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IST INKLUSIVE SCHULE MÖGLICH?

Nationale
und internationale
Perspektiven

Aus:

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Ist inklusive Schule möglich?

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Inklusion ist zur zentralen pädagogischen Herausforderung geworden. Den hohen Erwartungen an einen inklusiven Umgang mit Behinderung, sprachlich-kultureller Diversität, Gender Diversity und sozialer Differenz stehen hartnäckige selektive Strukturen, eingefahrene Unterrichtspraktiken, politische Vorbehalte und teilweise auch Ängste entgegen.

Die Grundfrage der generellen Umsetzbarkeit inklusiver Schule steht im Zentrum dieses Bandes. Die Beiträge über Erfahrungen im deutschsprachigen Raum und darüber hinaus in Skandinavien, Italien, Kanada, USA sowie afrikanischen und asiatischen Ländern berichten von Erfolgen, aber auch von Problemen in den länderspezifischen Erprobungen von Inklusion.

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Die Vielfalt des Andersseins – Perspectives of diversity

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EINE EINFÜHRUNG

Inklusion ist wohl die zentrale gegenwärtige Herausforderung für Schule und Gesellschaft, dies zum einen in Folge der UN-Behindertenrechtskonvention 2006, aber ebenso aufgrund der vielfältigen Herausforderungen einer pluralen, sozioökonomisch ungleichen und migrantisch geprägten Gesellschaft. Den wissenschaftlichen Auseinandersetzungen und pädagogisch-didaktischen Bemühungen um eine inklusive Ausrichtung von Bildungspolitiken, Bildungsstrategien und Schulstrukturen bis hinunter auf die Ebene von Unterricht stehen vielfach Irritationen, Klärungsbedürfnisse sowie konzeptuelle und begriffliche Missverständnisse entgegen. Ebenso stoßen Bemühungen um inklusive konzeptionelle Veränderungen auf das Festhalten an selektiven schulischen und gesellschaftlichen Strukturen, auf eingefahrene Unterrichtspraktiken und Lehr-Lern-Verständnisse.

Die Frage »Ist inklusive Schule möglich?« verweist demnach nicht auf eine binäre Ja-Nein-Antwort-Möglichkeit, dies allein schon deshalb nicht, weil davon ausgegangen wird, *dass* inklusive Schule sehr wohl möglich ist. Sie versteht sich vielmehr als eine Suche nach Antworten, *wie* inklusive Schule möglich sein kann, welche Problemstellungen dabei zu berücksichtigen sind, welchen Widerständen begegnet werden muss, welche kreativen Lösungen denkbar sind und welche Erfahrungen und Erprobungen es bereits gibt. Angesichts der Vielzahl an theoretischen Zugängen und praxeologischen Handlungsebenen, der unterschiedlichen Voraussetzungen auf internationaler Ebene und angesichts der vielfältigen Anforderungen in Bezug auf zunehmend heterogen wahrgenommene Differenzlinien wäre es ein anmaßendes Konzept, wollte dieses Buch eindeutige und systematisierte Antworten auf die Frage geben, ob und wie eine inklusive Schule

möglich ist. Entsprechend der Definition der Vereinten Nationen (Unesco 2014) wird in diesem Buch von einem weitgespannten Inklusionsverständnis ausgegangen, das für alle Menschen unabhängig von Geschlecht, sozioökonomischen Bedingungen und unterschiedlichen Lernbedürfnissen gleiche Bildungschancen einfordert. Differenz wird, über die mit dem Inklusionsgedanken gern assoziierte Gruppe von Menschen mit Behinderung hinaus, als eine nicht einfach kategorisierbare Vielfalt des Anders-Seins verstanden, das ständiger Auslotungen und Aushandlungen bedarf, wer nun wie anders ist. Der Leitgedanke, dass »jede/r anders anders« ist (Arens/Mecheril 2010: 11), vermeidet einerseits vorschnelle und sehr schnell auch diskriminierende oder zumindest *besondernde* (vgl. Mecheril 2006: 319f.) Wahrnehmungen von Differenz entlang weniger dichotomer Konstrukte (behindert – normal, begabt – minderbegabt, hochbegabt – normalbegabt, bildungsbürgerlich – bildungsfern etc.). Andererseits erschwert eine solche Sichtweise auch theoretisch-konzeptionelle Schärfe und interventionistische Klarheit (vgl. Hinz 2013, Grosche 2015). Wenn jede/r anders *anders* ist, könnte es auch sein, dass niemand mehr als anders empfunden wird und besondere Aufmerksamkeit oder Zuwendung einfordern kann; oder dass das Anderssein *aller* die doch spezifischen Bedürfnisse *mancher*, die auf eine ganz bestimmte Weise anders sind, relativierend unterschlägt.

Die vorliegende Publikation versucht dem Anspruch einer nicht von vornherein definierten Differenz insofern entgegenzukommen, als sie sich zu einer fragmentarischen Herangehensweise bekennt. Sie versucht unterschiedliche Diskurse und Fragestellungen im deutschsprachigen Raum sowie auf internationaler Ebene aufzugreifen, ohne sie in ein einheitliches System einzuordnen. Die Heterogenität der Beiträge sowohl in Bezug auf theoretische Hintergründe als auch auf bildungsformierende Strukturen und Feldzugänge würde dies gar nicht erlauben; wohl aber ermöglicht sie es, in Form von Streif- und Blitzlichtern unterschiedliche Problemstellungen *und* Möglichkeiten für mehr Inklusion und weniger Exklusion in Bildungseinrichtungen aufzuzeigen und zur Diskussion zu stellen. Anstatt uns mit der Frage aufzuhalten, wie Inklusion theoretisch-konzeptionell über tiefgreifende Widersprüche und Ambivalenzen hinweg klar definiert werden kann und wie ein weitgespanntes Aufgabengebiet einheitlich pädagogisch-didaktisch bearbeitet werden könnte, stellen wir einzelne Definitionsansätze, Denkangebote, Erfahrungsberichte, Praxisbezüge aus unterschiedlichen Kontexten und in unterschiedlichen Handlungsfeldern zur Disposition. Der Herausforderung, dass »jede/r anders anders« ist, stellen wir uns nicht mit dem Versuch, dieses Anders-Sein doch noch begrifflich-praxeologisch zu fassen, sondern bekennen uns zur unüberschaubaren Vielzahl von Zugängen, Fragestellungen, Handlungsebenen. In diesem Sinne sind auch die Beiträge dieser Publi-

kation je anders *anders* – als Anstöße für das nie abgeschlossene Weiterdenken und Weiterarbeiten an einer differenzsensiblen, teilhabeorientierten, chancengerechten Schule und Gesellschaft.

AN INTRODUCTION

It is safe to say that inclusion presents the central challenge for school and society today. On the one hand, this is a consequence of the 2006 UN Convention on the Rights of Persons with Disabilities, but on the other hand, it is also a result of the manifold challenges posed by a plural, socio-economically disparate society shaped by migration. Scientific explorations and pedagogical-didactic endeavours geared towards an inclusive orientation of educational policies, educational strategies and school structures all the way down to the level of school instruction often conflict with irritations, clarification needs as well as conceptual and terminological misunderstandings. Similarly, efforts aimed at bringing about inclusive conceptual changes come up against the adherence to selective school-based and social structures, and against entrenched teaching practices and teaching-learning notions.

Thus, the question »Is inclusive school possible?« does not indicate a binary yes/no answer option, for the very simple reason that it is assumed that indeed, inclusive school is possible. Rather, it is a search for answers about how inclusive school might be possible, which problems should be considered, which forms of resistance have to be met, which creative solutions are conceivable, and which experiences and experiments already exist. In view of the multitude of theoretical approaches and praxeological levels of action, the wide range of different prerequisites at the international level, and given the manifold demands in relation to lines of difference which are increasingly perceived as heterogeneous, it would be a presumptuous concept, should this book claim to provide clear and systematic answers to the question of whether and how inclusive school is possible. In line with the definition set out by the United Nations (Unesco 2014), this book is based on a comprehensive concept of inclusion that calls for equal educational opportunities for all people irrespective of gender, socio-economic conditions and different learning needs. Looking beyond the group of people with disabilities frequently associated with the notion of inclusion, difference is understood as a not easily categorizable variety of being different, which requires the continuous exploration and negotiation of who is different and how this difference manifests itself. The publication's guiding principle that »everyone is differently different« (Arens/Mecheril 2010: 11), avoids premature and all too

quickly also discriminating or at the very least individuating (cf. Mecheril 2006: 319f.) perceptions of difference along less dichotomous constructs (disabled – normal, gifted – less gifted, highly gifted – normally gifted, educated middle class – educationally disadvantaged etc.). Then again, a view such as this may also hamper theoretical-conceptual acuity and interventionist clarity (cf. Hinz 2013, Grosche 2015). If everyone is differently different, it could also mean that nobody is perceived as different and can therefore claim particular attention or care; or it could mean that the otherness of all misappropriates, in a relativizing manner, the rather specific needs of some, who are different in a very particular way.

The present publication strives to accommodate the claim of a difference that is not pre-defined, insofar as it is committed to adopting a fragmentary approach. It attempts to take up different discourses and questions in the German-speaking world as well as on an international level, without classifying them into a single standardized system. The heterogeneity of the contributions, both in terms of theoretical backgrounds and with regard to educational structures and types of field access, would not allow this in any case. However, taking the form of flashlights and glancing lights, our approach does allow us to reveal and discuss different problems and opportunities for more inclusion and less exclusion in educational institutions. Instead of dwelling on the question of how inclusion can be clearly defined theoretically and conceptually while spanning profound contradictions and ambivalences, and how a wide-ranging field of work can be processed in a uniform pedagogical-didactic way, we place individual attempts at definition, thinking offers, experience reports, practical references from different contexts and in different fields of action at the reader's disposal. We do not face the challenge that »everyone is differently different« by insisting on attempting to conceptualize this otherness in a conceptual-praxeological manner, but rather we stand by our commitment to an incalculable multiplicity of approaches, questions, and levels of action. In this spirit, each and every contribution in this publication is also differently different – thus serving as impetus for the never-ending deliberation and work towards a difference-sensitive, participatory, and equitable school and society.

Patricia Stošić/Isabell Diehm: Integration oder Inklusion?

Public and scientific discourses on school success of pupils with a so-called migration background do not use the term or concept inclusion. With regard to this special group, the common indication concerning questions of education is integration. Against this background, the contribution focusses on a conceptual comparison of both terms. In order to analyze them, we firstly differentiate be-

tween a sociological descriptive and an educational normative perspective. Secondly, we point out reasons in order to understand how discourses concerning integration in school with regard to migration, on the one side, and discourses on inclusion in case of disability, on the other side, run.

Hans Karl Peterlini: Falsche Kinder in der richtigen Schule – oder umgekehrt?

The article examines the pedagogical prerequisites of inclusive schooling from the perspective of a dichotomous understanding of normality that divides children into normal and non-normal. An inclusive approach, in contrast, requires an understanding of normality that does not emanate from children and adolescents as hypothetical ideal products of educational processes, but as they are and will be. If difference is no longer defined a priori by attributive categories, normality concepts also tend to elude preconceived judgments. The goal of education is no longer an imaginary ideal that exposes all those who do not fit into the picture to painful experiences of adaptation or selective exclusion. The given diversity itself becomes normality.

Ewald Feyerer: Kann Inklusion unter den Strukturen des segregativen Schulsystems in Österreich gelingen?

The school system in Austria is highly segregating. There are curricula for different school types that define very detailed aims for each school year. Many students have to repeat a year and at the age of ten years, that means after the 4th grade, the students are divided into two school types: the lower and the upper secondary school. Furthermore, Austrian law stipulates ten different types of special school. The article describes the development of inclusive schools in Austria to date and discusses if, and under which conditions, an inclusive school system could be successful within these segregating structures.

Dario Ianes/Heidrun Demo/Silvia Dell'Anna: Historical steps and current challenges for the Italian inclusive education system

The chapter presents the Italian school system and its commitment towards inclusive education, reflecting on its structure, positive outcomes and challenges.

Firstly, it illustrates the policies designed to support achievement and participation of vulnerable groups of students, in particular students with disabilities, with learning difficulties and with other special educational needs. Then, positive outcomes, regarding for example school careers of students with disabilities and teachers' professional experiences and development, are briefly outlined. Finally, current challenges, suggested by research as well as academic and political

debate, are taken into account in relation to possible implications for future research and implementation.

Ernst Kočnik/Rahel More/Marion Sigot: Exklusion inklusive

This chapter focuses on potentials and barriers for the social inclusion of students with disabilities, connecting the current state of the art in this field of research with empirical findings from one of the authors research projects (Sigot 2017) as well as current insights into local developments in inclusion discourse. The mostly underrepresented perspectives of (former) students with disabilities and a sociocultural understanding of disability are central to our contribution. Thus, we define disability as a result of labeling, barriers and attitudes, contrary to common preoccupations with disability as personal tragedy. We conclude that recent changes in educational policy endanger social inclusion and might even promote a fallback into outdated practices of segregation.

Niels Anderegg: Auf die Schulleitung kommt es an!

Switzerland has committed to an inclusive school system and yet it struggles with the implementation. The paper explores the question of why inclusion in Switzerland is not progressing and what could be done about it. The thesis of the author is that it depends on the principal. In a complex system of different influencing actors, the principals are at the interface between politics and practice, as well as education and economics. Their task is to enable a common sense and conception of an inclusive practice in the network of different actors and interests. If they succeed, inclusion will succeed.

Bettina Fritzsche/Andreas Köpfer: (Para-)Professionalität im Umgang mit Ungewissheitsstrukturen – eine kulturvergleichende Rekonstruktion von Interviews mit Assistenzkräften im inklusionsorientierten Unterricht

In this contribution we focus on the issue of teaching assistants< and comparable (para)professionals< roles in the international project of increasing inclusion in schools. On the basis of interview data collected in the UK, Canada and Germany especially the varying conditions of (para-)professionals< practice in inclusion-oriented lessons and their professional self-perception is interpreted and compared. Referring to the theoretical concept of professionalism by Ulrich Oevermann (1996), the significance of the working alliance between teaching assistants and students for (para-)professionals< self-perception is analysed. As the interpretations make clear, teaching assistants< professional roles strongly depend on local variations.

**Michelle Proyer/Gertraud Kremsner/Camilla Pellech/
Michael Doblmaier: Ankommen reloaded**

Adopting a widened understanding of the concept of inclusion and a participatory approach, the Centre of Teacher Education and the Department of Education of the University of Vienna started a research project about and with forced migrant teachers exploring their educational biographies. Research findings flowed into a requalification programme framed as the certificate course »Educational basics for teachers with refugee background«. The paper guides through the participatory process depicting the various phases with the stage model of participation according to Von Unger (2014) and agrees on a semi-participatory outcome. Obstacles encountered during the implementation and further potential shall be discussed.

**Elisabeth Jaksche-Hoffman: Diversität und Inklusion
in der LehrerInnenausbildung**

This article describes some framework conditions for the introduction of the course »Diversity and Inclusion« in teacher education in Austria. After a short definition of »Inclusion« and »Diversity«, challenges in teaching appropriate theories and models are outlined. A great challenge is the skepticism of the students how to put inclusion into practice. The use of vignettes, based on phenomenological vignette research (Schwarz/Schratz 2014), is explained in the work with students as a possible connection to practice and illustrated with two concrete vignette examples. Getting involved in a tightly described situation helps students not only to reflect their experiences during their observations in practice on a cognitive level, but also on an empathic level.

**Simon Reisenbauer: Herstellung und Bearbeitung von
Differenzen im Unterricht**

This chapter discusses links between the construction of differences and the planning and implementation of inclusive education. From a theoretical perspective, practices of difference are an inherent aspect of educational practices. Material collected in Addis Ababa (Ethiopia) and Bangkok (Thailand) using classroom observation and interviews with two teachers shows that the construction and management of differences related to achievement plays a central role in teaching-learning-interactions in both settings. To minimize negative effects on students, teachers need to be able to reflect differences inherent in their educational planning and practice.

Peter Holzwarth/Doris Kuhn/Sabrina Marruncheddu Krause: Life Skills und Medien

Inclusion can be initiated in various ways. The following article refers to two international projects that are based on the Life Skills concept of the WHO. It reflects on the connection between media use and the development of life skills. Both projects are about strengthening self-confidence and developing transversal skills. FACE (Families and Children in Education) primarily addresses children and adolescents from Roma communities in Romania, Kosovo and Macedonia. CORE (Children of Refugees in Education) is about promoting life skills for young refugees by using learning environments on mobile devices. Both projects are carried out by the Department of International Projects in Education (IPE) of the Zurich University of Teacher Education.

Yaliz Akbaba/Anja Hackbarth: Repräsentationen von Disability

How is disability represented in society? What can inclusive school teaching staff learn from the ways we can and cannot talk about disability? The paper analyzes the interplay of image and text within two photograms displaying disability, both insinuating to vouch for the acknowledgment of differences in an egalitarian way, thus advocating inclusion. However, while one photogram creates the ambivalent perception of disability between unconditional acknowledgments with yet ableist effects on the pictured person, the other photogram succeeds in representing the pictured persons beyond restricted representations of disability. We apply theoretical perspectives from Disability Studies and the Cultural Studies approach of Representation Regimes.

Marianne Vardalos: From Residential Schools to Indigenous-Perspective Schools: Transforming Canada's colonial history into a future of truth and reconciliation

Canada's changing relationship with indigenous peoples is reflected in the changing role of the education system in teaching the world who Canada's First Nations were, and who they are today. This article looks at the progression from Canada's notorious Indian Residential Schools (IRS), to present-day Indigenous-Perspective Schools (IPS) including programs mandatory at Canadian universities and Indigenous Immersion pilot projects intended to counter the enduring trauma of the residential schools. We argue that while Indigenous-Perspective university programs have been instrumental in establishing that Indigenous people were here when the Europeans arrived, it is Indigenous Immersion schools that will be instrumental in establishing that Indigenous people are here today.

Emina Osmandzovic: Inclusive Education: American Dream or Elusive Reality for Undocumented Migrants?

The focus of this chapter is inclusive education in the U.S., with a special emphasis on post-secondary educational paths of undocumented immigrants. Children of undocumented immigrants, popularly known as DREAMers, do not have equal access to education, which is both a necessary and sufficient condition for upward social mobility. Tension between grassroots initiatives, volatile public acceptance and the lack of political will, complicate the uncertain future of this vulnerable group. Progress has been present in recent decades and more states have started to increase flexibility towards undocumented immigrants, however uncertainty lies in the absence of a permanent solution.

Jasmin Donlic: ›Two Schools Under One Roof‹ – Visible Segregation in the Education System in Bosnia and Herzegovina

The article explores the contentious phenomenon of ›two schools under one roof‹ – one of the most significant problems affecting the education system in Bosnia and Herzegovina following the Dayton Agreement, with severe consequences for the affected youth. It explores the reasons behind the established system of segregated education, capturing the voices of the young students in the process, along with their demands. By exploring the question of how to safeguard peace in the spirit of Alexander Langer's ›ten steps of togetherness‹ through measures targeted at the educational sphere it asks the question: Is inclusive school feasible in Bosnia and Herzegovina?

Martina Jalšovec: Eine Minderheit am Rande des Bildungssystems

Education is the key for better integration of marginalised Roma minority members in modern European society, as shown in the countries Croatia and Austria. The EU Commission and Roma Education Fund have funded many tailor-made projects for the integration of marginalised groups in the regular education system in order to create conditions of equal educational possibilities. Their goals are being set on overcoming the language barrier, improvement of the educational structure in the Roma population and strengthening the intercultural competence of all participants in the educational process (as shown by means of the good practice example – Primary school Podturen, Croatia).

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