



PÄDAGOGISCHE HOCHSCHULE OÖ

Institute of Inclusive Education Intercultural Education Innovative Teaching- and Learning Culture





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Teacher Education for Inclusion In Austria

Prof. Dr. Ewald Feyerer



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Overview



- Linz, Austria and its Education System
- Development of Inklusive Education:
Milestones, Key Indicators, Concepts
- Teacher Education (for inclusion) in Austria
- Competence concept at the PH OÖ

Linz



200.000 inhabitants, about 30% with migration background



„Linz.changes“

Linz



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Austria



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Austria



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Area: 83,850 sq km

Population: 8 million

Capital city: Vienna (pop: 1.8 million)

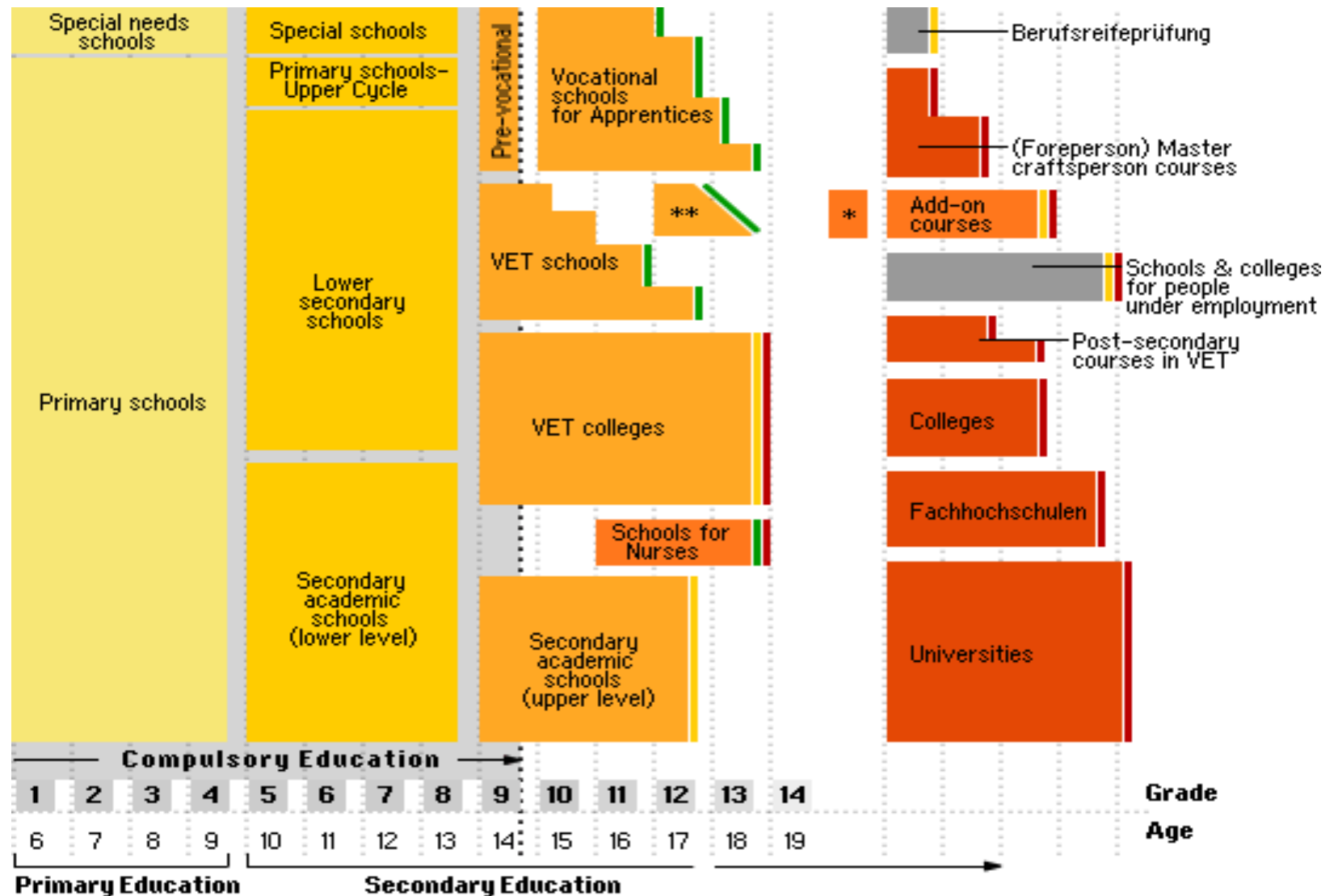


Austria's School System



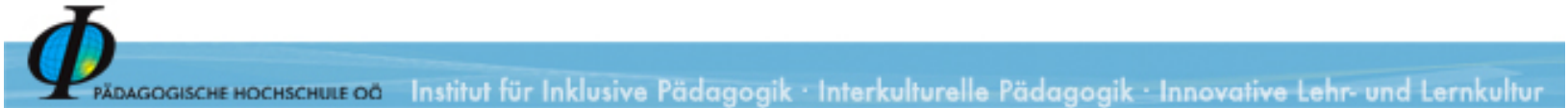
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VET =
Vocational

Milestones



- **1984:** first integrative class in Burgenland
- **1988:** integrative classes can be developed and evaluated by law (as experiments)
- **1993:** integrative classes become a legal part of the primary school system – parents have the right to choose; SPZs are established by law
- **1996:** Integration at lower secondary education (HS und AHS; grade 5 - 8)

Milestones



- **1997:** Discrimination is prohibited by the Austrian Constitution (Article 7)
- **2001:** Pre-vocational year at General SNS
- **2002:** no law in order to continue integration at grade 9 and higher
- **2003:** Integrative Vocational Training
- **2008:** new curricula for the General SNS and the special schools for blind and deaf children

Migration Quote 2006/07



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Children with migration background

- within all SEN pupils (grade 0 – 9): 27.1%
- within all pupils (grade 0 – 9): 15.6%

Relative-Risk-Index to get SEN

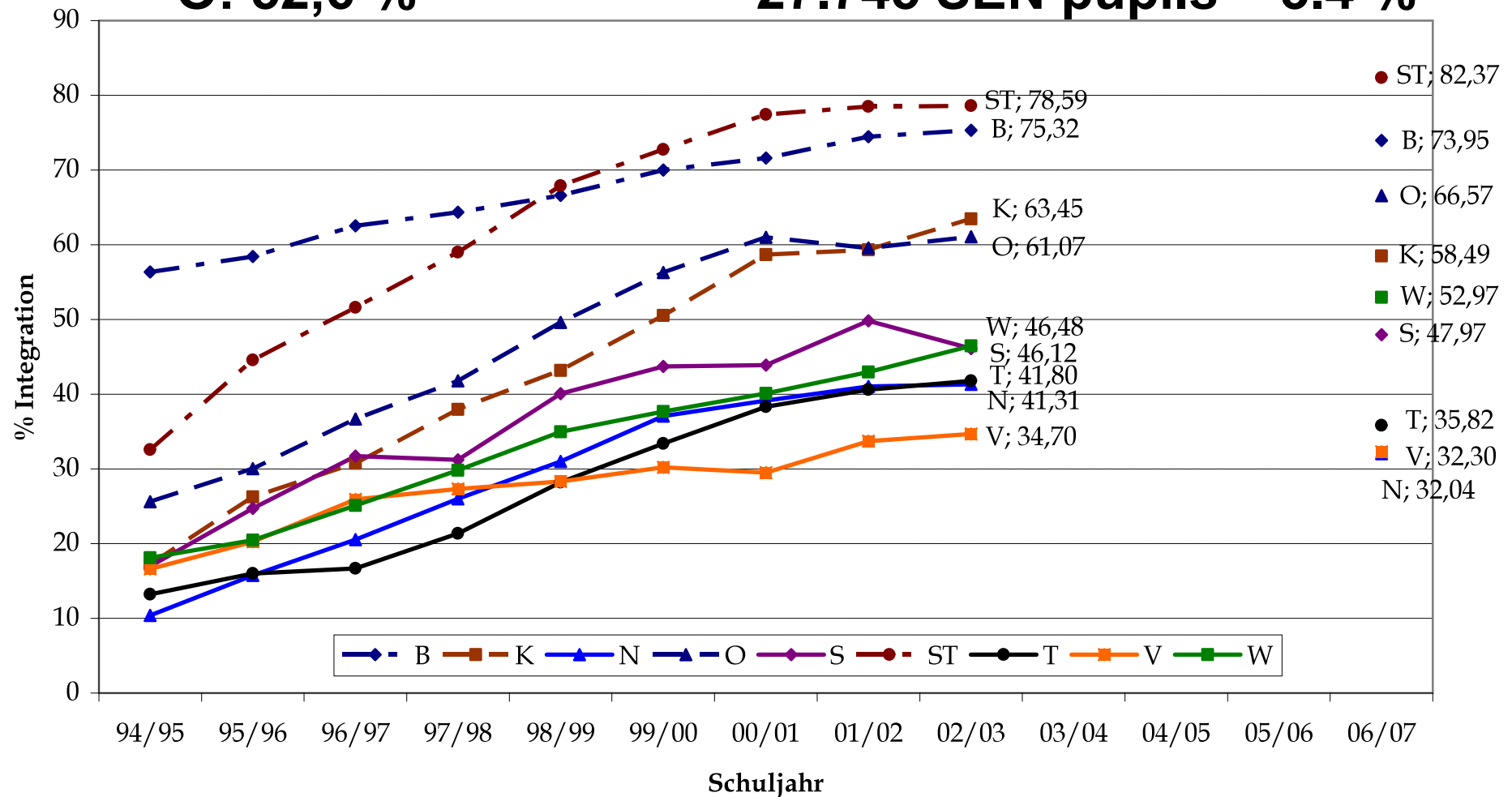
all children with migration background: **1,6**

- Turkish pupils: **2,3**
- Serbian, Croatian, Bosnian: **1,4**
- Polish, Czech, Slovakian, Hungarian: **0,7**

Integration Quote

Ö: 52,6 %

27.745 SEN pupils = 3.4 %

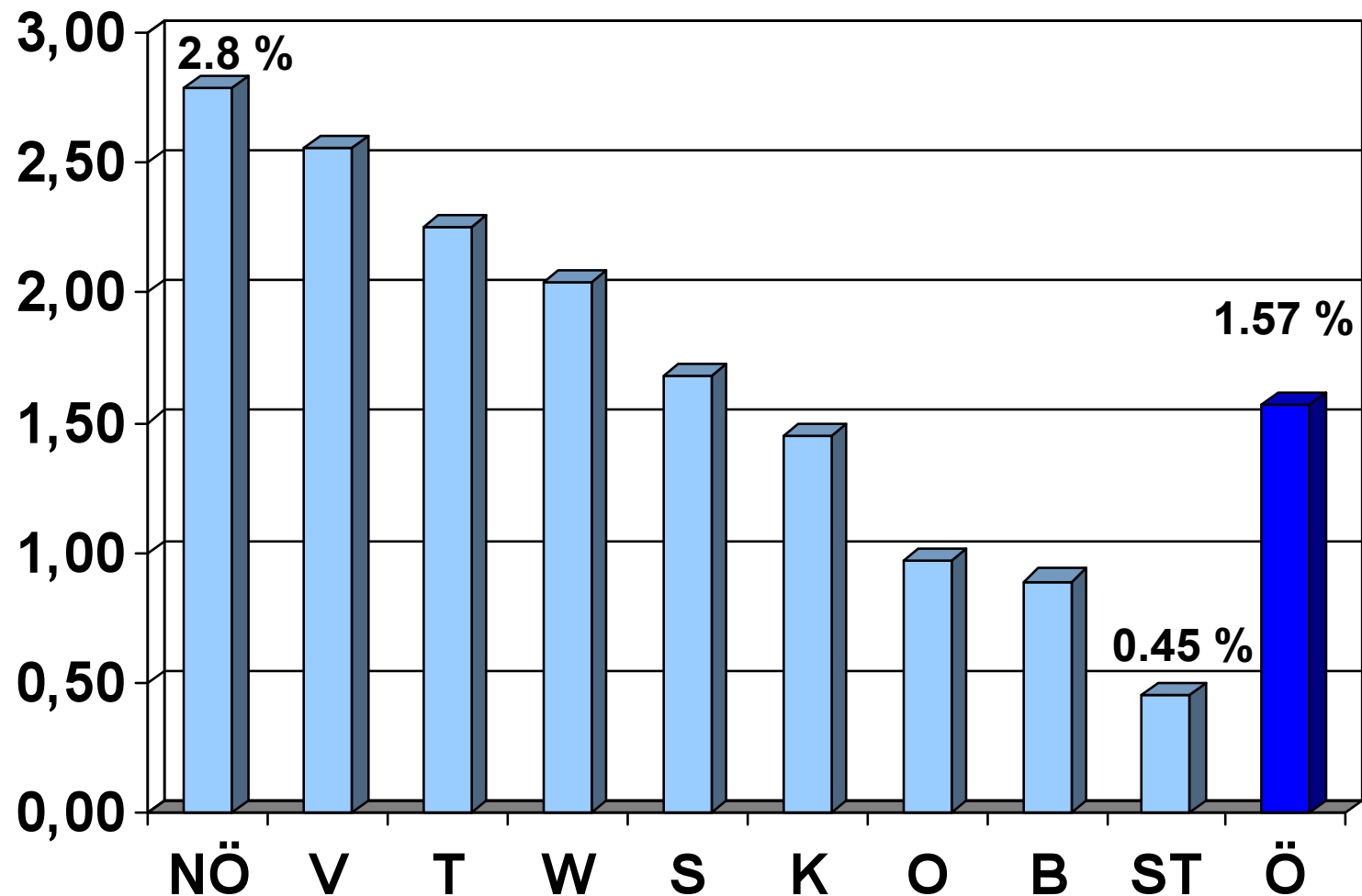


Segregation Quote 2006/07



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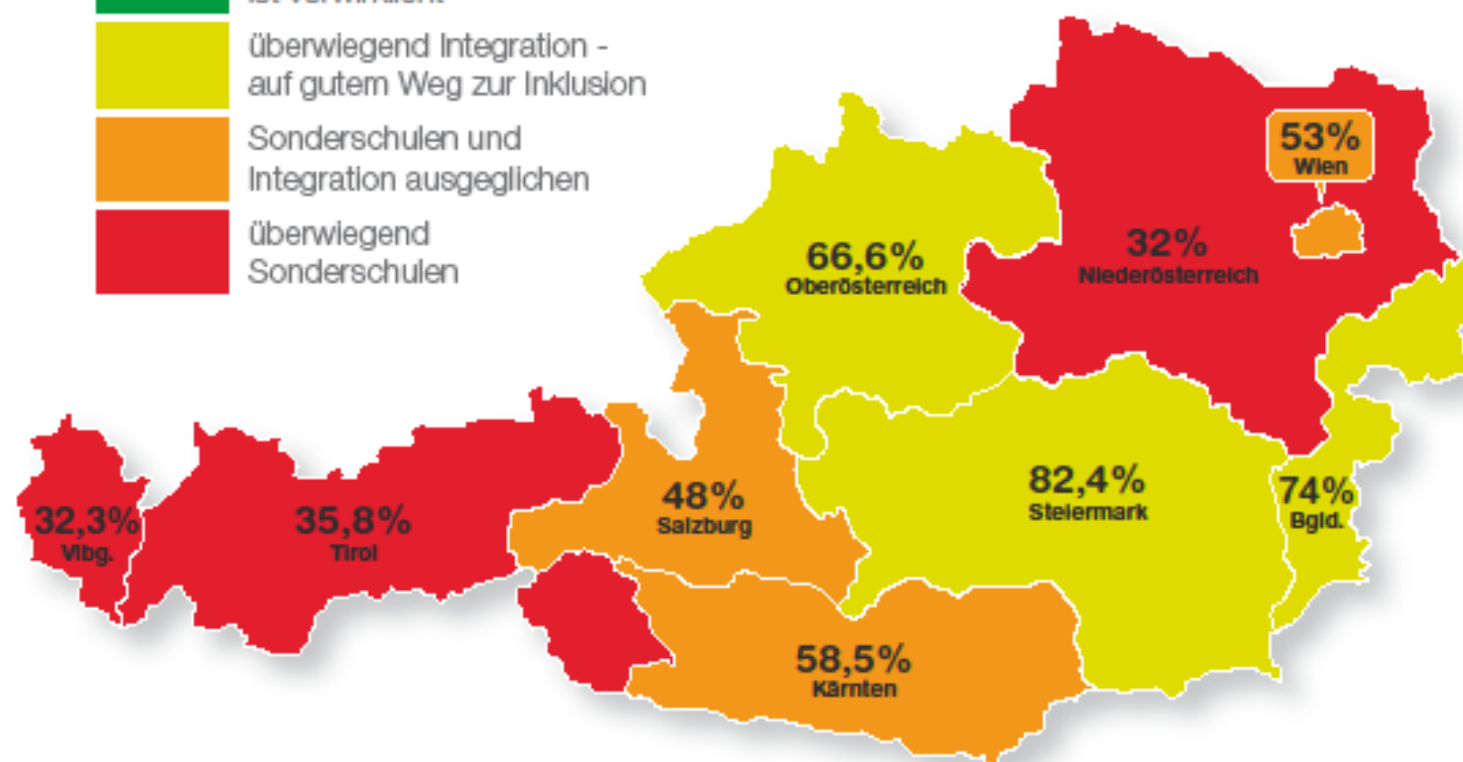


INKLUSIONSBAROMETER Schulen in Österreich

lebenshilfe
ÖSTERREICH

Fortschritte auf dem Weg zur
inklusiven Schule in den Bundesländern

LEGENDE



SchülerInnen mit

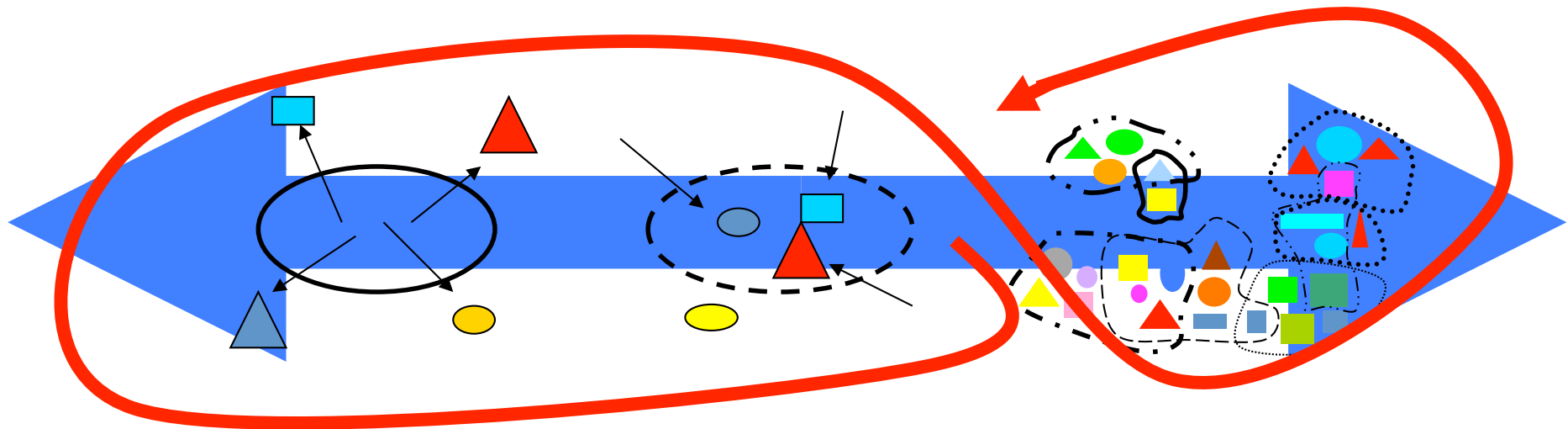
davon SchülerInnen in

Concepts (*Bürli, Sanders, EA*)



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Segregation

(„two tracks“:
regular and
special schools)

Integration

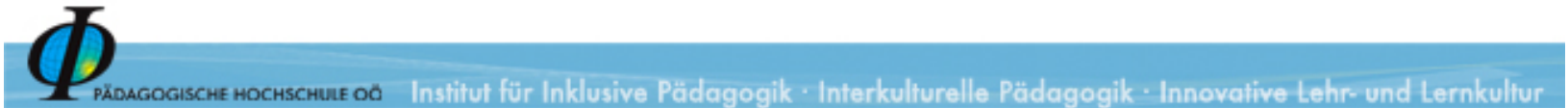
(„multi tracks“:
special schools and
integrative settings)

Inclusion

(„one track“: no special
schools, some special
classes at normal schools)

erstellt nach Dreher, Platte und Seitz (Vortrag in Glasgow 2005)

The idea of inclusion in Austria's school system



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

- all talents, gifts, potential and interests are recognised and taken seriously, appreciated and promoted;
- premature selection shall be avoided;
- school shall not seek failures and deficits, but develop individual learning programmes and support offers, and increase differentiation and permeability (course systems) etc.;
- 'multi-professional' support systems shall be developed which deal with problems directly where and when they appear.
- *„We must not leave any child or adolescent behind or exclude them — neither because of educational reasons, nor due to social or economic reasons.”* Claudia Schmied, Minister of Education

but no structural change towards Inclusion

Teacher education (HCV 2006)



All study programmes must pay attention to requirements such as, in particular,

- life-long learning, inclusive pedagogy, personalisation 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,*

Teacher education (HCV 2006)



- All study programmes are to be organised as academically founded and occupationally related.
 - Sec. 5 calls for a **modular design** and requires the description of **assessable sub-competences** within each module.
-
- > **14 teacher training colleges** (only compulsory school teachers - primary, lower secondary, special school)
 - > **Framework is regulated, but each college has it's autonomous curriculum and competence model**

Teacher Education (compulsory school system)



14 Pädagogische Hochschulen

- 6 terms study programme at Pädagogische Hochschule
- BA Degree (180 EC)
- trained in all subjects (“class teacher system”, primary and SE) respectively two subjects (lower secondary)
- for “General SNS” (Allgemeine Sonderschule)
- for all other kinds of special schools: Further training programmes (60 EC; organised on a state level)
- In-service training courses for specific competences like ICT in SNE, job orientation, ASS, AAC, etc.
- “Teacher Education New”

Teacher education (survey 2009)



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- + 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.
- The term 'inclusion' is only used by four colleges in their curriculum.
- + Pedagogical diagnostics and the wide field of assessment seem to have a high significance, since they are brought up at all teacher training colleges (but often deficit-orientated)
- Intercultural learning and gender pedagogy are also referred to at all colleges, though often just in combination with elective modules.
- Training of competences in the field of reflection of one's own values and attitudes seems to be part of education at more than 50 percent of the training locations.

Competence orientation in Austria



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Competence is meant to be the ability to achieve performance again and again in new situations in a target-oriented way, effectively, elegantly and complying with ethical rules.

Competences are:

- *personal prerequisites to successfully deal with situations,*
- *contain cognitive, but also metacognitive and motivational aspects,*
- *are related to specific situations and contexts*
- *and are principally learn- and conveyable.*

Areas of Competences in Austria



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- **Self competences** (values, attitudes, personal meanings und understandings, experiences, motifs, role definition, ...) > *human sciences*
- **Teaching competences** (education system, learning process, class room management, instructing, assessment – in general and subject orientated) > *didactics, school practice*
- **Co-operation competences** (teamwork within and without school, parents) > *human sciences, school practice*
- **Systemic competences** (School development)

Competence orientation in Austria



Competence orientation in teacher education also corresponds to the **current trend of competence orientation at school**, which was launched through school achievement surveys oriented towards competences and standards (PISA, ...).

With regard to contents, it can be said that **we are still in the phase of a search movement** as for the design and formulation of competence-oriented teacher training models.

School-practical studies are still considered to be a core element of teacher training

One example (PH OÖ)



Five Fields of competences:

- **"Becoming a professional in instruction"** (instructional competence)
- **"Getting along well with young people"** (educational competence)
- **"Having success in (working) life"** (self-competence) and
- **"actively organising school"** (school development competence).
- **"Dealing with heterogeneity"** is located across these fields of competence.

One example (PH OÖ)



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„Getting along well with young people“

EDUCATIONAL COMPETENCE	Acting naive - imitating	acting according to instructions - understanding actions	generalising - transferring	Autono- mous controles
Establishing framework conditions for joint learning				
Communicating with each other				
Designing social learning processes				
Dealing with conflicts			vgl. Oser, 2005, Terhart, 2002 KMK, 2004	
Establishing and fostering relationship				
Having pupils participate in educational design				

One example (PH OÖ)



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Acting naively-imitating	Acting according to instructions - understanding actions	generalising - transferring	Autonomous controle - directing
			Acting autonomously based on theory
		reverting to experience and knowledge, putting one's own ideas into practice	
	pursuing specifications		
	acting naively, trying out, gaining first experience, thinking about it		
	inquiring, fully understanding, comparing		
		asking for information, analysing, reasoning	
			Informing oneself, initiating, evaluating, concluding

kompetenzentwicklung

Conclusion



- Austria is on the way to Inclusion.
- In Austrian curricula there is a focus on knowledge and skills.
- *TE4I Profile* will be a little bit unfamiliar, but it will fit in a good way, as ...
 - *It is very general.*
 - *It covers all areas.*
 - *It stresses important aspects (regarding to competences as well as to wider implications)*



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Thank you for your attention!

Prof. Dr. Ewald Feyerer

