Institute of Inclusive Education
Intercultural Education
Innovative Teaching- and Learning Culture
Teacher Education for Inclusion
In Austria

Prof. Dr. Ewald Feyrerer
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

www.linz.at
Austria

**Area:** 83,850 sq km  
**Population:** 8 million  
**Capital city:** Vienna (pop: 1.8 million)
Austria’s School System

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
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 %

Graph showing percent integration over time for different regions and schools.
Segregation Quote  2006/07

2.8 %

1.57 %

0.45 %
INKLUSIONSBAROMETER
Schulen in Österreich

Fortschritte auf dem Weg zur inklusiven Schule in den Bundesländern

LEGENDE

- Inklusion ist verwirklicht
- Überwiegend Integration - auf gutem Weg zur Inklusion
- Sonderschulen und Integration ausgeglichen
- Überwiegend Sonderschulen

- 53% Wien
- 66,6% Oberösterreich
- 32% Niederösterreich
- 74% Bgl.d.
- 58,5% Kärnten
- 48% Salzburg
- 82,4% Steiermark
- 35,8% Tirol
- 132,3% Wbg.
Concepts (Bürli, Sanders, EA)

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
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)

+ 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

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

- **Self competences** (values, attitudes, personal meanings and 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.
### Thematic areas

**„Getting along well with young people“**

<table>
<thead>
<tr>
<th>EDUCATIONAL COMPETENCE</th>
<th>Acting naive - imitating</th>
<th>acting according to instructions - understanding actions</th>
<th>generalising - transferring</th>
<th>Autonomöus contrôle</th>
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<tr>
<td>Establishing framework conditions for joint learning</td>
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<td>Communicating with each other</td>
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<td>Designing social learning processes</td>
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<td>Dealing with conflicts</td>
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<td>Establishing and fostering relationship</td>
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<td>Having pupils participate in educational design</td>
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### One example (PH OÖ)

<table>
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<tr>
<th>Acting naively-imitating</th>
<th>Acting according to instructions - understanding actions</th>
<th>Generalising - transferring</th>
<th>Autonomous controle - directing</th>
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<td></td>
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<td>Action autonomously based on theory</td>
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<td>Reverting to experience and knowledge, putting one's own ideas into practice</td>
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<td>Pursuing specifications</td>
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<tr>
<td>Acting naively, trying out, gaining first experience, thinking about it</td>
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<td>Inquiring, fully understanding, comparing</td>
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<td>Asking for information, analysing, reasoning</td>
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<td>Informing oneself, initiating, evaluating, concluding</td>
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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)
Thank you for your attention!

Prof. Dr. Ewald Feyerer