Everybody is different – *in a different way*

Insights into the work of Sophie Scholl School in Gießen, Germany

Wiltrud Thies, Odense 2012

Sophie-Scholl-School Gießen, Germany

- ... a prominent example for successful inclusive education in Germany.
 National Jakob-Muth-Price for
- National Jacob Mutherice for developing inclusive settings in 2009.
 Covering primary and secondary education SSS gives rise to inclusive
- education SSS gives rise to inclusive settings from grade 1 to 10.
- At the moment 370 students, about 100 of them with so called "special needs" (all kinds).
- There are up to 22 students in agemixed classes. Teachers and other staff

work in teams.

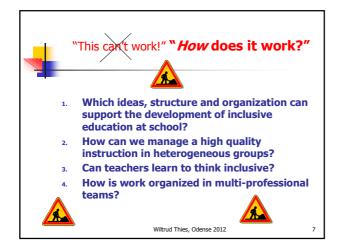


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Conceptual framework:

- Inclusive education: noone left behind! Age mixed groups: didactic example of
- diversity
- All-day school for all students: participation for all!

Learning / Teaching: Individual training in heterogeneous groups

- - Differentiation, social skills and independent learning methods are essential
- School organisation:
 - Aged mixed classes; children change class after each two years; opportunity to meet new teachers; reunite with children who are already known
- Rituals and agreements for all Wiltrud Thies, Odense 2012



Adults are models for thinking and acting inclusive.

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3. How teachers can learn to think inclusive

- culture of respect and appreciation not only for students but for staff as well ...
- Time for talking and time for learning Discussion and personal reflection about one's image of man as well as about the



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- guiding principles of inclusive education Perfectly fitted offers for teacher training (internal und external). Questions are valuable, not stupid!
- Learning by doing but with reflection!
- As much freedom of choice concerning the **team-membership**. If interpersonal problems remain in effect, change of teams must be possible.
- Clear structure and timetable of all meetings, much time for reflection and planning in different groups of staff.

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4.1 How Teamwork is organized: School- and Class-Teams

- The school-team: Teachers (primary ed., secondary ed., special needs...), principal, educators, disability support workers, personal assistants, a carpenter, a biologist, a native speaker, secretaries, facility managers, house and kitchen administrators...
- The class-teams: Teachers, educator, 1 young person in his/her voluntary social year. If necessary children with severe handicaps are accompanied by personal assistants. Every member of the class-team is **responsible for all children**.
- Teachers may split the professional responsibility connected with different school subjects, but *not* regarding groups of children in class (e.g. age, disability, high functioners...) Educators work as supporting team members during some lessons. In the afternoon educators are responsible for the group.
- **Personal assistence:** ...f necessary.... Can be given by one person for several children. Aim: to make the assistance redundant and to help students to become as indepentent as possible.

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Teacher-cooperation in behalf of

preparing lessons and teaching performance several self organized opportunities per week



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- Several sen organized opportunities per week (fixed dates, but also in breaks or spare time during the dates, but also in breaks, jour fixe
 Last-week's-discussion: Highlights, problems, questions...
 Class-organisation for the next week
- Planning lessons and distribution of tasks for the next week Case discussions

- Questions, needs and emergencies Questions and needs that need to be discussed with the principle, the school-team, or in technical conferences
- Morning chat: 15 Minutes before lessons start...
- Everyone knows what to do und how to act...How do you feel today? Can I help?

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