

TEACHER EDUCATION PORTFOLIO MOTIONS 2024

S 9. ICPA QLD STATE COUNCIL

“That ICPA Qld lobbies universities to tailor explicit units within Initial Teacher Education to equip graduates with research-based support strategies for neurodivergent learners and diverse disabilities present in an inclusive classroom setting.”

Explanation:

There are approximately 30,000 autistic students within Queensland State Schools. Behavioural management and meeting the needs of neurodivergent learners and diverse disabilities in an inclusive classroom setting is becoming increasingly more complex for teachers. ICPA Qld members have raised concerns around the fact that classrooms are under resourced in terms of staffing ratios to meet the needs of the students and the capability of teachers to support neurodiverse learners and diverse disabilities. This is particularly difficult in small rural schools where there is very little support on the ground.

ICPA Qld is calling upon universities to broaden Initial Teacher Education courses to include current evidence-based units in disability specific areas. Whilst Post Graduate courses are available, it is essential to keep abreast of current research and tailor Initial Teacher Education units accordingly. Capacity needs to be built for teaching graduates to be equipped with the necessary skills to support the diverse needs of students within an inclusive classroom. Graduates require a strong foundation and understanding of inclusive practice and need to be supported with the appropriate practicum to gain classroom experience.

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