a Finnish primary school context. The study has been carried out in two separate phases: firstly, a qualitative study during the implementation phase of the TCM method. Then, a quantitative and qualitative approach in the phases of expansion of the TCM method. The first, qualitative data (N=16) was collected through focus group interviews. The second set of data was obtained through an electronic questionnaire and included both quantitative and qualitative components (N=168). The study examines how, after implementation, the use of TCM in schools progressed and what experiences teachers and school communities have of it. According to the results, the teacher's strengthened group management skills were positively reflected in the classroom and in interactions with caregivers. Teachers' positive communication strengthened interactions and made it easier to deal with difficult issues. However, the implementation of TCM in the school community requires continuous support. Collegial experiences and renewed team management skills reinforced teachers' own experiences of coping at work. The TCM method provided appropriate group management tools. Our study provides valuable insights into how to implement methodological in-service training and how teachers and school communities perceive the process.

1D4 Innovations around place attentiveness in a Scottish Initial Teacher Education programme

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