

Study about the work of elementary and secondary schools, trying to support the integration of all pupils considering the UN-Convention on the Rights of Persons with Disabilities

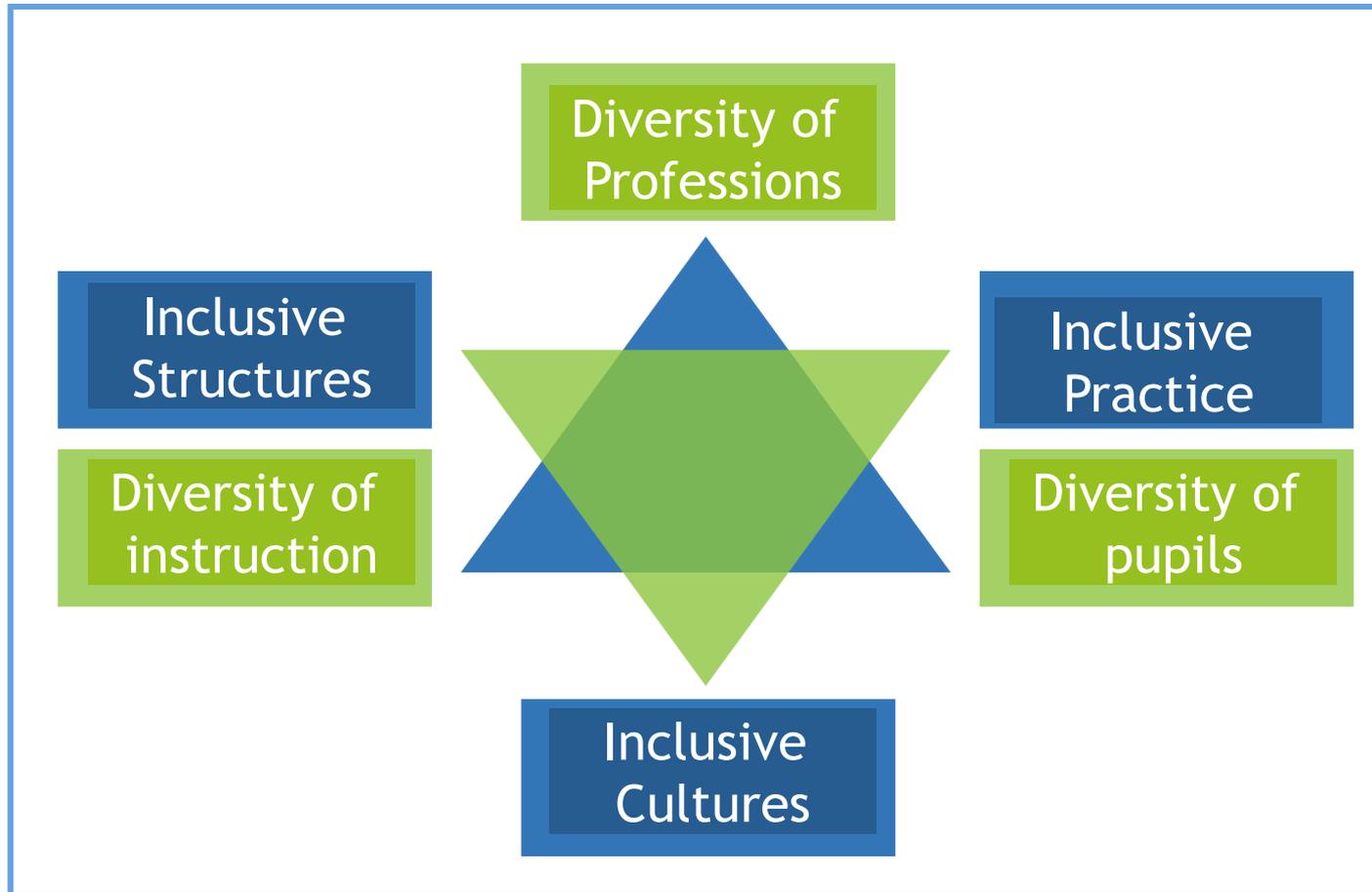
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„With the help of this project, the ministry represented by *Le Service de Coordination de la Recherche et de l'Innovation pédagogiques et technologiques (SCRIPT)*

- the responsible administration should be informed about weak points, obstacles and incompatibilities which impede the inclusion of the children,
- teachers and educators, demanded to work inclusive, should profit from experiences made by colleagues,
- to inform a larger general public about the meaning and purpose of inclusion.“

(See: Action-plan of the Luxembourg government for the realization of CRPD, 24)

- What are the conditions for a closer cooperation and inclusive work between regular schools and *classes de cohabitation at the level of secondary education, respective in primary schools?*
- According to the assumption, that inclusion proceeds in phases, and that this work changes and improves from year to year: Which developments has the inclusive work taken during the years?
- How do pupils of *classes de cohabitation experience their integration in classes at regular schools?*
- How do other pupils experience the participation of pupils with disease in their class?
- How does staff experience the integrative work? How does their cooperation? Does the staff has a appropriate Qualification?
- Which administrative, technical, legal and other obstacles are hindering the inclusion work?



Based on the systematics of Booth/ Ainscow (2011) and Wocken (2011)

Research methodologies



Analyse of statistical data,
legal regulations and
administrative rules



Individual and group
interviews of pupils (with and
without special needs, of
cooperating schools)



6 interviews with parents (of
children with special needs, of
2 schools)



4 group discussions
(representatives of
administrative level of EDIFF
and regular schools)



Online survey (voluntary
participation) of all
pedagogical employees +
qualified employees of
cooperating schools



- ① **Unanimous positive valuation of the experiences made in integrative settings of classes**
 - Fear of experiences of exclusion and discrimination seem to be a constant companion
- ② **Predominant satisfaction with current offer of integrative schooling and instruction (regarding social acceptance) of children with special needs**
- ③ **Heterogeneous estimates regarding the diversity of instruction (practices)**
 - Usually satisfaction with offers of special support and actions of differentiation
 - A few experiences of exclusion through segregated/ differentiated offers of support
 - Hardly no statements about educational practice, which follows inclusive standards (such as individualization, „open lessons“...)



- ① **Problematization of ways and barriers to the access of integrative education (structures)**
 - long-taking of consulting- and decision-processes (factor of time)
 - parents as impulse transmitter and „pushing power“ (factor of motivation)
 - opaque and unreliable decision-making procedures, e.g. regarding the duration of integrative measures (factor of insecurity)
 - dependence on cooperating professionals (factor of power)

- ② **Points of view and attitudes of persons at schools (cultures)**
 - often similar ideas of appreciation of and handling with human diversity, comparable to parents
 - frequent confrontations with different concepts
 - occasional negative attitudes of pupils, parents and teachers at schools



- ⊙ **No reports of experiences of social exclusion or experiences with bullying**
- ⊙ **Pupils and teachers apparently developed a culture of acceptance and partly a culture of appreciation of diversity**
- ⊙ **Pupils however, base their reflections on a „2-group-concept“, they differentiate their statements related to populations of EDIFF-classes and/ or regular classes**
- ⊙ **Pupils with and without special needs are all in all open towards mainstreaming-classes and can imagine themselves having more of it**
 - performance requirements in mainstreaming are experienced through pupils of EDIFF as „higher“ and differently in managing
 - pupils without special needs are concerned that slower pupils might hinder them in their progress



- ⊙ **There are hardly statements of pupils about diversity of instruction or teaching-methods.** They rather speak about forms of excluding differentiation or segregation (for instance in module-teaching)
- ⊙ **The handling of the diversity of pupils is perceived by the interrogated pupils only in selected sequences of lessons,** but it does not seem to be dominant in overall instruction and the school life
- ⊙ **Pupils see a need (for development)**
 - in the inner differentiation of learning provision
 - in providing more teachers in mainstreaming-classes



K 2: „...pupils generally have an open and positive attitude toward inclusive education. In practice, traces of an unbiased dealing with diversity especially in all non-educational settings can be found. The separated structures of classe de cohabitation and classes of regular schools are also depicted at the social perception among the pupils. (...) To actually support a culture of esteem towards diversity among pupils even more, it is recommended to overcome the „Thinking in 2-groups“. Therefore, a reflection and probably a modification of existing structures and systems is needed“

K 3: „Pupils should be actively involved in the process of developing an inclusive school (e.g. in steering-groups or school assemblies; in the context of a directed developing process, such as with the Index for Inclusion).“



- ⊙ High willingness to share and exchange views on the question of inclusive school development
- ⊙ School-administration/ Principals see huge progress considering school law and legal framework (for the level of primary schools „very good“, for the area of secondary education „ first positive attempts“)
- ⊙ School-administration/ Principals are aware of the meaning of the issue for the school development for the next years
- ⊙ Central factors for success from SA/ P point of view:
 - staff (attitude and qualification, which are considered as not sufficient by many)
 - cooperation of EDIFF and regular schools (difficulties at administrative and personal level, are reported)
 - no statements about didactics and practice in an mainstream classroom, regarding differentiation and teamwork



- ⊙ It is discussed critically, that the main performance of integration in the field of secondary education has to succeed without the „Gymnasium“
- ⊙ Some SA/ P see chances in merging of systems (EDIFF and Regular schools) or rather in a solid assignment in multi-professional teams directed by regular schools
- ⊙ No references to the embedding of integration/ inclusion in official school concepts or mission-/vision-statements for the school development
 - Previous experiences with integrative programs based on a project character, emerged through the cooperation (and / or addition) of two systems
 - therefore, they are not securely established in practice, rather in a personnel, structural or ideell way



- ◎ **K 4:** „...statements of the administrative level and employees of administration show, the great need of exchange and networking between the schools and systems. It would be obvious, to initiate a “Working Committee Inclusive School Development” in which from all regional catchment areas, representatives of EDIFF and regular schools should be involved (next to parents, teachers and pupils)“



- ◎ **K 5:** „Structural convergence or merging of systems (EDIFF or regular schools), from which an improvement of the cooperation is expected, are partly welcomed as well. A firm anchoring of a multi-professional team at a regular school was addressed several times. (...) Therefore, a working group could be launched, to work on a systematic development, based on the existing experiences, regarding an inclusive education system with system-related resource assignment. (...)“



„In order to help ensure the realization of this right*, States Parties shall

- take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and
- to train professionals and staff who work at all levels of education.

Such training shall incorporate

- disability awareness and
- the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.“ (UN 2008).

* “facilitate their full and equal participation in education“



It is certain that,

„all teachers need competences in handling with heterogeneity and for designing of inclusive learning processes“ (Merz-Atalik 2014a, 272)

and

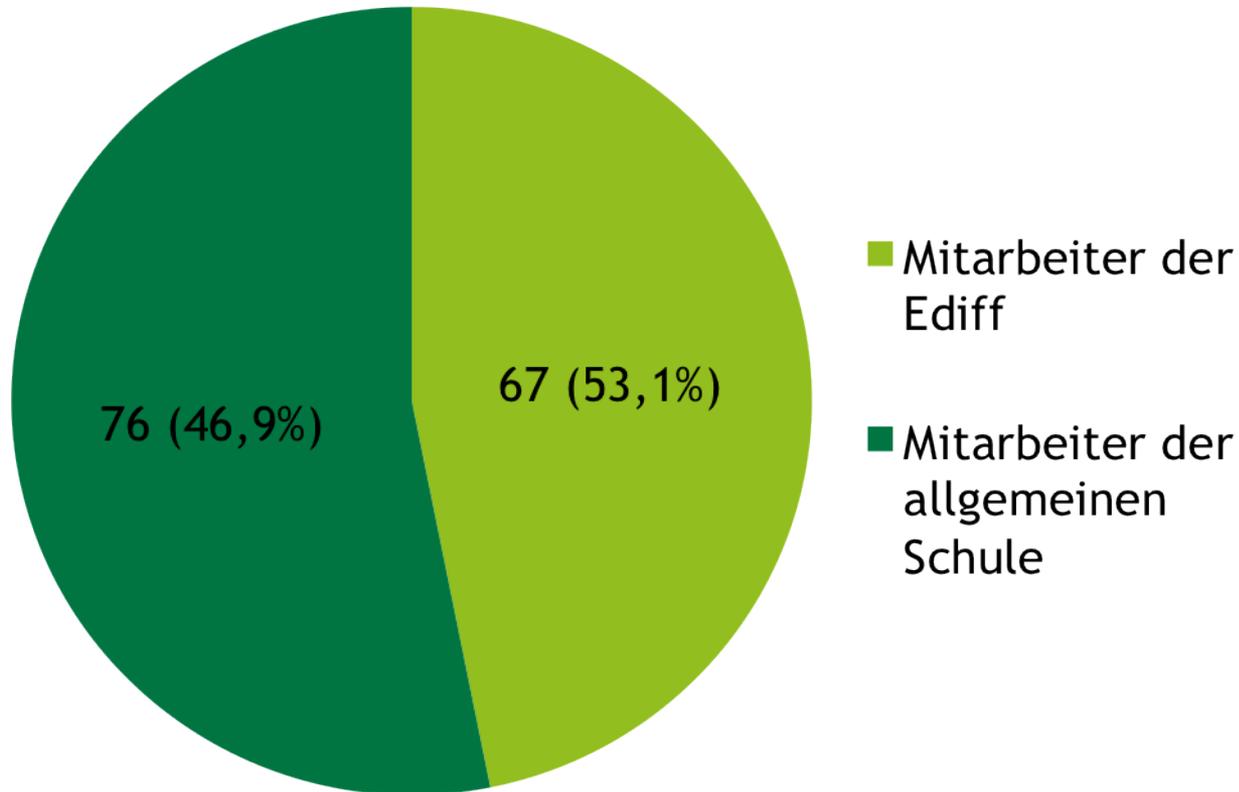
„all schools need competences for the designing of inclusive learning environments and for consideration of individual learning needs“ (ibid., 274).

The realization of inclusive education is not about selectively enriching the previous practice with special education practices, but it is about

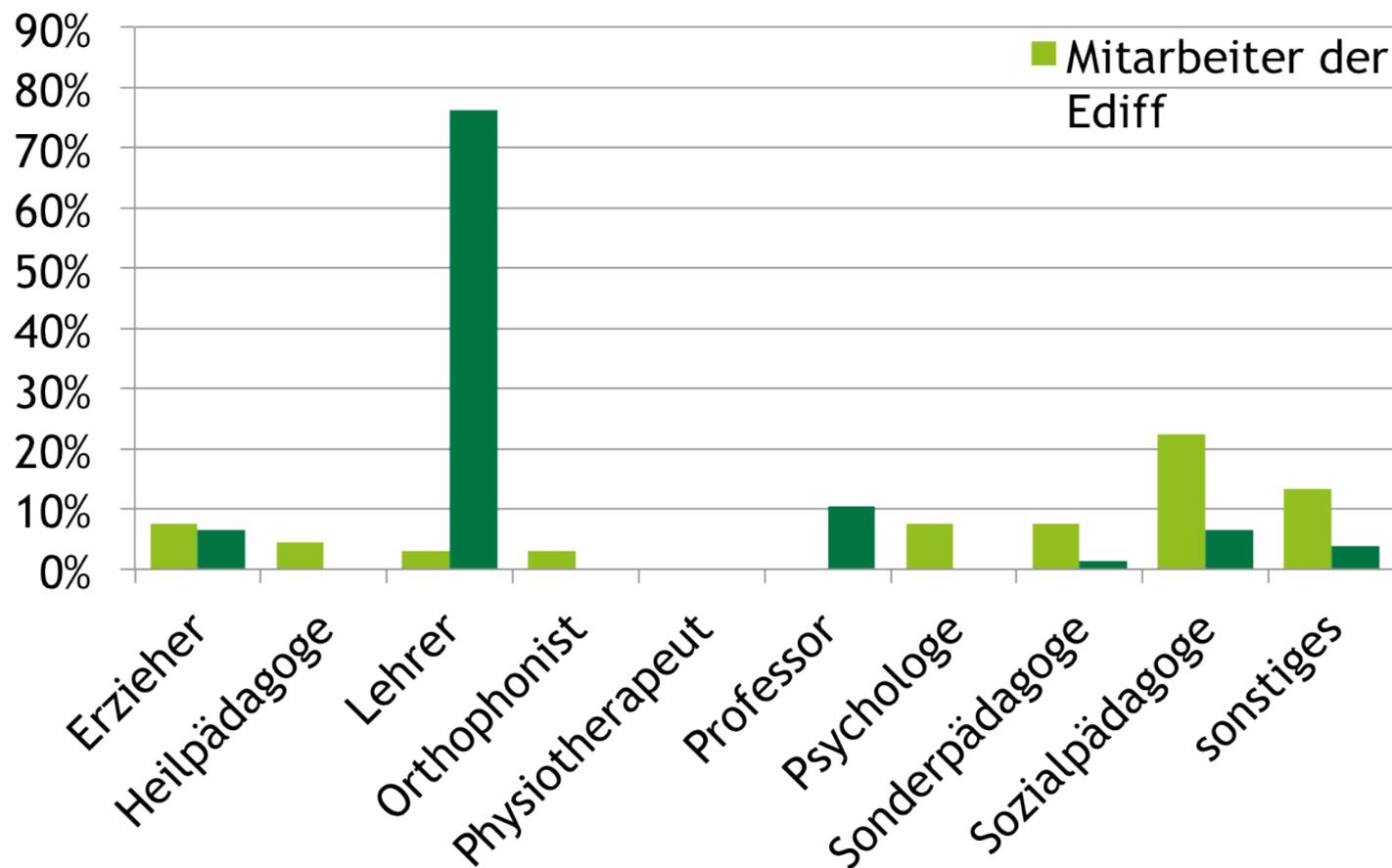
...the awareness of heterogeneity and the resulting question for possibilities of arranging a differentiated instruction/ teaching and learning together (vgl. Moser 2011; nach Merz-Atalik 2014).



Competences of teachers in inclusive settings (Wocken 2012; in: Müller/ Saum/ Schmitt 2013, 82).



Professions/ Qualifications of participants of the survey





Aufgaben	EDIFF (n = 50)	Allgemeine Schule (n = 57)
Unterricht in der Regelklasse	10%	71,9%
Einzelförderung	32%	35,1%
Organisation der Teamarbeit	4%	8,8%
Vorbereitung des Unterrichts	24%	57,9%
Therapie	6%	0%
Diagnostik	28%	3,5%
Beratung	30%	12,3%
Begleitung von Schülern mit Förderbedarf in dem allgemeinen Unterricht	36%	35,1%
Korrekturen/ Leistungsmessung	2%	26,3%
Netzwerkarbeit zur Unterstützung von Schülerinnen und Schülern	10%	1,8%
Unterricht in der Classe de Cohabitation	10%	1,8%
administrative Aufgaben	22%	31,6%
Selbstverwaltung	8%	5,3%



Aufgaben	Zugehörigkeit	Erworbene Kompetenzen durch Ausbildung	Erworbene Kompetenzen durch Fortbildung	Fortbildungsbedarf bei sich selbst	Fortbildungsbedarf bei anderen
		Mittelwert	Mittelwert	Prozente	Prozente
Zusammenarbeit im Team	EDIFF	2,11 (n=37)	2,3 (n=37)	11,5% (n=52)	23,1% (n=52)
	Allgemeine Schule	2,49 (n=55)	2,3 (n=50)	20,7% (n=58)	39,7% (n=58)
Interdisziplinäre Zusammenarbeit	EDIFF	2,28 (n=36)	2,11 (n=36)	28,8% (n=52)	36,5% (n=52)
	Allgemeine Schule	2,54 (n=56)	2,60 (n=47)	22,4% (n=58)	34,5% (n=58)
Teamteaching	EDIFF	3,11 (n=37)	2,79 (n=34)	7,7% (n=52)	13,5% (n=52)
	Allgemeine Schule	3,13 (n=54)	2,84 (n=49)	13,8% (n=58)	27,6% (n=58)



Aufgaben im Umgang mit Heterogenität	Zugehörigkeit	Mittelwert
Durch Ausbildung gut vorbereitet	EDIFF	2,0 (n=41)
	Allgemeinen Schule	2,47 (n=64)
Durch Fortbildung gut vorbereitet	EDIFF	1,80 (n=40)
	Allgemeinen Schule	2,41 (n=58)



- ⊙ Imparting of school-subject-based curricula in classes (*every fifth EDIFF for it's own*)
- ⊙ Differentiation of learning and learning content (*about every third person saw demand for colleagues*)
- ⊙ Organize individualized lessons (*more than every third person saw demand for colleagues, every fourth EDIFF for itself*)
- ⊙ Dealing of pupils with displaying behavioral problems (*biggest demand General Teachers with 58,6%, EDIFF with 34,6%*)
- ⊙ Knowledge about links between learning and specific disabilities (*53,6% of of General Teachers see demand for themselves*)
- ⊙ Care and maintenance of pupils with an elevated need of assistance (*48,3% of General Teachers see demand for themselves*)
- ⊙ Sociological and psychological knowledge about discrimination
- ⊙ Consideration of gender aspects
- ⊙ Consideration of migration-based multilingualism in classroom
- ⊙ Production of individual plans of development (*High demand GT -43,1%*)



- ◎ **P 1:** „ The curriculum and competences in teacher-education for all posts of teachers in Luxemburg, should be evaluated and revised by the profile of the European Agency. The ministry should, if necessary, think about formulating defined standards for the teacher-education, so that in case of a reform, study content and competences for inclusive education will be well-considered“
- ◎ **P 6 und 4:** „(...) teachers in regular schools wish for more content of special need content in their teacher-training. “Aspects of diagnostic and individual support of children with specific special educational or assistance need (f.e. displaying behavioral problems) as well as a sound basic knowledge about the links between disabilities, disadvantage and learning(...). Therefore, (...), it is recommended to include these in the education and advanced vocational training for all types of TE-programs as a basic knowledge.“



- ◎ P 3: „One the one hand, the success of inclusive education depends strongly from the competence to cooperation of the involved professionals. To support the communication and cooperation between colleagues, it seems meaningful for both teams of professions, to create more shared programs with a concrete relevance for teaching practice (inclusive teaching methodology, differentiation and individualization etc.) To respond to the heterogeneity of pupils and to bear these in mind in a heterogeneity-orientated teaching-concept, TE-programs for the advanced training for „differentiation of learning and learning content“ for both groups of professions should be extended.“



- ⊙ **P 4:** „(...) over the process of inclusive school-development it is important, that besides of professionals at EDIFF, also teachers at regular schools have an extensive knowledge or - in case of the schooling of a child with special needs - can directly qualify themselves, low-thresholdly and along-side their job. Above that, experiences from other countries have shown, that it is important to have a manual or material for a short notice preparation for the request of special needs. Therefore, it is recommendable to create a kind of manual (as a first source of information). This could e.g. also be done in the form of an internet source, with a data base, where all teachers can share their knowledge based on their own experiences.“



⊙ P 6: „Differentiation of learning objectives“ and „learning material“, as well as a „changed teaching culture“: In those areas, two thirds of all respondents saw huge potential for developments for a joint teaching for pupils with or without an individual plan of development.* These should get a greater significance in the teacher-education or in advanced teacher-training.

* Moreover, ca. 26-38% of all respondents determined a need for advanced vocational training in the areas of “differentiation of learning offers and learning content” as well as “organizing individualized lessons”

- ◎ **S 7:** „The production of a published guidance with the essential information for all stake-holders involved into the inclusive school-development in Luxembourg (especially concrete information about resources, contact- and counseling-institutions, Best- or rather Inspiring Practice, advanced teacher-training programs etc.). „Material and non-material resources like money, time, competence, meaning etc. even enable persons involved to create those activities“ (see. *ibid.* 64).“

- ◎ **S 8:** The ability to act is based on the rights of disposal (see Altrichter et. al. 2007, 63). It is about to get a clarification, which formal, informal, legitimate and de facto rights of disposal are being disposed to the persons involved like parents, pupils and teachers as well as other groups or rather which new, modified or newly arranged rights of disposal being disposed for inclusive educational institutions as part of the transformation process (see *ibid*). “Rules and norms, which can be institutionalized in different ways like laws, regulations, contracts, instructions, informal rights, „unwritten laws“, rules of behavior, habits etc. On those points, the stake-holders can invoke themselves explicitly or implicitly, with these points they can legitimate their activities.“ (see *ibid.*, 63).“

Thank you for your attention

- ① We would like to thank all participants and stake-holders contributing in this study:
 - SCRIPT Luxembourg, for the trust in us and the commission for the survey,
 - Students of the PH Ludwigsburg and FH Magdeburg for their participation in the data collection,
 - All pupils, parents, professionals of EDIFF and regular schools for their willingness to answer our questions with openness and constructiveness
 - Alain Adams, who accompanied us not only at an organizational level.

