



The problem of assessing the professional activity of teachers is important.

External evaluation is carried out by the school administration, parents and students.

The procedure for assessing the professional activity of teachers is carried out in the process of a special procedure for attestation.



The criteria for satisfaction with the quality of the teacher's professional activities by parents may differ from the official ones.

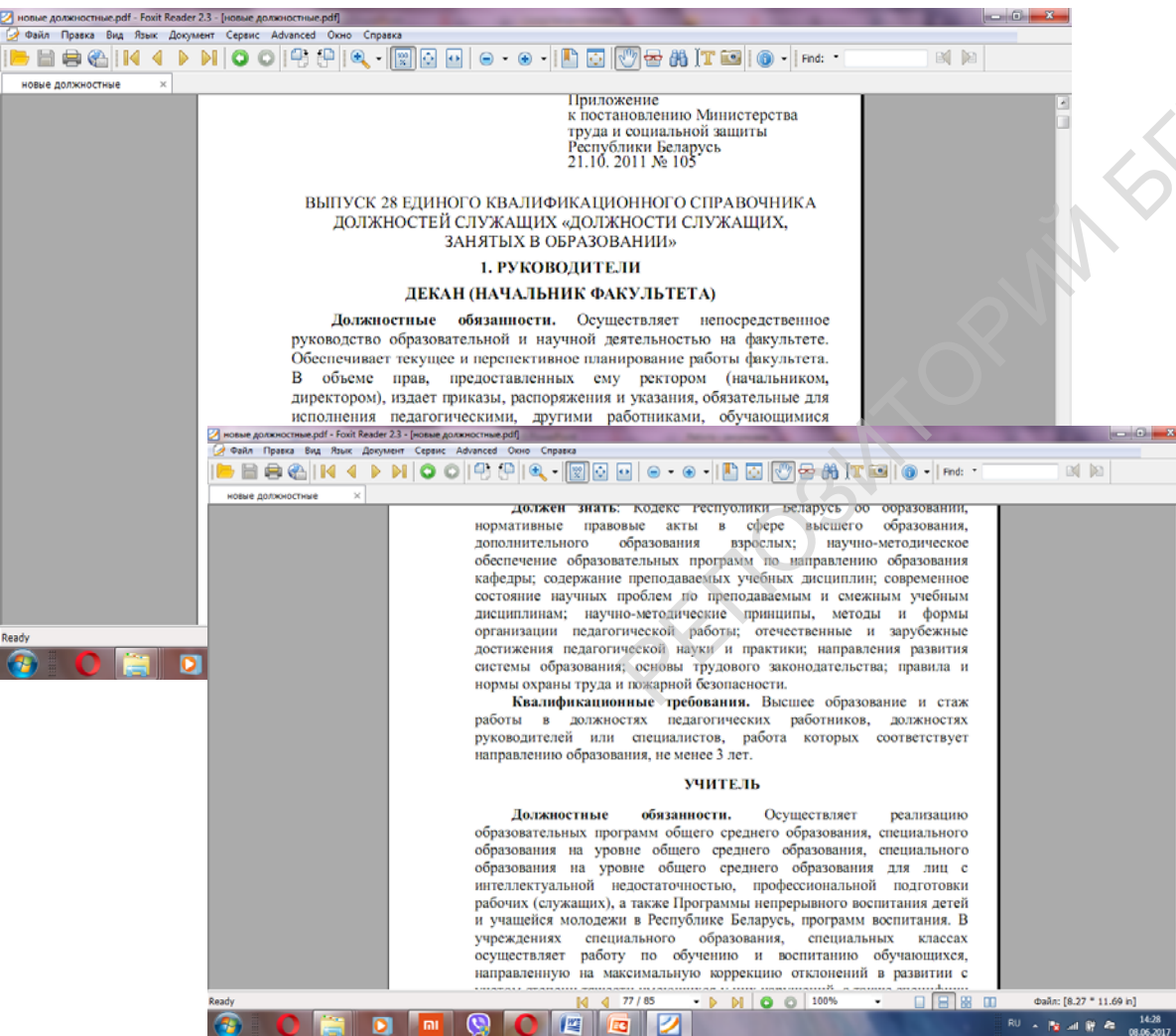
One of the criteria for assessing the activities of the teacher is to take into account the individual characteristics of their child.

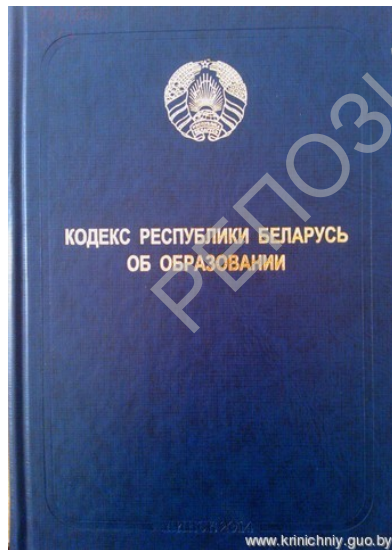
The problem of the teacher's inclusive competence is especially topical.

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The qualification requirements for the teacher are defined in the Unified Qualification Handbook of Positions



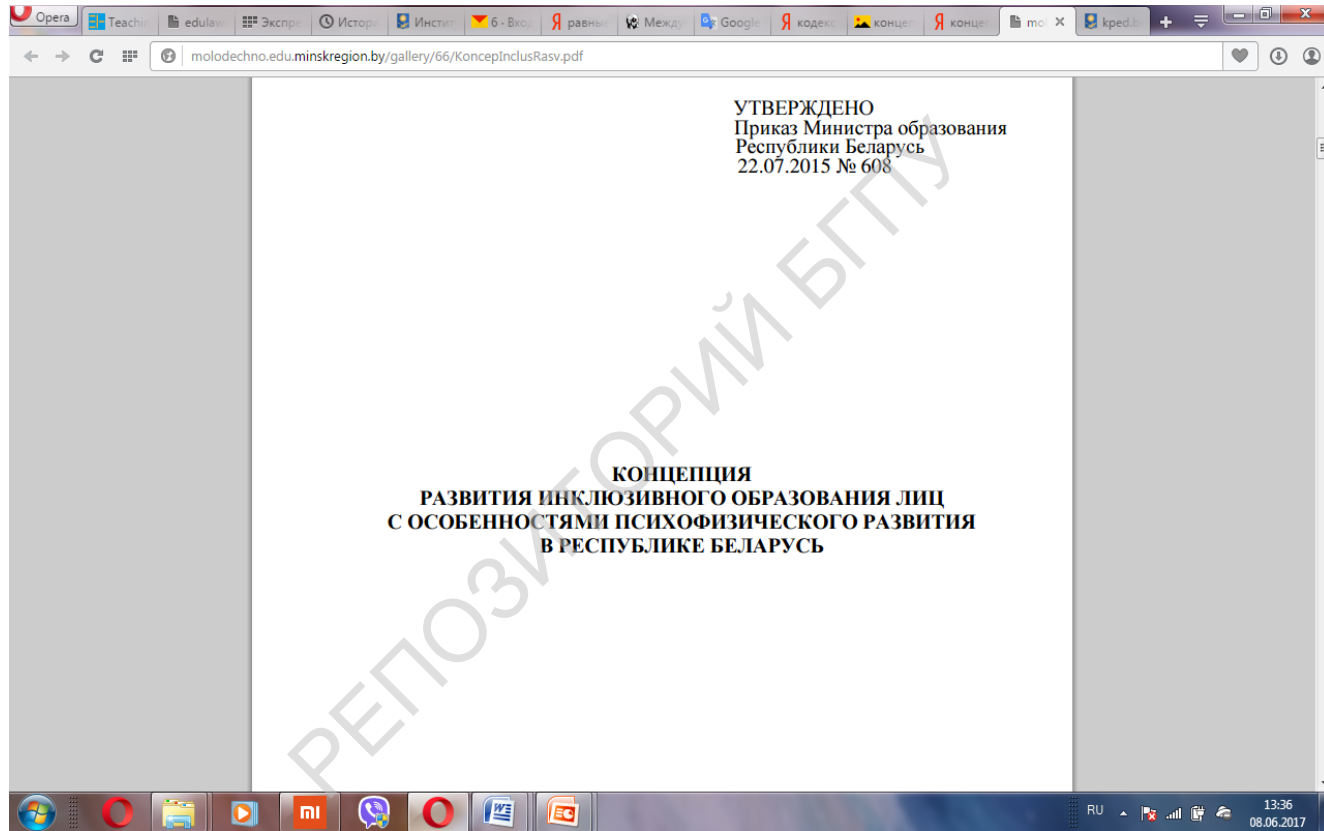


In the Constitution of the Republic of Belarus, the Education Code of the Republic of Belarus defines equal rights for children to receive education.



One of the duties of the teacher is the organization of the educational process, taking into account the individual abilities of the student





In accordance with the Concept of the development of inclusive education of children with special educational needs, an inclusive educational environment can be created for each child in each school.



Example. One of the schools in Minsk has organized the education of children with special educational needs. In integrated class study normally developing children and with mental disability. In class study one boy. His name is Evgenii. He is 12. He has been in the class for 5 years. He has problems in behavior and difficulties in learning the educational material. He is inattentive, experiencing difficulties in communication. He needs special training conditions - a slower pace, a small number of children in the classroom, correctional and psychological support.



In May, he graduated from the 5th grade of primary school and now moves to secondary school.

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But the school teacher and psychologist recommended him to look for another school, since they do not have the experience of organizing an inclusive educational process at the second level of education. It is interesting that the special teacher and psychologist have the highest qualification category.



The problem is that the child has to leave his class, get used to the new collective, establish new relationships, which is given to him with great difficulty.

The teacher and the psychologist, during the conversation with the parents, said: "We do not know how to work with him, what to do with it. Your child "does not fit" our school "and offered parents to find another school.



Teachers and psychologist of the school have good professional characteristics, confirmed in the process of attestation.

But parents rated their professional level as very low.

In fact, the school's teachers and director accepted the fact their incompetence in solving this issue - in organizing an inclusive educational process that takes into account the individual needs of the child.



At the moment, parents are transferring the child to a school in which an educational environment has been created that allows to take into account the individual capabilities of each child.



This example shows how the assessment of parents can differ from the assessment of the professional performance of teachers by the administrator.

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