

Reutte District Ressource Center

Schulstraße 3
6600 Reutte

Telefon und Fax: *43 5672 72315
Mobiltelefon: 0676 55 374 52
E-mail: direktion@spz-reutte.tsn.at
Roland Astl

„The Außerfern region is becoming a model for active integration towards inclusion on the basis of the concept of the wide participation of everyone“¹

Inclusive educational qualification

Module:

The planning, implementation, support, observation and reflection of the learning processes of people with so called severe disabilities in inclusive settings

Initial situation:

For more than 20 years teachers, assistants, organisations and associations in the district of Reutte have been dealing with the inclusion of persons with disabilities.

This long-term development led to three characteristics:

Firstly: There has been no special school in the district of Reutte for 10 years, by allowing the inclusion of all children – also with severe disabilities – in ordinary schools.

Secondly: All children, regardless of the type and severity of a possible handicap, attend their hometown school and receive the help they need in order to live and learn at school.

Thirdly: For seven years the district of Reutte has been developing a comprehensive plan for the integration of young people into the job market.

¹ zit nach: Soziales Leitbild Außerfern, Präambel,
http://www.allesausserfern.at/rea/sozialesleitbild/Endfassung/index_htm/view



In order to continue providing and developing high quality support for children, youths and young adults within and beyond school, there is not only a need to continuously adjust the social conditions, but it also requires high willingness and theoretical sound skills on the part of the people working in the inclusive sector.

Inclusion is not a permanent state, but is defined as a dynamic process of development, which requires various accompanying measures. The district of Reutte takes this task of being a model very seriously, and therefore is developing a qualification procedure for inclusive pedagogy and person-oriented support aids respectively contents.

Source of this qualification procedure is an international project, which the district of Reutte is currently undertaking in collaboration with the European Agency for Development in Special Needs Education on the subject of assessment. Teachers from the district of Reutte have been asked to illustrate their "journey to inclusion" on a national and international level. The focal point of this long-term project is the question of the quality of common life and learning. Following a visit by an international delegation of experts to Reutte, they summarised their impressions and observations in a reflexion report. On the one hand the report, which describes the region's strengths and weaknesses in terms of inclusion, pays high tribute to the commitment of the persons involved. But on the other hand it also shows which activity fields have to be developed further, namely : communication, documentation, co-operation and qualification.

In terms of an improved communication, they suggest to formalise and extend it beyond the informally well-functioning personal contacts. For this purpose instruments shall be developed which structure and facilitate information exchange and cooperation between the persons involved. This is focused on the exchange of experiences of integrated classes and schools, and the collaboration with extracurricular areas (parents, therapy, assistance, integration into the job market...).

Moreover, the region has been asked to improve the documentation of their work. They have recognised the good work that is being done, however the work is not documented sufficiently and because of its layout, cannot have an influence beyond a single class, school or region. In the field of co-operation, the various persons involved must co-operate; this further demonstrates the results of interdisciplinary co-operation.



Inclusive educational qualification

Aims of the module:

The planning, implementation, support, observation and reflection of the learning processes of people with so called severe disabilities in inclusive settings

Aim of this measure is to combine the various long-term practical experiences of the participants with a well-founded theoretical education, in order to create a reflexive circular process, which allows the coupling of theory with practise and practise with theory.

Through reflection on the process of specific living and learning situations of concrete persons with disabilities – the participants should gain the knowledge to accompany other inclusive settings, in particular those regarding children with (very) severe disabilities. The participants then learn to plan, observe, analyse and revise them. The progress of the children and youths, as well as their own acting, should be reflected. The participants should also see themselves as learners in the process of integration and reflect their own competence and limits, furthermore, they should learn to map out strategies.

The course provides basic knowledge about the development of an individual's personality and his possible developmental disability, moreover, the possibilities to support a development induced learning, which in everyday life should assure theory-conducted acting. In addition to the knowledge of the developmental diagnostics, the aim of this course is to gain didactical and research competences. In the course of the project work, pedagogical ideas and models will be related to practical situations.

Target groups:

Target groups are persons who support and care for people with so-called severe disabilities in various areas of life at and outside the school, thus teachers, therapists, assistants, members of organisations and associations. Preferably the participants should come from many different professions. The qualification measure also contributes to multidisciplinary and interdisciplinary co-operation. Further participants of the course are, in addition to the professions already mentioned, all people who are interested in inclusive processes. Parents are also welcome to participate in the course.



Core content:

In 2008/2009 the principles of inclusive education will be covered and basic competences are put across. Concretely the competences are organised according to the following basic principles:

Theory-followed actions: Acquire the principles of human development and learning of interdisciplinary orientation on the basis of well-founded knowledge about human science

Diagnostic competence: Developmental-diagnostic and educational-diagnostic orientation

Didactic competence concerning curricular, content-related, methodical and medial questions, e.g. structuring and operationalising of goals and contents; structural-activity-analysis; curricular-didactic orientation, theme-structural analysis in the sense of project planning; theme-structural helps for active learning; methodical-therapeutical orientation

Research competence: systematic observing (making notes, assuring), analysing (classifying, systemising), synthesising (building of hypothesis/building of theory), revised planning, enforcement, (newly accompanied) observation, analysing, synthesising, revised planning etc.

Subsequent modules planned:

After completing the 1st module, we are planning a continuation to focus on different themes. With a view to the years 2009 and 2010, we think of themes such as „migration“ or „behaviour problems“.

On the basis of the Social Academy Außerfern, the qualification measure could be established as institute for inclusive pedagogy.

The method of working, which will be explained in the following section, would be the same for the 1st module “The planning, implementation, support, observation and reflection of learning processes of people with so called severe disabilities in inclusive settings“, as for the subsequent modules „Migration“ and „Behaviour problems“.



Method of working:

All planned modules are subject to the principles of action research. In this type of research, the researcher is part of the investigation and he himself influences and changes the other participants and elements in order to improve the situation. Action research aims to deal with concrete problems of practice and to provide direct social actions. The relationship between researcher and the person concerned is marked by symmetric communication structures. A good approach of action research is pedagogy and didactics and in particular the methodology: dealing intensively with the object of research, the practice relevance of the results increases considerably.²

We aim to establish an action research network³ connecting well-known experts with schools in the Außerfern. The work is guided by the following questions:

What are barriers for participation and learning from the students' point of view?
Which procedures can overcome these barriers?
To what extent do such procedures improve the learning results?
How can these procedures be promoted and extended?

These questions are of particular concern for the integration of learners who have disabilities, need special education, are slow learners or unwilling to learn, have social-emotional problems or a migration background. The number of these children and youths seems to be increasing and will pose a growing challenge in the future.

Because of this fact, the action research network seeks a social concept, which can handle this diversity, and is developing strategies which show and counteract an imminent marginalisation.

Moreover, it is assumed that the only way to develop those practices, which make this challenge easier for the participants, is to address and focus on the situation that seems to be difficult at the moment. The experiences you gain in this way will have a positive impact on the solution of future problems.

The process of gaining theoretical and practical competences is divided into stages and should enable the person to act on firm theoretical basis:

- Common introductory stage (project introduction) consisting of theoretical basics and first reflexions of the own practice area.
- Project group work consisting of the analysis of a concrete situation combined with the theory learned and orientated by a pedagogic model – documented and reflected.
- Project close-out consisting of a presentation of the particular work, i.e. of the analysis, derived ideas and reflexions on the procedure of the work.

² http://de.wikipedia.org/wiki/Aktionsforschung#Aktionsforschung_in_P.C3.A4dagogik_und_Didaktik

³ Ainscow, <http://orgs.man.ac.uk/projects/include/AERA2001.pdf>



The district of Reutte would especially benefit from this working method – as theory-practice-interconnection – because there is a long-term experiential knowledge of the integration of children and youths with (very) severe disabilities at schools. In addition, this informal network about children and youths, which has been established over many years, is becoming transparent and open for further development.

The focus of content of the project work are persons struggling with difficult life situations, e.g. children and youths with (very) severe disabilities, their teachers, therapists, assistants, members of organisations etc., who, during the course, work - as a group - on the development of the offer for disabled people. The course concentrates on the method of working which is characterised by *"co-operation on a common subject"* and by *"inner differentiation through adequate developmental individualisation" as a basis of **any kind** of learning and teaching"*⁴. This methodology also applies to the participants of the course.

Through this approach it will be assured that inclusive education has to be taught and learned in a cross-professional and project-related manner.

Lecturer:

We will engage competent and skilled persons for the course, who will explain the relevant contents in the way so that the participants can combine them with their needs and problems. For that reason we shall also invite some supervisors from the last years, because they are well acquainted with the integration process in Reutte. Furthermore, they have given us some good advice and feedback, and have supported us for many years. Therefore they have gained an insight into and an understanding for the characteristics of Reutte's situation.

Timeframe:

Month	Day	Units
July	5	40
September	2	16
November	2	16
January	2	16
March	2	16
May	2	16
July	4	30

⁴ Feuser in: <http://bidok.uibk.ac.at/library/beh2-01-feyrer-einfuehrung.html>, 2

Financing:

The qualification procedure will be implemented in co-operation with the Verein Regionalentwicklung Ausserfern (REA, an association for regional development) of Reutte (possibly also in co-operation with the associations of Imst and Landeck). During preliminary talks the REA expressed an interest in the project. Our aim is to receive subsidies of 75% of the total costs. The remaining costs are borne by the participants. In the event of approx. 25 participants, they would have to contribute a co-payment of € 200,- to the subsidy.

Cost estimate:

Fee for the referents, the fees including expenses are estimated at 100 Euros per referent and unit.	€ 15.000,-
Fee for academic assistance, documentation, evaluation, organisation, materials	€ 5.000,-
Total	€ 20.000,-
75 % subsidies for the project	€ 15.000,-
25 % contribution of participants	€ 5.000,-
In case of 25 participants per head	€ 200,-

Possible Co-operation partners:

Kirchliche Pädagogische Hochschule Edith Stein
Regionalentwicklungsvereine der Bezirke Reutte, Imst, Landeck
Sonderpädagogische Beratungsstelle Reutte
Elternverein VIANOVA
Institut für Sozialpädagogik
Wissenschaftliche BegleiterInnen



Literature:

Feyerer Ewald: European Masters in Inclusive Education. Ein Curriculumentwicklungsprogramm im Rahmen von SOKRATES ERASMUS. Linz (Institut für Inklusive Pädagogik), 2004.

Internetadressen:

<http://bidok.uibk.ac.at/library/beh2-01-feuser-prinzipien.html>

Feuser Georg: Prinzipien einer inklusiven Pädagogik. Download vom 30.01.2008.

<http://bidok.uibk.ac.at/library/bh1-99-frage.html>

Feuser Georg : Integration - eine Frage der Didaktik einer Allgemeinen Pädagogik. Download vom 30.01.2008.

Feuser Georg in: <http://bidok.uibk.ac.at/library/bh2-01-feyrer-einfuehrung.html>

Feyerer Ewald: Die Einführung der Integration in die europäische LehrerInnen(aus)bildung. Download vom 21.01.2008.

<http://bidok.uibk.ac.at/library/bh2-01-feyrer-einfuehrung.html>

Feyerer Ewald: Die Einführung der Integration in die europäische LehrerInnen(aus)bildung. Download vom 21.01.2008.

http://www.allesausserfern.at/rea/sozialesleitbild/Endfassung/index_htm/view

zit nach: Soziales Leitbild Außerfern, Präambel,

