

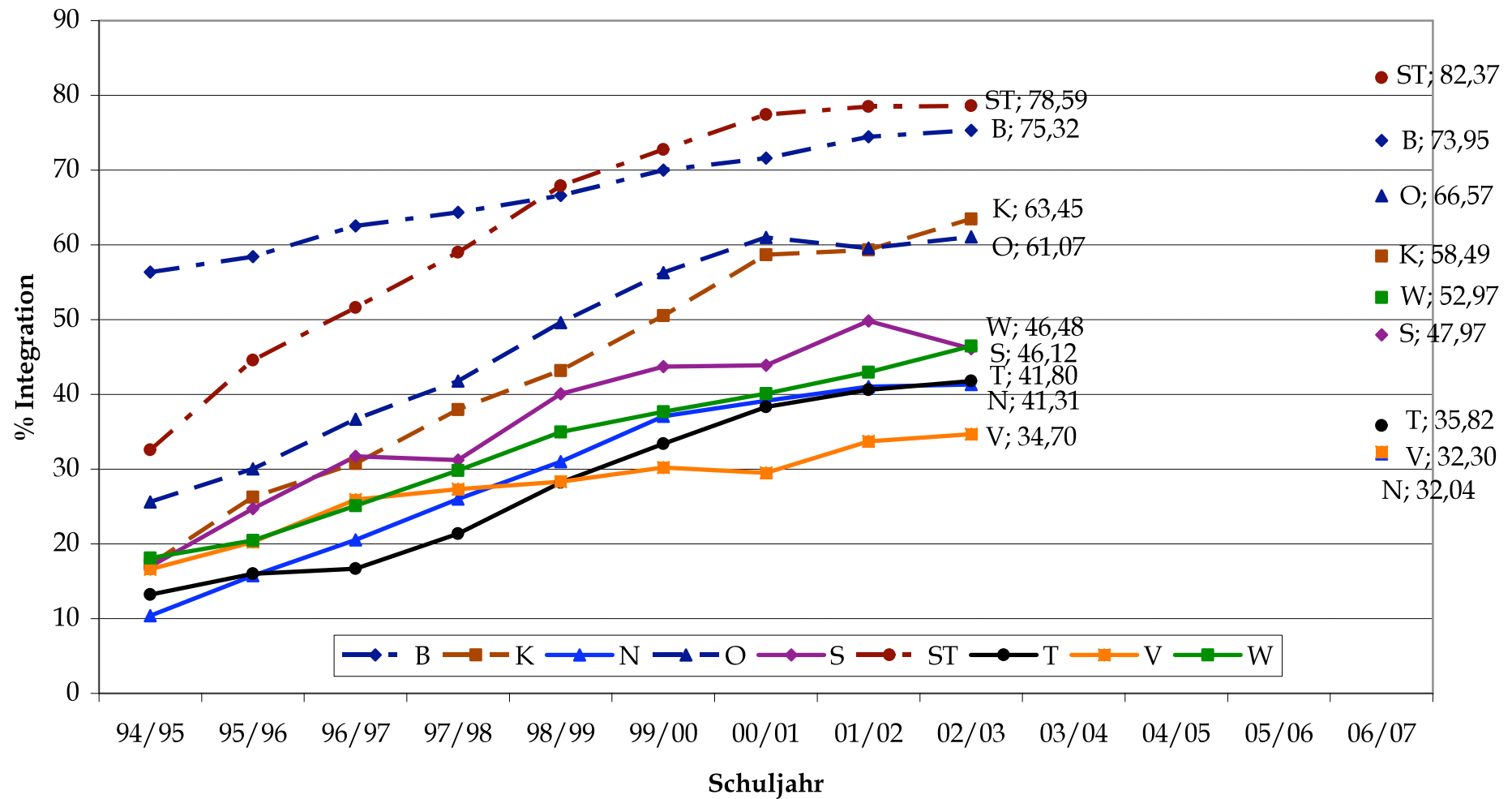
Teacher Education – Inclusive Education



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!

