



Preparing Teachers of Mathematics for Implementing the Concepts of Integrating Education in Modern School

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The poster is to present the first results of research made among teachers studying at the Post-Graduate Study of mathematics on how they are prepared to implement the concept of integrating education at modern school. Polish educational system has been going through numerous transformations in recent years. The changes include legal regulations, as well as structural adjustment of the system to changing social and economic environment. Expectations and requirements posed towards teachers have also changed, due to an increasing number of children which suffer from reduced efficiency of some organ or functionality who attend general education schools. Children with intellectual or physical disabilities or with intelligence below average, with defects or injuries of analysers (hearing and sight), speech defects or special learning problems (development dyslexia, dysgraphia, dispelling and dyscalculia) are called **children with special educational needs** (M. Bogdanowicz, A. Adryjanek, 2004). Results of research concerning the efficiency of educational integration show that one of the main conditions of successful integration is the development of a new type of teacher, open to change, approving differences and equipped with additional, non-instrumental abilities (M. Flanczewska, 2003). Research shows that the main barrier is the lack of teachers' background, embracing both subject matter and methodology, enabling them to work with disabled children in integrated environment. Teachers lack knowledge in diagnosing disabled children and developing for them individual curricula and grading systems. The problem was therefore formulated as follows: **are teachers mathematics ready to work in integrated education system?** The research embraced post-graduates students at the mathematics department of P. Włodkowiec College in Płock, Poland (active teachers). It seemed conducive for the research to gather information concerning: the teachers' knowledge about the options for educating disabled children, their knowledge about diagnosing disabled children, whether teachers have knowledge of methodical basics for working with disabled children, what is their opinion about integrating education facilities, to what extent does the College prepare students of mathematics for working with disabled children? Mentioned above research are in progress, however **the first results** shows very weak knowledge of teachers concerning the concept of disability and kinds of disability they know. The most of teachers has been in contact with a disabled child in different circumstances, mostly at school but only few are able to give an example of texts on child disability and specify author and title. Only small part of teachers feel well prepared to work with a disabled student. The majority of the teachers think that integration and involvement is the best form for disabled children and they should learn together with their able peers. Teachers accept a disabled child to attend their school form but is not well prepared to organise common work in the classroom during class of mathematics. Generally teachers want learn more about problems can cause a general access disabled children to schools, particularly in mathematical education. They estimate their knowledge on it as insufficient. As a conclusion we can state that generally the **mathematics teachers are not ready to work in integrated education system.** We hope that more detailed results



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from our research, what are in progress, will serve to extent the College Programmes and prepare students of mathematics better work with disable children.

References

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