

TEACHER EDUCATION FOR INCLUSION IN GERMANY

AND COMPETENCE APPROACHES

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FEDERAL REPUBLIC OF GERMANY



- 16 „Länder“
- 1 Basic Law
- *„Nobody may have disadvantages because of his or her disability“*
- 16 Laws of Education
- 16 different developments with regards to SEN and inclusion



GRADE

AGE

					19	
13				University and college preparatory classes in Gymnasium and some Gesamtschulen	18	Secondary School (Second Phase)
12	Berufsschule (Apprenticeship combines work and classes)	Berufsfachschule (Vocational Training))	Fachoberschule		17	
11					16	
10	Vocational Training (full or part-time classes)				15	
<p>Hauptschule students usually graduate after 9 years. Realschule students graduate after 10 years.</p>					16	
10	(Some schools have a 10th year)				15	Secondary School (First Phase)
9	Hauptschule	Realschule	Gymnasium	Gesamtschule Comprehensive School (may combine elements of other 3 schools)	14	
8					13	
7					12	
6		Orientation Stage			11	
5					10	
4	Grundschule Elementary School				9	Elementary School
3					8	
2					7	
1					6	
	Kindergarten				5	Pre-school
					4	
					3	

School System in Germany

http://www.howtogermy.com/images/school_chart.jpg (Online on March 20, 2011)

WHAT ABOUT PUPILS WITH SEN?

The German school system is usually referred to as a „three-tier“ system.

Actually, it should be called „four-tiered“ because the majority of pupils with SEN in Germany still go to special schools.



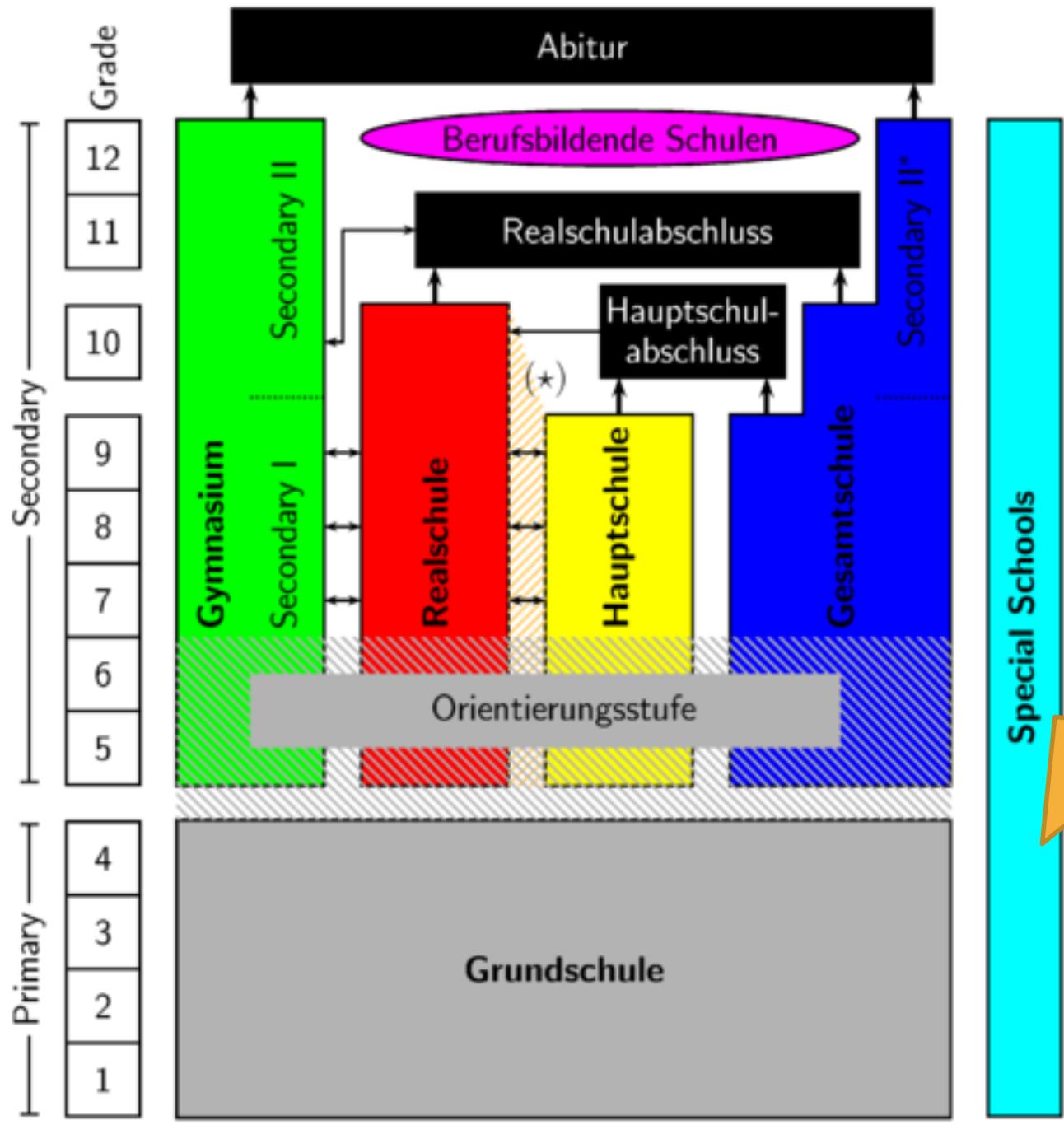
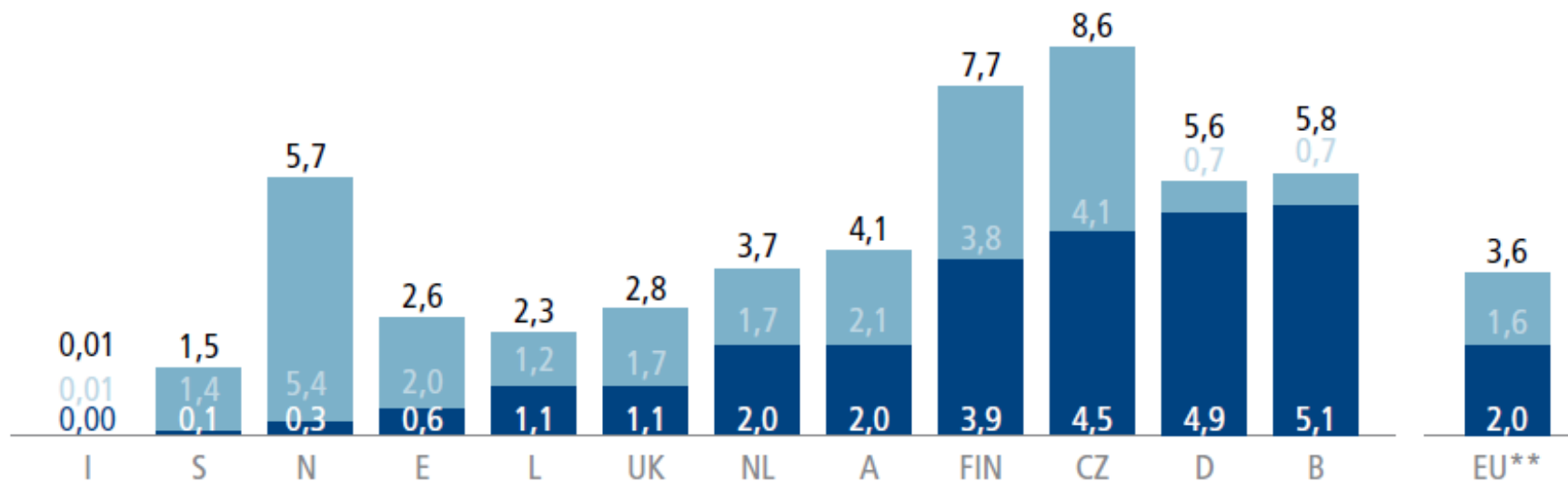


Abbildung 1: Schüleranteil mit sonderpädagogischem Förderbedarf* 2008 nach segregierter und integrierter Betreuungsform und Staaten

Angaben in Prozent aller Schülerinnen und Schüler



■ Segregierte Betreuungsform ■ Integrierte Betreuungsform

* Die Angaben stellen den Schüleranteil mit anerkanntem Förderbedarf („special educational needs“) dar. Die Regelungen zu Umfang und zeitlicher Dauer der Förderung können sehr verschieden sein, sodass bei einigen EU-Staaten ein sehr hoher Anteil der Schüler im Laufe eines Jahres aufgrund von „special educational needs“ eine sonderpädagogische Förderung erhält.

** Der EU-Wert entspricht dem arithmetischen Mittel der Werte aller dargestellten Staaten.

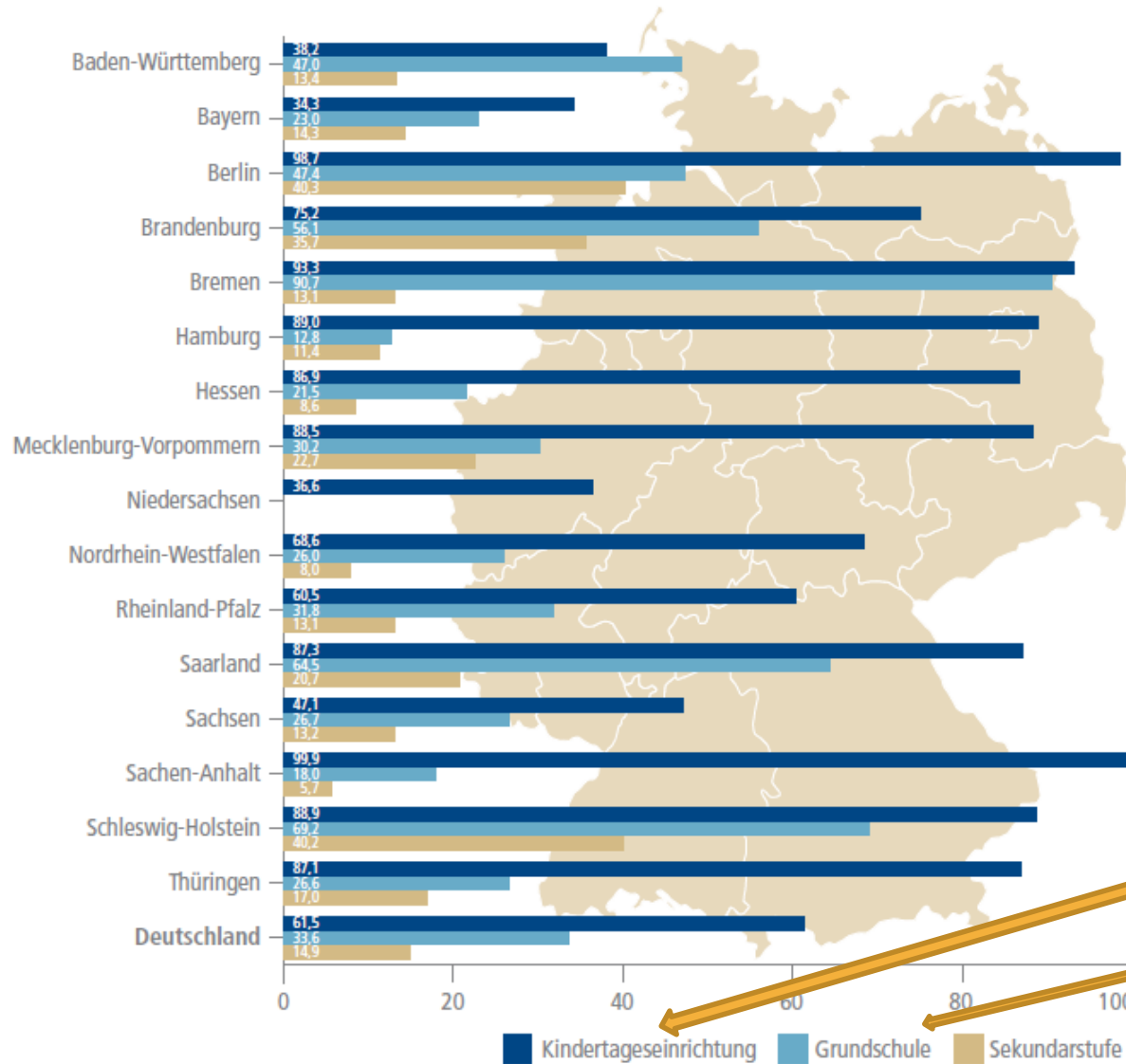
Quelle: European Commission (2009), Progress Towards the Lisbon Objectives in Education and Training

| Bertelsmann Stiftung

Segregated and inclusive education in Germany and in Europe

Abbildung 1: Inklusionsanteile in den Bundesländern nach bildungsbiographischen Stationen (2008/2009)

Angaben in Prozent



Inclusive education in Germany and its 16 Länder

Kindergarten

Primary school

Secondary school

Anmerkung: Die Inklusionsanteile wurden für die Grundschule und die Sekundarstufe I ohne die Schüler des Förderschwerpunktes Geistige Entwicklung berechnet, für den es keine stufenspezifische Ausdifferenzierung der entsprechenden Daten gibt. In Niedersachsen werden die Daten nicht schularten- und schulstufenspezifisch ausgewiesen. Inklusionsanteile geben den Anteil der Schüler mit Förderbedarf, die inklusiv unterrichtet werden, an allen Schülern mit Förderbedarf an.

TEACHER COMPETENCES

Standards for Teacher Training: Educational Sciences (2004)

- define the requirements to be met by teaching staff and refer to the education and training objectives formulated in the Education Acts of the Länder.
- The requirements are generated by the **competences** aimed for, which are subdivided into four areas:
 1. Teaching
 2. Education
 3. Assessment
 4. Innovation

The **standards for teacher training** in the educational sciences have been adopted by the Länder as of the beginning of the school year 2005/2006

as a **basis for the specific teacher training requirements**, including any practical training sections and the so-called Vorbereitungsdienst (preparatory service).

These competences are explained in detail with regards to the theoretical and practical aspects of teacher education.

Inclusive education is not mentioned in this document; however, there are aspects which relate to inclusive practice, e. g. the teacher's ability to consider heterogeneity and diversity as conditions of school and instruction (p. 5f., p. 9).

At an institutional level, in some modules in the teacher training curriculum we do have an expectation about the **competences that teachers should gain during their studies.**

For example: One module in the curriculum for all teachers is *diagnosis and individual support*. It includes aspects like

- Competences in dealing with heterogeneity, didactical differentiation and individual support.
- Competences in perception and interpretation of behavioural, learning and teaching-difficulties and their interrelations.
- Competences in describing / documentation of learning processes and learning requirements.
- Cooperation and peer-counselling.
- Cooperation with parents.

ATTITUDES AND VALUES

There are no national recommendations about how to develop teachers' attitudes and values.

The Standing Conference of the Ministers of Education and Cultural Affairs of the Bundesländer (KMK) offers only a few general comments on the importance of this aspect, i. e. on p. 7:

“The competences of the general school with regards to coping with the heterogeneity of the pupils and its attitudes towards the acceptance of diversity shall be strengthened.”

On p. 8 it is stated that the **acceptance of diversity is the responsibility and task of the whole society.**

There are no federal regulations or recommendations with regards to aspects of inclusion as a part of the curriculum for the basic teacher training. However, the Standing Conference of the Ministers of Education and Cultural Affairs of the Bundesländer (KMK) has published a **strategy paper in April 2010**. This text focuses on the future of special and inclusive education as well as on teacher training in these areas, e. g. on p. 4:

“All teachers shall be prepared and trained for the inclusive education of all pupils in all phases of teacher education in order to acquire the necessary competences in dealing with various forms of heterogeneity.”

Pädagogische und rechtliche Aspekte der Umsetzung des Übereinkommens der Vereinten Nationen vom 13. Dezember 2006 über die Rechte von Menschen mit Behinderungen (Behindertenrechtskonvention - VN-BRK) in der schulischen Bildung;
http://www.gew-nrw.de/uploads/tx_files/brk_kmk_2010-04-29.pdf (Online on May 16, 2010)

Module 5: *Dealing with diversity in primary school* → Competences:

The teacher students

- know methods of encouraging independent, self-responsible and cooperative learning,
- have knowledge about disadvantages of pupils in the learning process and about options of pedagogical support and prevention,
- know intercultural dimensions of structuring educational processes,
- know the importance of gender with regards to educational processes,
- have knowledge, reflection and teaching of democratic values and norms,
- know how different learning preconditions influence teaching and learning and how to incorporate them in instruction,
- know forms of giftedness as well as types of learning difficulties,
- have knowledge about basics of diagnosing learning processes,
- reflect their personal professional values and attitudes,
- reflect and evaluate results of educational research.