



Pädagogische
Hochschule
Steiermark

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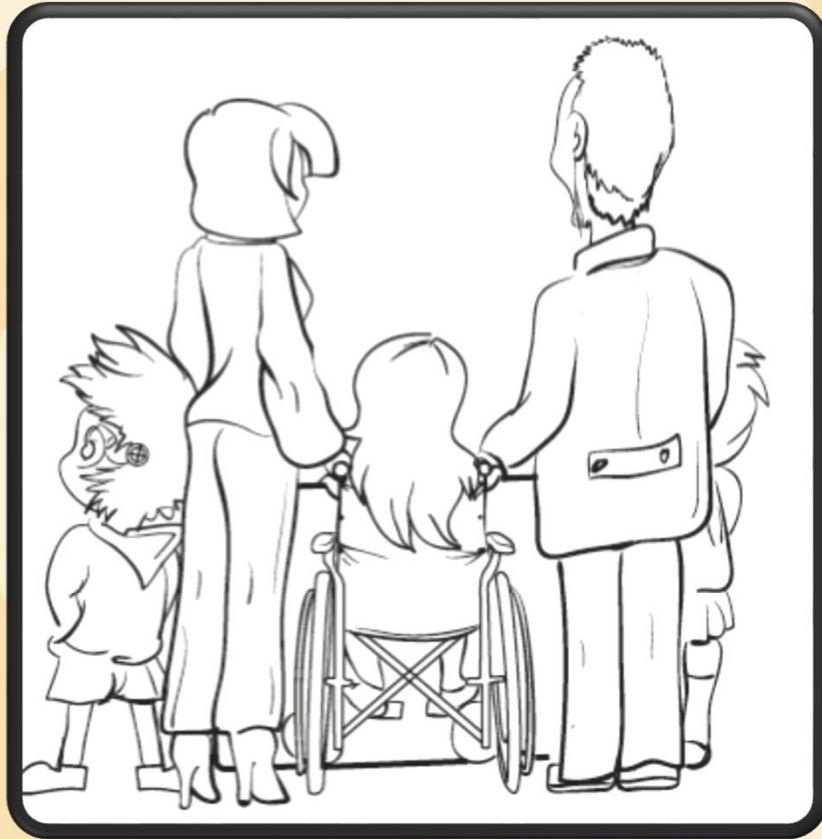
Inclusive Education in the
Department of Educational
Sciences, UCTE Styria, Austria



**Educating Teachers
for a School for All**
*Balancing Priorities
between Inclusion and Specialisation*



Inclusion quota



Inclusion quota



Shared topics starting in 2007 for all students in teacher-training:

Semester 1:
Personal
development

Semester 2:
Diversity
management

Semester 3:
Gifted
education

Semester 4:
Behavioral
special
educational
needs

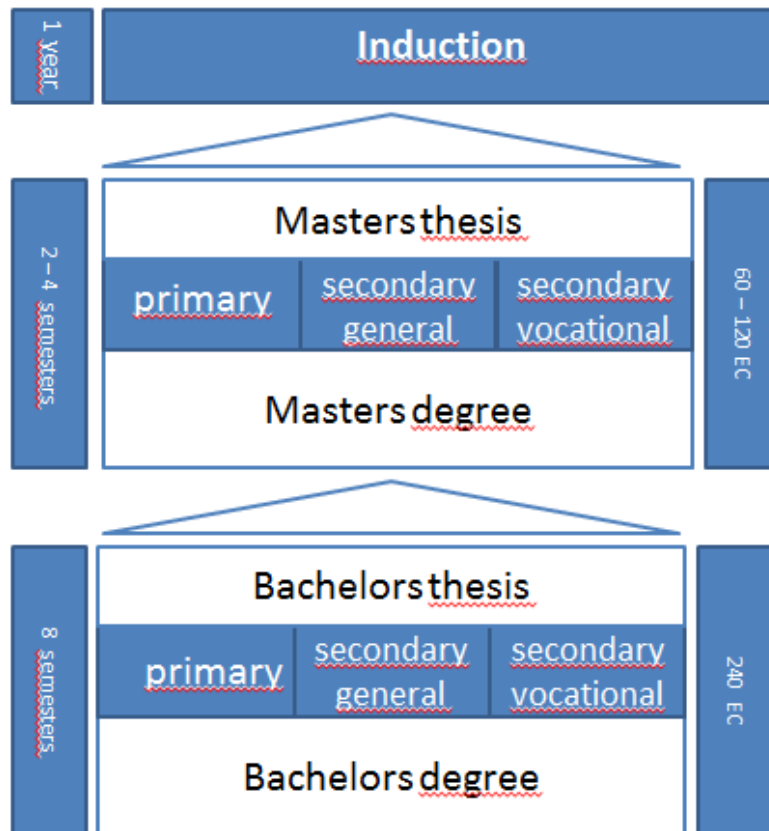
Semester 5:
Pedagogical
assessment,
intervention and
counselling

Semester 6:
Individual topics

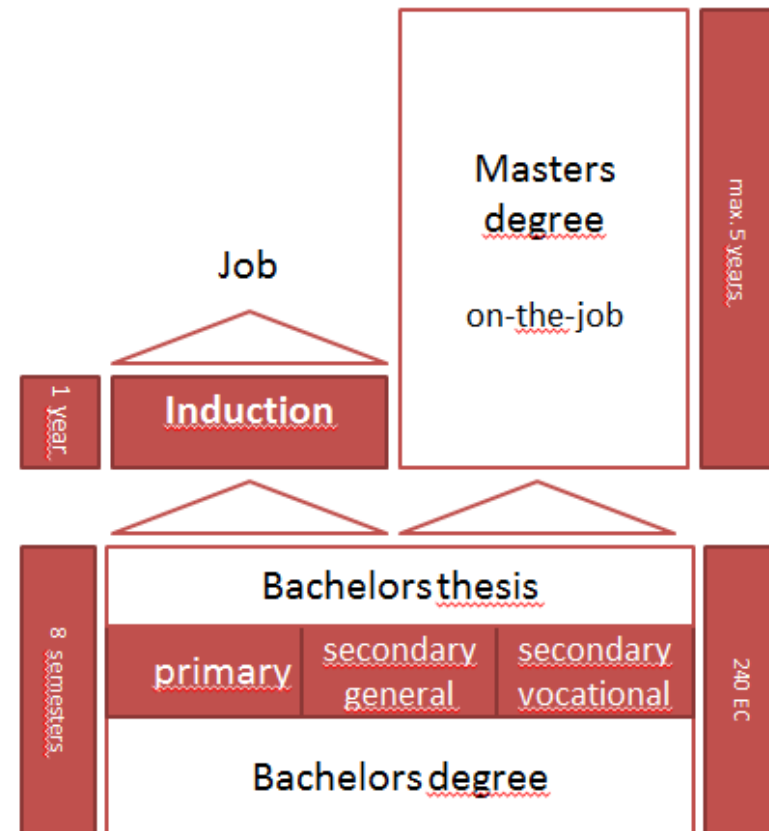
Teacher education



Teacher training NEW starting in 2015/16 for all students in teacher-training in the Austrian collaboration network South-East:



**Option #1:
consecutive development**



**Option #2:
concurrent development
on-the-job**



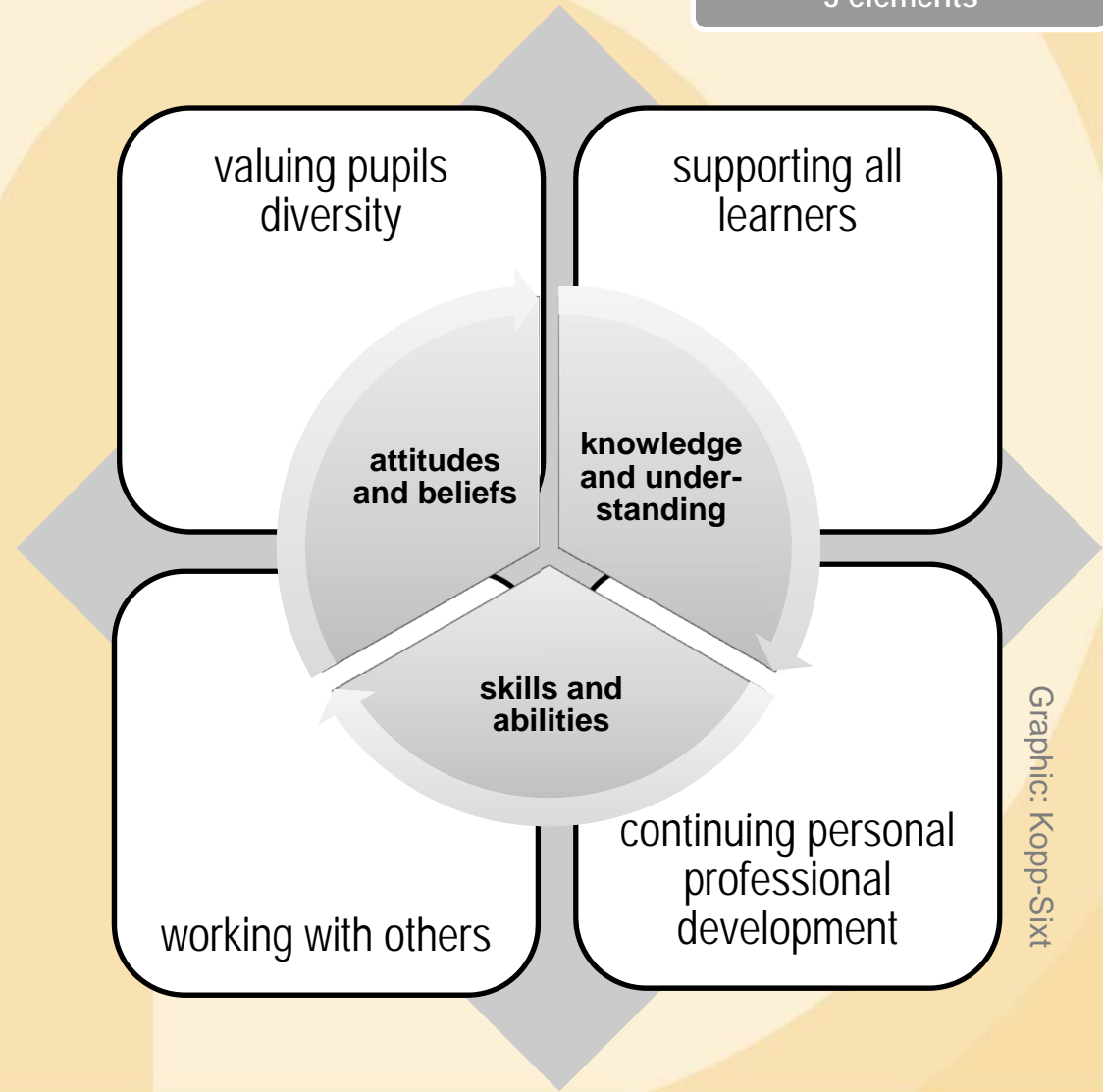
8 areas of competence

4 core values

3 elements

A profile of inclusive teachers

TE4I of the EA 2011



Graphic: Kopp-Sixt



Research question:

What are the competences that teacher-teams consider relevant for teaching in inclusive settings?

Research design

Questionnaire:

Team-partners defined and described essential competencies in themselves and in their partners in the areas of knowledge, action, and attitude.

Oral research interviews addressed core values according to the *Profile for Inclusive Teacher Education* (Watkins, 2012), and included in-depth questions related to findings in the questionnaires, and future-directed questions.



Method

Participants	Special education teachers	Regular primary school teachers	Regular secondary school teachers	Time
Questionnaire (competences)	37	21	7	Nov. 2011-Feb. 2012
Oral research interviews with teacher teams	12	7	5	Dec. 2012-June 2013

All participants taught in inclusive primary or secondary classes (min. 5 ys) and served as mentors for student teachers at the UCTE Styria.

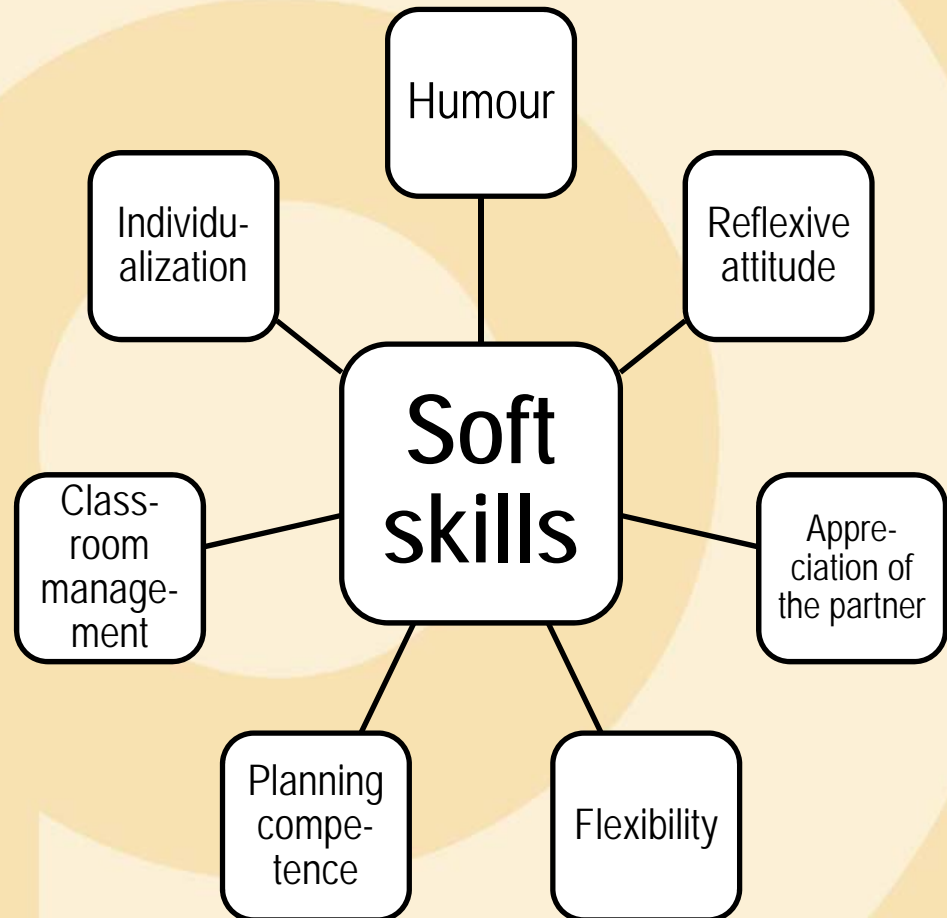
Transcription: Verbatim and anonymized

Data analysis: Qualitative content analysis (Mayring, 2010), qualitative data analysis software MAXQDA (version 2007).



Results of the interview study_

Competences the teachers appreciated in their team-partners:





Results of the interview study_

Competences to support all learners,

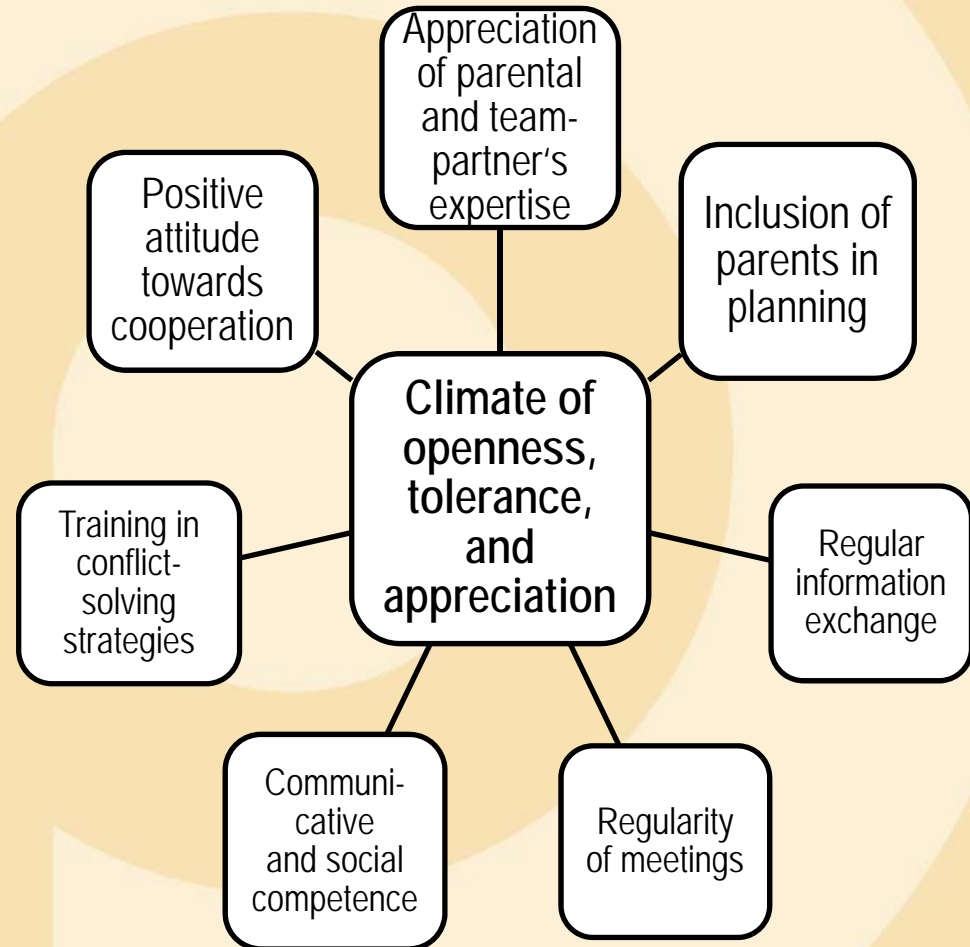
aspects of individualisation and differentiation:

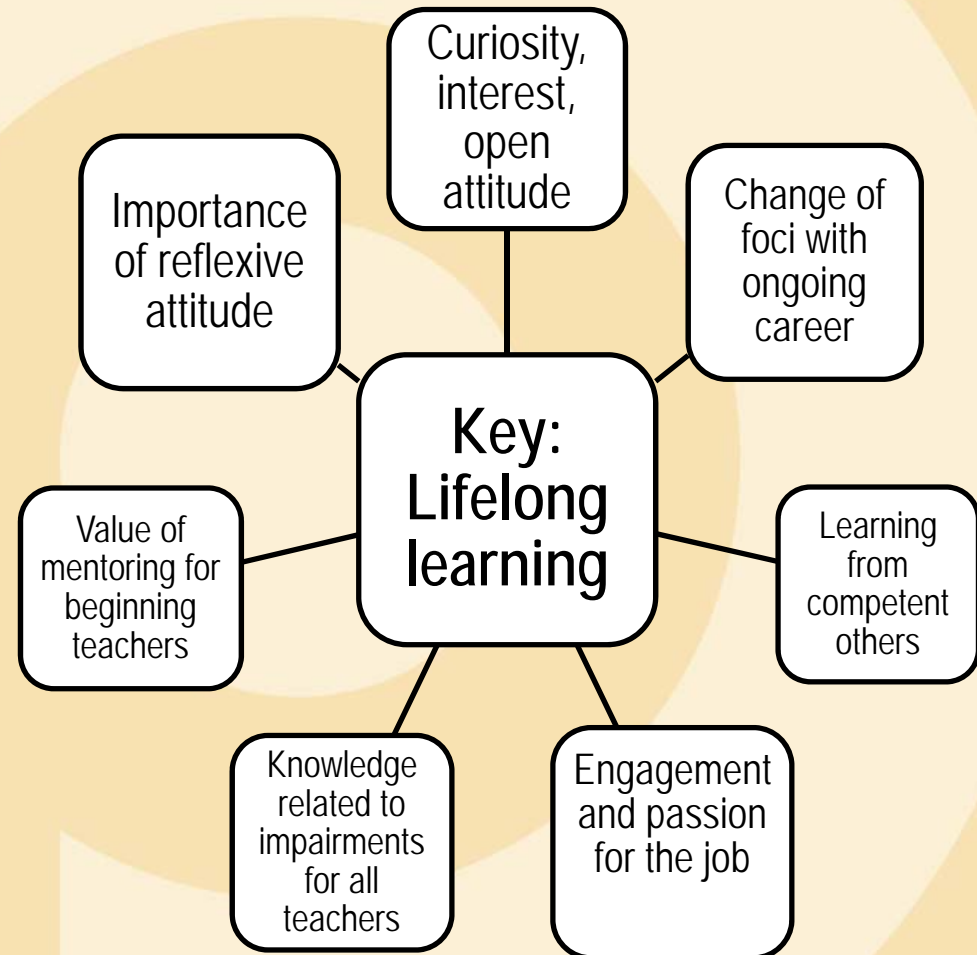




Results of the interview study_

Competences to successfully cooperate with others:





Results of the interview study_

Professional development:

Discussion



Principle of integration and teaching in teams are well positioned in the professional concepts of both mainstream and special education teachers. Still, categorization of pupils, e.g., “with disabilities” vs. “with typical development” contradicts the postulates of inclusive education for an inclusive society of the TE41 policy paper.

Among the competences of attitudes, the willingness to reflect ranks rather low. In this study, most participating teachers seem to link improved teaching practice with other aspects or circumstances than reflectiveness.



Paradigm shift

- Replacing the traditional image of the special education teacher and strengthening the inclusive attitude and beliefs of all teachers

Consequences

In-service-training

- Focus on reflexive attitude in teachers
- Life long confrontation with relevant research



References:

Holzinger, A., Komposch, U., Kopp-Sixt, S., Much, P. & Pickl, G. (2014). Kompetenzen für inklusive Bildung. In: *Erziehung und Unterricht 3-4/2014*, 270-278.

Holzinger, A., Komposch, U., Kopp-Sixt, S., Much, P. & Pickl, G. (2014). *Der Beruf des Sonderschullehrers/ der Sonderschullehrerin im Spannungsfeld von Inklusion und Exklusivität*. Unveröffentlichter Forschungsbericht. Pädagogische Hochschule Steiermark.

Pickl, G., Holzinger, A. & Kopp-Sixt, S. (2015, 12). The special education teacher between the priorities of inclusion and specialisation. In: *International Journal of Inclusive Education*, online publication.

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