

Perspectives for teacher training to realize inclusive education in Germany

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Outline

- Short kontext information about Germany and the German education system
- Brief comments about inclusion
- Initial teacher training in Germany - basics
- Current situation of teacher training and inclusion
- Perspektiven for a future oriented teacher training for inclusive schools





Brief comments on inclusion

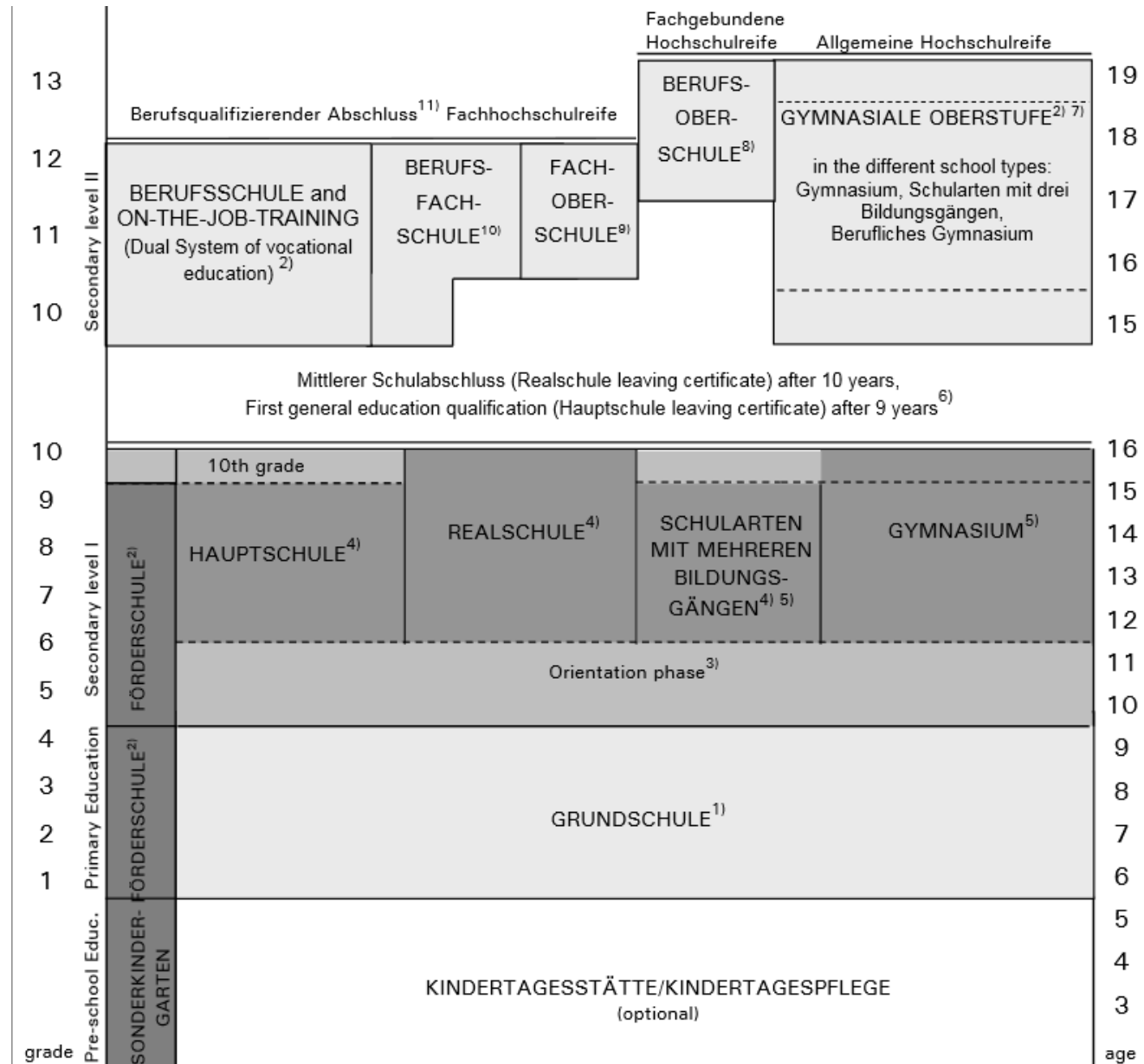
- Inclusion: joint teaching of disabled and non-disabled children
- Inclusion: minimizing discrimination and maximizing social participation



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Basic Structure of the Educational System in the Federal Republic of Germany



Initial teacher training in Germany

- In Germany all teachers need a Master's degree (180 CP Bachelor's program; 120 CP Master's program)
- Duration of study is in average 10 semesters (5 years) at a university
- Subsequent 12 - 18 months internship for teaching posts at schools in cooperation with state-run teacher training institutions

Teacher Education in Germany

- 6 types of teaching professions
 - primary school (1-4/6 grade)
 - primary school and secondary school (1-10 grade)
 - secondary school (basic & general level) (5-10 grade)
 - Gymnasium (advanced level) (5-13 grade)
 - vocational school (11-13 grade)
 - special education (1-10/13 grade)

Initial teacher training study contents

Teaching profession for primary schools	Teaching profession for secondary schools	Teaching profession for special education
3 subjects (e.g. Math, German, Science, Music) <ul style="list-style-type: none"> • Content knowledge • Pedagogical knowledge 	2 subjects	1 subject
Educational Science Including courses in psychology and sociology	Educational Science	Educational Science
		2 specialisations for persons with special educational needs (learning difficulties, social and emotional difficulties, speech and language difficulties, hearing impairment, visual impairment, physical disabilities, mental development)
Internship semester (30 CP)	Internship semester (30 CP)	Internship semester (30 CP)
Bachelor and Master thesis (25 CP)	Bachelor and Master thesis (25 CP)	Bachelor and Master thesis (25 CP)

Teacher Education in Germany

- Teacher education is geared to the (existing structurally selective) school systems of the federal states
- Separation between teaching professions of general schools and special needs education
- Different connecting factors between special needs education and general school (e.g. primary school and special needs education vs. Gymnasium and special needs education)

Different organisation models: Inclusion in the teacher education

- Infusion Model
- Collaborative Training Model
- Unification Model

Current situation of research

- Rare research results (national and international)
- Weak empirical basic
- Majority of studies are normative-conceptual
- Some studies are evaluations of particular projects

Tasks of teachers in general

- Cognitive activation
- Classroom management
- Individual support
- Educational assessment and counseling

Professional competences

- **Knowledge**
 - content knowledge,
 - pedagogical knowledge,
 - generic pedagogical knowledge,
 - Content specific assessment knowledge
- **Counseling capability**
- **Organisational knowledge**
- **Self-regulation capability**

(Kunter & Baumert)

Fields of Research I

(Research on teacher education and inclusion)

- Attitudes, Values, Beliefs
- Evaluation of implementation of inclusive education
- Development of a reflexive, research-oriented professional attitude of teachers

Fields of Research II

(Research: professional needs)

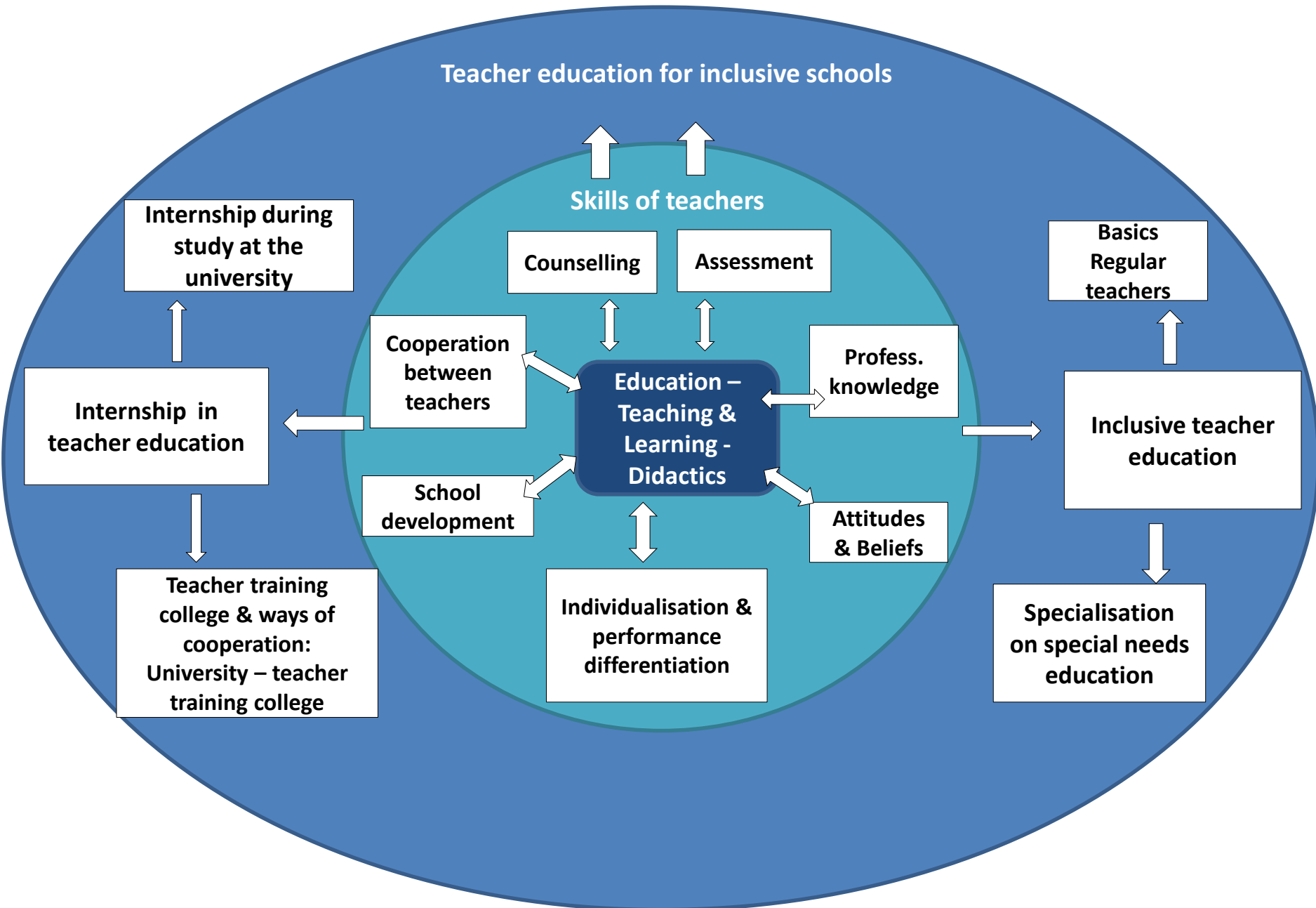
- Research on professionalization of teachers
- Inclusion-related educational research
- Research on collaboration between regular and special ed. teachers
- Research on inclusive school development

Problems and development areas in school practice

Changing the “previous routine” in schools:

- More heterogeneous learning groups
- Individualisation of teaching and learning processes / internal differentiation in lessons for all
- Increased assessment competences
- Inclusive school development

Pic. 2: Desiderata of research in teacher training for inclusive schools



Teacher Education – Perspectives:

The inclusive teacher

- Profound **content and pedagogical knowledge**
- Positive **appreciation of heterogeneity**
(attitude, values, beliefs)
- Skills for **individual support** for all students (managing heterogeneity)
- **Collaboration** skills (teachers, parents, community/district)
- Personal **professional development** (development of reflexive, research-oriented professional attitude)
- Skills for **inclusive school development**
- **Specialisation**

Suggestions for general teacher training for inclusive schools

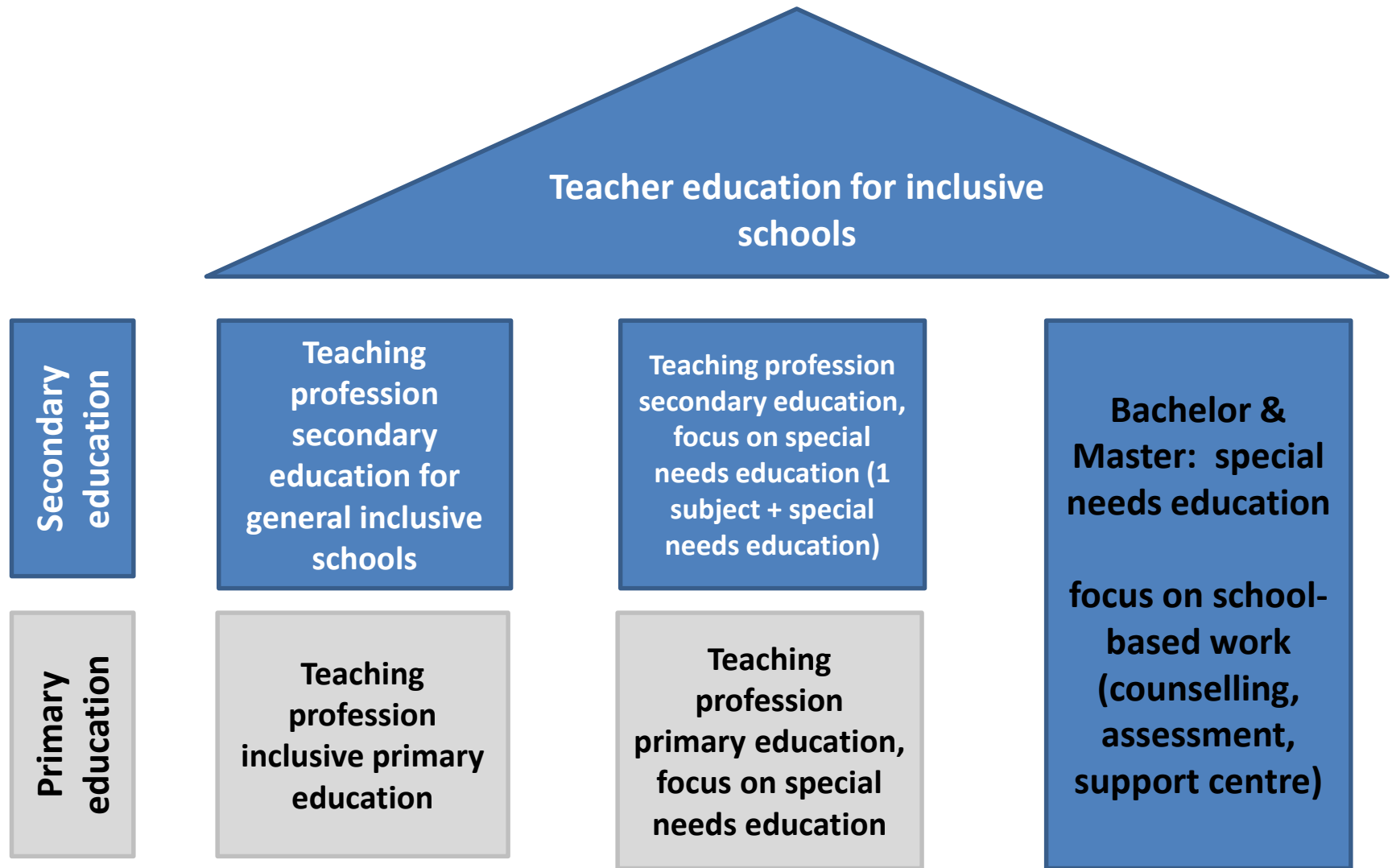
All teachers should acquire basic knowledge
(min. 15/20 CP)

- in special need education (learning difficulties, social and emotional difficulties & speech and language difficulties)
- in clinical developmental psychology
- in inclusive school development including team work and team development
- in educational assessment and learning process support
- in inclusive didactics for heterogeneous learning groups
- in teaching German as a second language

Suggestions for teacher training with study focus on special needs education (100 CP)

- No separate teaching profession for special needs education
- Students in different teacher training courses (for primary, secondary or vocational schools) could choose a study focus on special needs education (30% of the studies include special needs education; reducing the shares of teaching subjects)
- Broader and deeper competences in special needs education (focus on two/three specialisations: learning difficulties, social and emotional difficulties, speech and language difficulties, hearing impairment, visual impairment, physical disabilities, mental development)
- Teaching German as a second language

Three-pillar model





Thank you for your attention!