

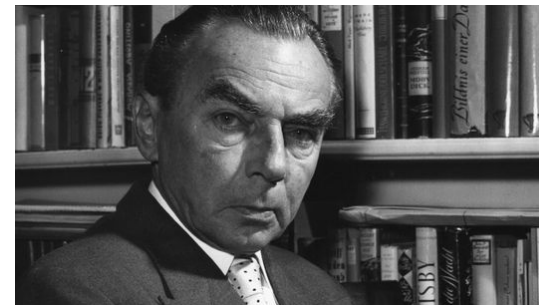


Inclusive Education

Competence approaches in the ITE in Germany

A „learning“ teacher... (Erich Kästner)

"I did not want to teach - I wanted to learn! I wanted to be a teacher to take the possibilities to keep staying a student for a longer time. I wanted new things, always recording something new and not old, not passing old things again and again. I was impatient and restless ..."



Teacher education in Germany

1. Phase: 6-10 Semester study programs at different Universities (Full Universities, Universities of Education in BW)

- *1. State Examination (University in cooperation with the Ministry)*

2. Phase: Preparatory Service

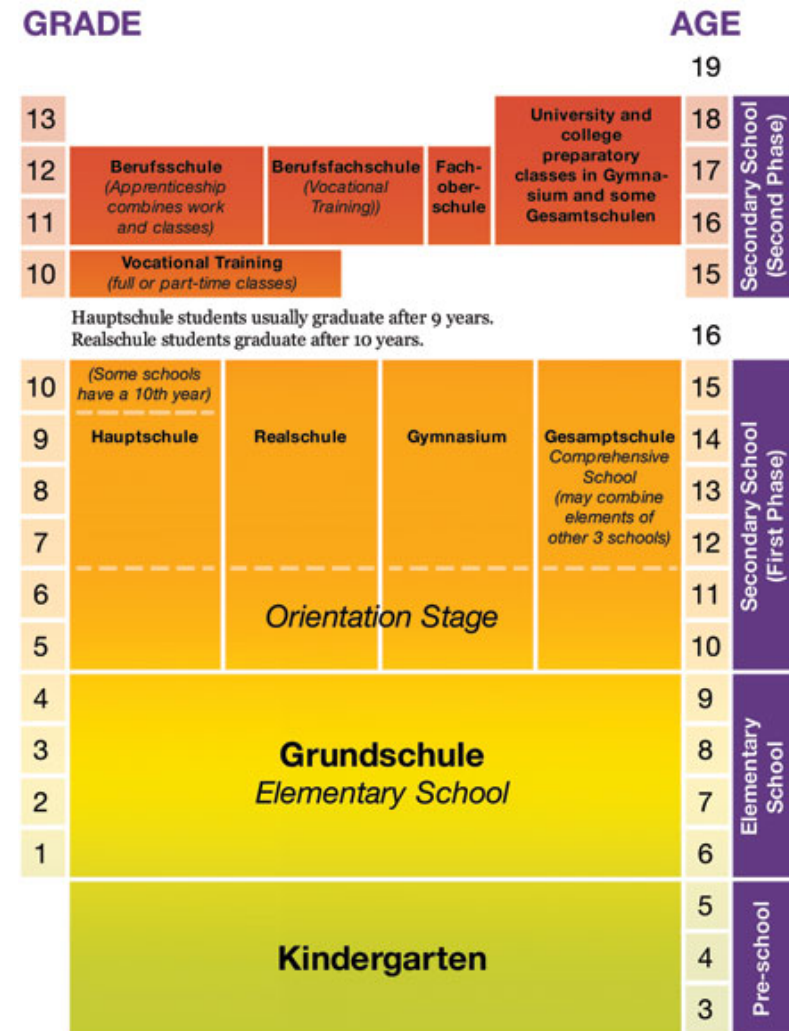
- *2. State Examination/ Teaching license (Seminars and Ministry)*

3. Phase: Training and retraining of teachers during the professional life (further education and training)

Teacher Education for a segregative System (Germany)

Teacher Education programs:

- Primary School
- Secondary School (Hauptschule)
- Secondary School (Realschule)
- Secondary School (Gymnasium)
- Higher Secondary School (Gymnasium)
- Vocational Schools
- Special Education School
 - 9 different Needs
 - Primary and Secondary level
 - Less ECTS in Subjects and subject oriented Didactics



Major focal points for the teacher training programs

- Education
- Work and role of the teacher
- Curriculum and Methodology
- Learning, development and socialization
- Performance and learning motivation
- Differentiation, integration and support
- Diagnosis, assessment and advice
- Communications
- Media Education
- School Development
- Human Development

Competences in teacher training for the field of “Educational science” (2008)

1. Teachers plan lessons professional and proper manner and make it through objectively and professionally correctly.
2. Teachers support the design of learning situations, learning from students. They motivate students and enable them to establish relationships and to use what they have learned.
3. Teachers promote the abilities of students to self-directed learning and working.
4. Teachers understand the social and cultural lives of students and recognize the context of individual school influence on their development.
5. Teachers communicate values and standards and support self-determined decisions and actions of students.

6. Teachers as to resolve difficulties and conflicts in school and teaching.
7. Teachers diagnose learning requirements and learning processes of students, they encourage targeted students and advise students and their parents.
8. Teachers record performance of students based on transparent assessment criteria.
9. Teachers are aware of the specific requirements of the profession. They understand their job as a task for the society with specific responsibility and obligation.
10. Teachers understand their profession as a continuous learning task.
11. Teachers participate in the planning and implementation of school projects and plans.

Inclusive Education in Germany

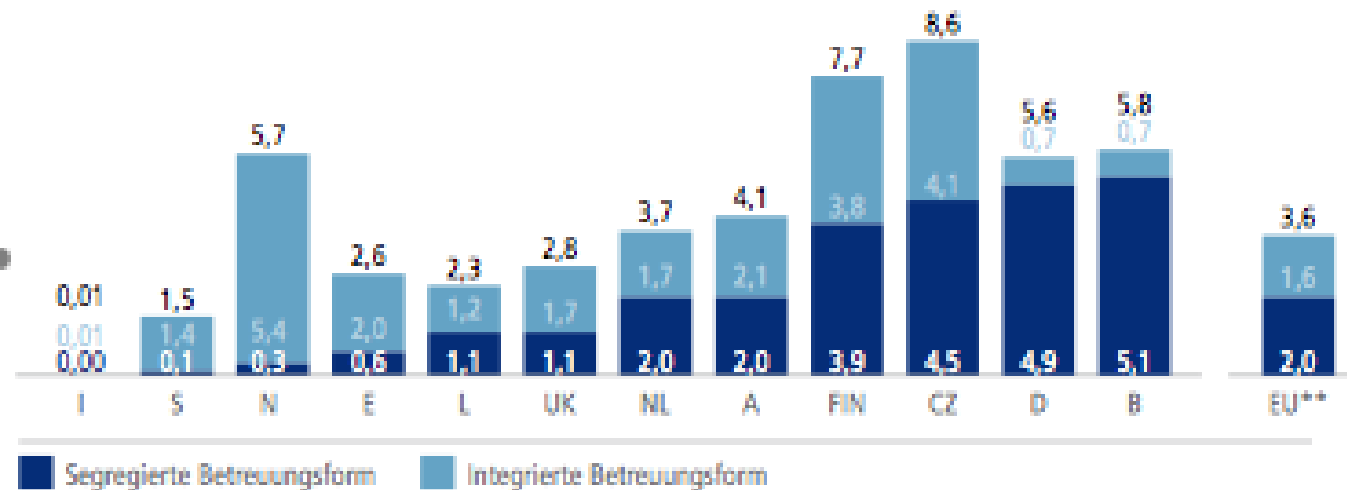
A map with examples of *lived* Inclusion the central idea of a campaign of the Federal Commissioner for the Needs of Disabled People (2011 – 2013). By adding (new) projects of good will and practice there should be filled a **Map of Inclusion**.



Segregation and Mainstreaming/ Inclusion in the European Union (2008)

Abbildung 1: Schüleranteil mit sonderpädagogischem Förderbedarf* 2008 nach segregierter und integrierter Betreuungsform und Staaten

Angaben in Prozent aller Schülerinnen und Schüler

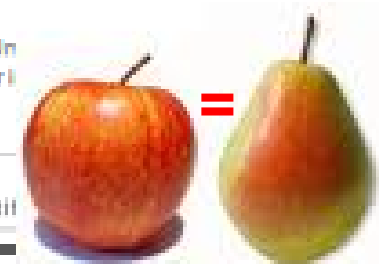


* Die Angaben stellen den Schüleranteil mit anerkanntem Förderbedarf („special educational needs“) dar. Die Regelungen zu Umfang und zeitlicher Dauer der Förderung können sehr verschieden sein, sodass bei einigen EU-Staaten ein sehr hoher Anteil der Schüler/innen eines Jahres aufgrund von „special educational needs“ eine sonderpädagogische Förderung erhält.

** Der EU-Wert entspricht dem arithmetischen Mittel der Werte aller dargestellten Staaten.

Quelle: European Commission (2008), Progress Towards the Lisbon Objectives in Education and Training

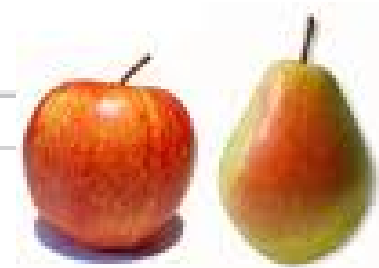
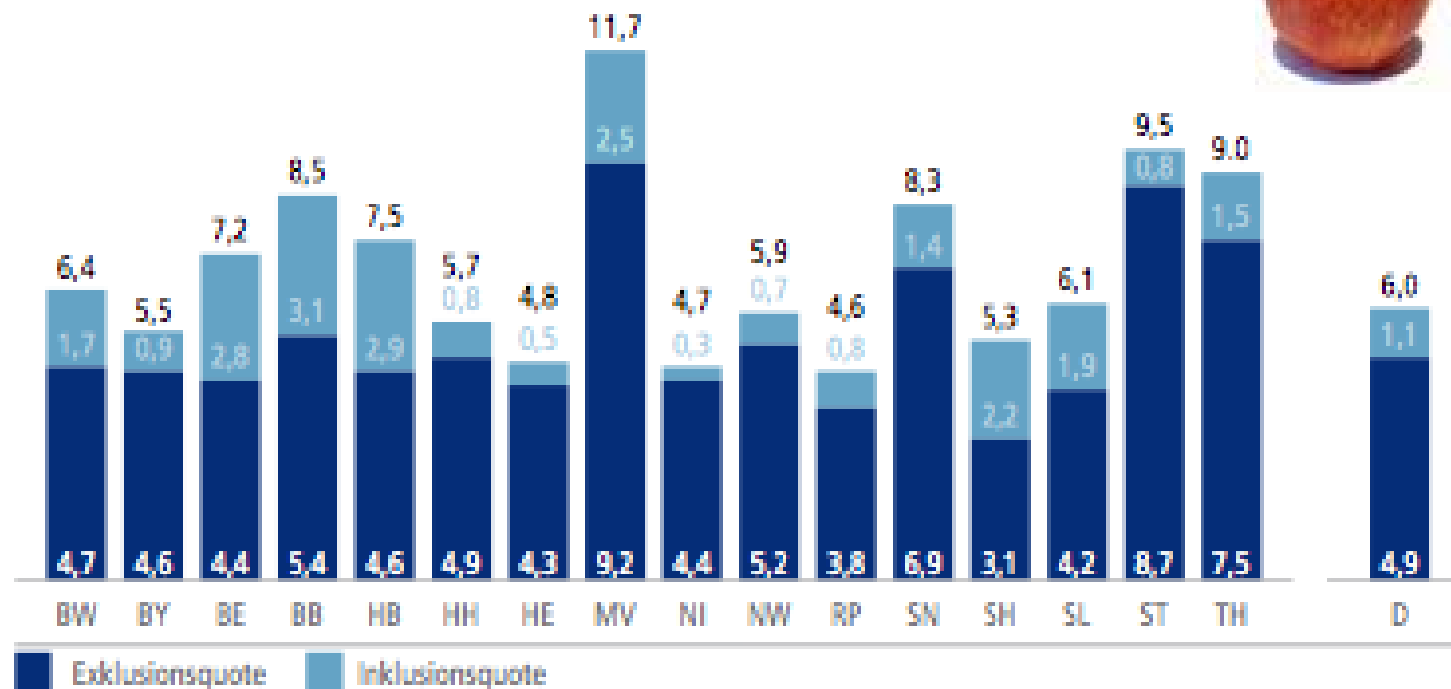
Bertelsmann Stiftung



Segregation and Mainstreaming/ Inclusion in the German States(2008)

Abbildung 2: Die Förderquote in Primar- und Sekundarstufe
 im Bundesländervergleich – unterteilt in Exklusions- und Inklusionsquote

Angaben in Prozent



Anmerkung: Die Balken zeigen insgesamt die Förderquote pro Bundesland an (Inklusionsquote + Exklusionsquote).

Quelle: Berechnungen durch Prof. Dr. Klaus Klemm auf der Grundlage von:
 KMK: Sonderpädagogische Förderung in Schulen 1999 bis 2008, Berlin 2010

Bertelsmann Stiftung

Separation the Pre-Schools (Schöler, Merz-Atalik, Dorrance 2011)

Kindergartenseparationsquoten
 2009

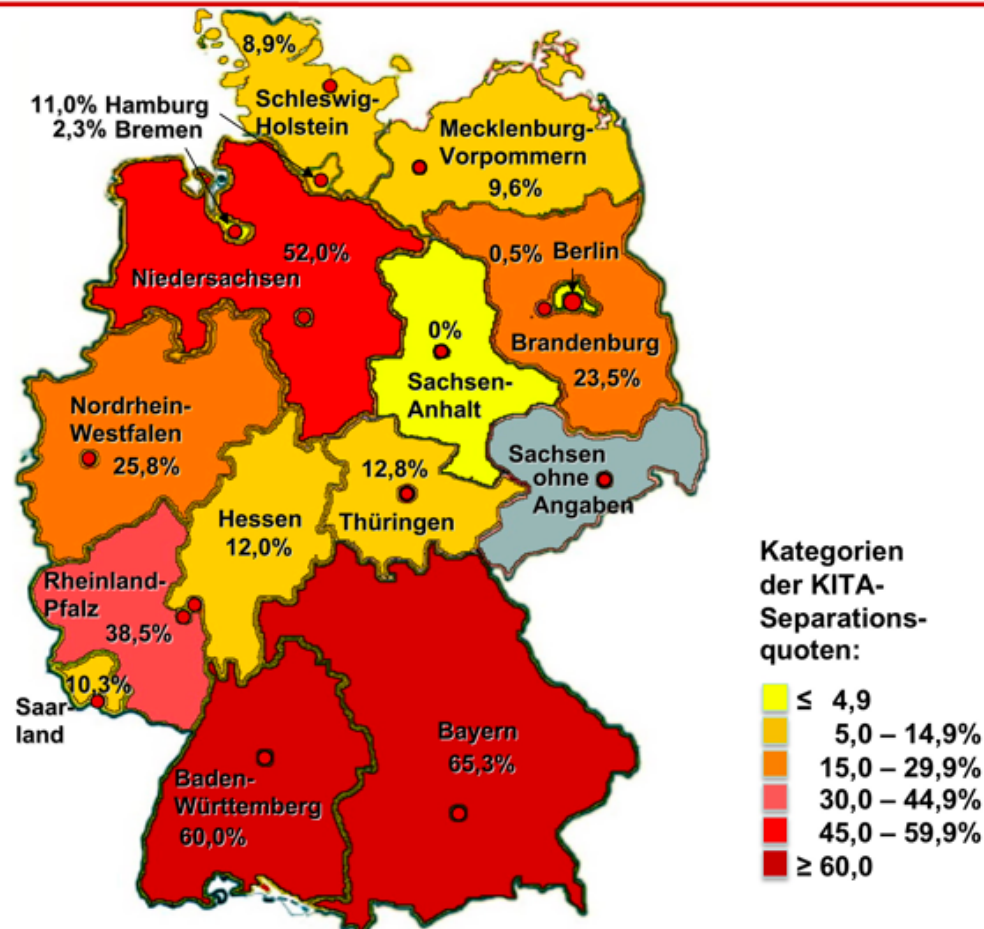


Abbildung:
 Berechnung und Darstellung:
 Dorrance 2010, vgl. S. 146

„...An inclusive education is demanding corresponding values, attitudes and skills of the teaching and non-teaching staff or helping to develop them. This refers primarily to the **acceptance of diversity** and the perception of **diversity as an asset and a challenge for the successful development of all individuals in the classroom and in school life.**”

(Standing Conference 2010, Draft paper on inclusive education)

Inclusion as a task for Special Needs Education ?!

- ① „The subsidiarity principle of special education and an understanding of special education, based on the commitment to the individual child or the individual young person, has led to a variety of support and organization of special needs. **The qualitative and quantitative expansion of inclusive education is a focus of special education activities.** (Page 2)“
- ① “The qualitative and quantitative expansion of inclusive education is a focus of special education activities. (Page 2)”

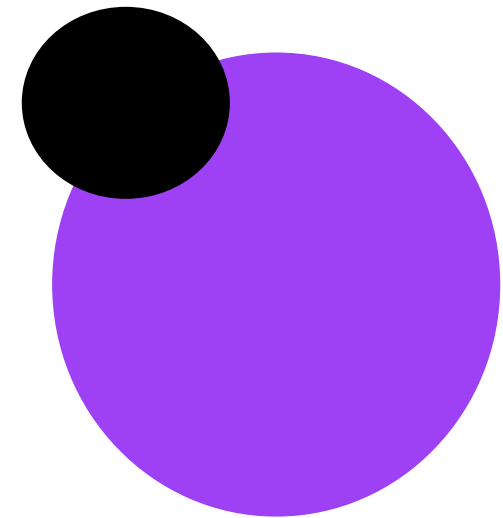
- ① „An inclusive school assumes the responsibility and accountability for children and young people, regardless of their individual learning, development and other conditions. A pedagogy of diversity and the inclusion of support services ensures the learning and development opportunities of all children and young people. **The inclusive school is a vision which is to be achieved in a longer-term process. Here, the existing forms of organization of special needs** including special schools will be continued and involved. (Page 18)”

Parallel Systems

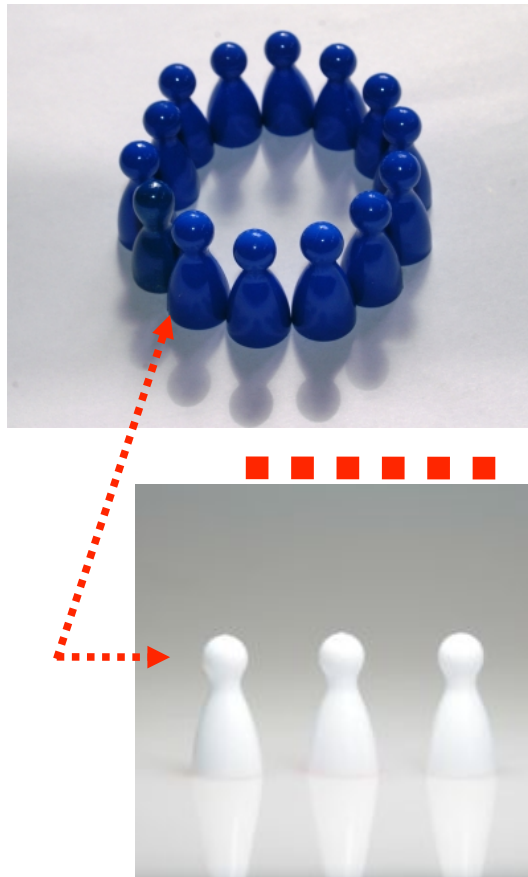
- ◎ Special schools and General schools
 - Political, in training, financing, the funding organizations, fundings, parent organizations, teacher organizations, ...

Parallel Disciplines

- ◎ Special Education- und General Education
 - Research and Theory
 - Scientific Communities
 - Teacher Training
- ◎ Shared Fields
 - Diagnostics
 - Ambulant Services
 - Special classes or mainstreaming classes, other concepts



Cooperative concepts - The example of the Aussenklasse (Baden-Württemberg)



- ⊙ An ***Out-sourced-Class*** from School for Special Needs with 4-6 children from a Special School
- ⊙ ...cooperating with a ***Cooperative Class*** of about 16 children from a general school
- ⊙ ...both classes have their own teacher
- ⊙ ...the children of the special class are still pupils of the special school
- ⊙ ...the Special Ed Teacher is still teacher of the special school
- ⊙ ...there are no quantity or quality standards for inclusive teaching
- ⊙ Competence development and transfer are limited (time and setting)

The concept of mainstreaming-classes (in Baden-Württemberg)



- ⊙ Two groups in one classroom!
- ⊙ Two different curriculum
- ⊙ Two different professions
(Generalistic and Special Education)
- ⊙ Establishment proposal by parents, schools
- ⊙ Assignment of teachers of the Special Schools
- ⊙ Not at the place of residence for Children with special needs
- ⊙ ...

Inclusion = adopting SE ?!

- ◎ „Inclusive education for children and young people with disabilities requires a high degree of flexibility to the parties involved. A balance between reliability, stability and change is part of the professional self-image of teachers. This requires forms of professional collaboration to be developed. (Standing Conference 2010)”
- ◎ “In adopting the various fields into the inclusive education - such as diagnosis, consulting, development and implementation of support in the classroom - it is a reliability for the parents and further for the education of children and young people with disabilities to prepare responsible persons. This applies to educational activities as well as the organizational and personnel framework. (Standing Conference 2010)”

- ◎ „The teachers of all types of schools should be able to prepare in education, training and continuing education to an inclusive classroom. Besides the collegial exchange of competence and the competence transfer between the necessary specialists with an educational, pedagogical, psychological and diagnostic expertise, such offerings include
 - **the clarification of own role and responsibilities,**
 - the acquisition of social skills for technical cooperation and
 - the creation of relationships with young people, their parents and to the ladies and gentlemen,
 - the acquisition of skills in support of a self-concept development of children and adolescents taking into account the principles of diminishing support and self help.”

- ⊙ Inclusion as a task for General Education?!
- ⊙ The title of the recommendations is: **Inclusive education of children and young people with disabilities in schools.**
- ⊙ „The goal of these recommendations is to increase the shared instruction and education for children and young people and to secure and develop the educational standards achieved in special education, counseling and support services in the interests of children and young people. (Page 3)”

- ◎ “Teachers with different teaching careers and **courses are jointly responsible** for the curricular education, counseling and support services. This includes a jointly-executed diagnostic in a shared responsibility, planning of curricular opportunities and adequate education, counseling and support services, performance measurements and assessment and the awarding of degrees and to the cooperation with other partners around the school and in the region. At the same time, the specific knowledge and experience of other staff in the design of educational processes has to be included. (Page 21)“



The competences (TE4I)

- ◉ „Students require first hand experience of working with learners with different needs“ (15)
- ◉ „Who is considered to be a teacher“ (15)
- ◉ “Valuing pupil diversity” (1) and “Supporting all learners”
- ◉ “Working with others” (1)
- ◉ All learners have the capacity to learn and develop” (11)
- ◉ No obligatory practical studies in fields with different learners in the TTC for general teachers
- ◉ Assessment based on the school leaving certificate from High-school
- ◉ In a segregated educational system?
- ◉ The “others” are part of the “other system and institution”
- ◉ Reduction of curricula in the schools with a lower educational aspiration (Secondary schools in Germany and Special Schools)



*Impressions,
improvisations
and
compositions!*

- ◎ Saterdag, Hermann (2005): Curricular standards of the discipline Education. Presentation on the Annual Meeting of the Society for Educational Research. 16. March 2005
- ◎ Kästner, Erich (2003): Als ich ein kleiner Junge war, München: dtv.