Teacher Education – Inclusive Education
Teacher Training for Inclusion in Austria

Short input on Austria’s Country view of the profile

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The idea of inclusion in Austria’s schools

very broad in papers (bm:ukk 2007; Härtel et al. 2009)

• all talents, gifts, potentials and interests are recognised and taken seriously, appreciated and promoted;
• school shall not seek failures and deficits, but develop individual learning programmes and support offers;
• „We must not leave any child or adolescent behind or exclude them — neither because of educational reasons, nor due to social or economic reasons. “ Schmied Claudia, Minister of Education

but little structural change towards inclusion
Teacher education (HCV 2006)

All study programmes must pay attention to requirements such as

- *life-long learning, inclusive pedagogy, individualisation and differentiation in education, inclusion of persons with disabilities and promotion of gifted and highly gifted children.*
- *modern languages, German as a second language, international, European and intercultural contexts,*
- *media pedagogy, application of modern information and communication technologies, acquisition of competences in e-learning,*
- *gender mainstreaming, promotion of social competences,*

Framework is regulated, but each college has it’s autonomous curriculum and competence model
Teacher education (survey 2009)

• At least within the Practical Studies most teacher training colleges refer to the topics of 'heterogeneity, differentiation and personalisation, co-operative pedagogy, team building and teamwork, and concepts of progressive education.

• Intercultural learning and gender pedagogy are also referred to at all colleges, though often just in combination with selective modules.

• Training of competences in the field of reflection of one’s own values and attitudes seem to be part of education at more than 50 percent of the training locations.
Areas of Competences in Austria

• Self competence (values, attitudes, personal meanings, experiences, motifs, …)
• Class room management (education, teaching, assessment)
• Co-operation, teamwork
• School development (systemic competences)
Conclusion

- In Austria there is a focus on knowledge and skills
- Profile will be slightly unfamiliar, but it will serve as a valuable document, since
  • *it is very general*
  • *it covers all areas*
  • *it stresses important aspects (regarding to competences as well as to wider implications)*
Thank you for your attention!