

# Inclusive Education

## Building Supporting Systems



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1. Towards inclusive education in Austria
2. Research and development project „English Language Teaching in Inclusive Settings”
3. Findings, discussion

# National Austrian Strategy



**Schools for children with special needs** by law in 1962

**Integration as a principle in the curriculum** (1993)

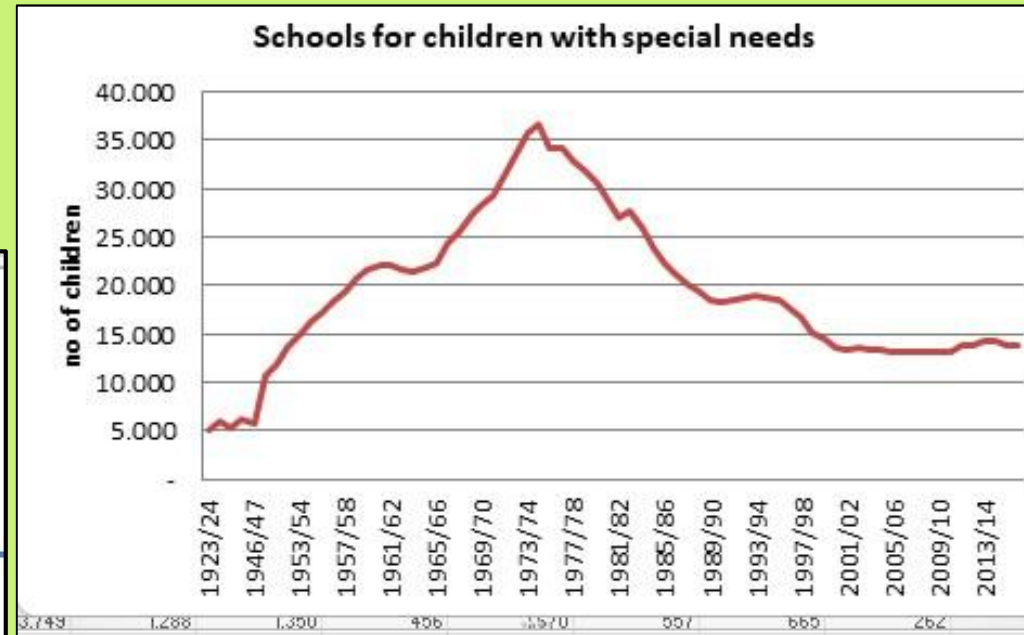
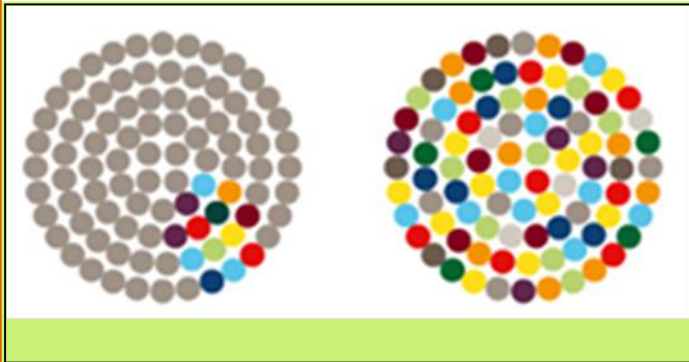
**National plan (BAMSK 2012) – for inclusive education:**

- Creation of model-regions for inclusive education
- In-service training for stakeholders and school supervisors as well as monitoring people and teachers.
- Abolishment of the separate education of teachers for children with special needs (BMBF 2015a)
- General paradigm in schools: Dealing with heterogeneous classes as well as differentiation and individualization in teaching and learning.
- Creating material that supports individual development of children e.g. for English language teaching (ELT)

# National Strategy



Different definition: Integration - Inclusion



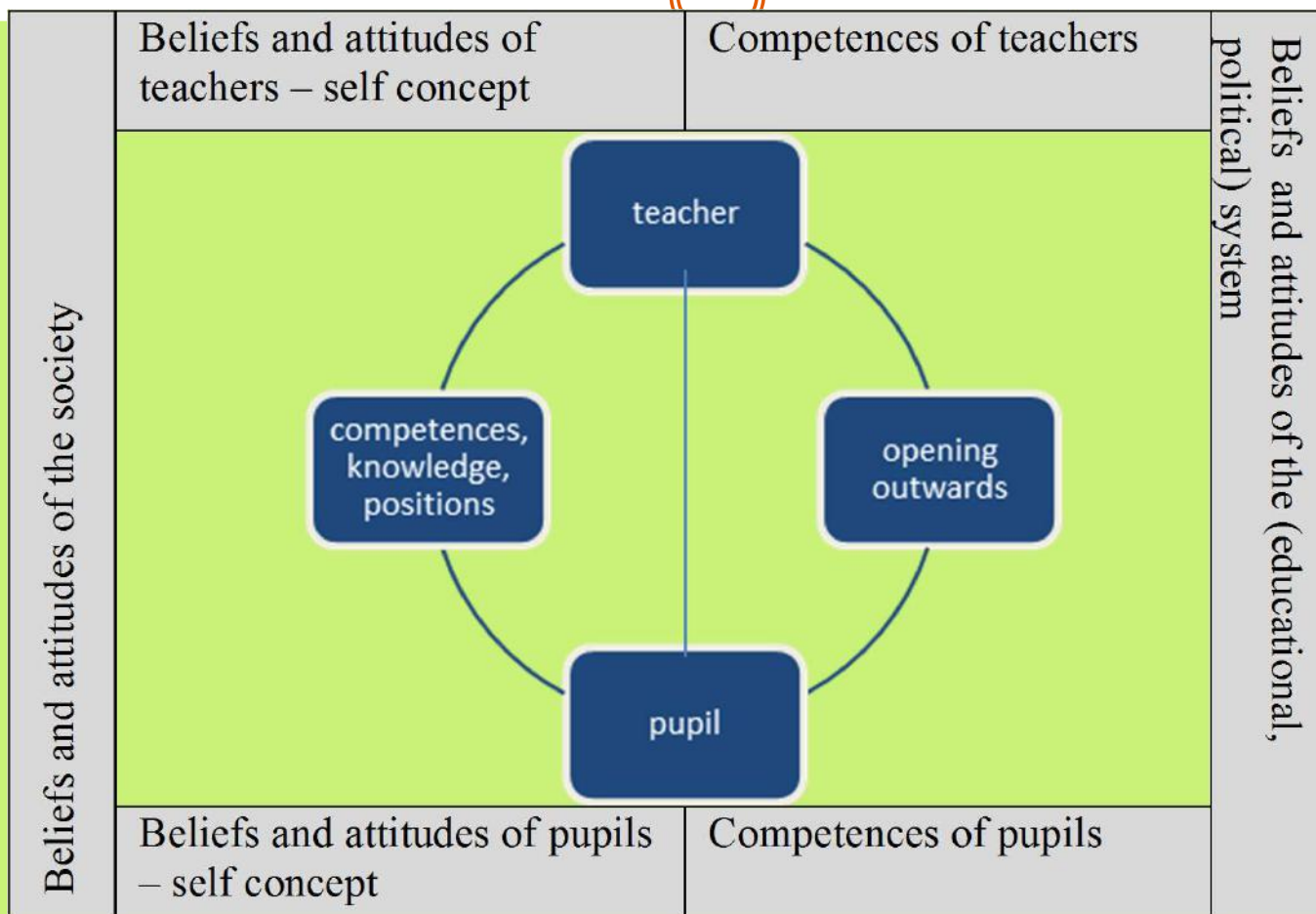
: Classes and numbers of children in schools for special needs

# English Language Teaching in Inclusive Settings



- **Research and development project © A.Ebenberger**
  - In how far can findings about successful inclusive teaching be transferred into the context of inclusive language teaching?
  - Qualitative-empiric research → hermeneutic process
- **Finding I: Successful inclusive teaching depends on the participants**
  - The school and the teachers
  - The children
  - The parents

# Framework of Inclusion



*Figure 1: Modified framework of inclusion (Kiel, Weiß 2016:281)*

# Index for Inclusion – Dimensions/Sections

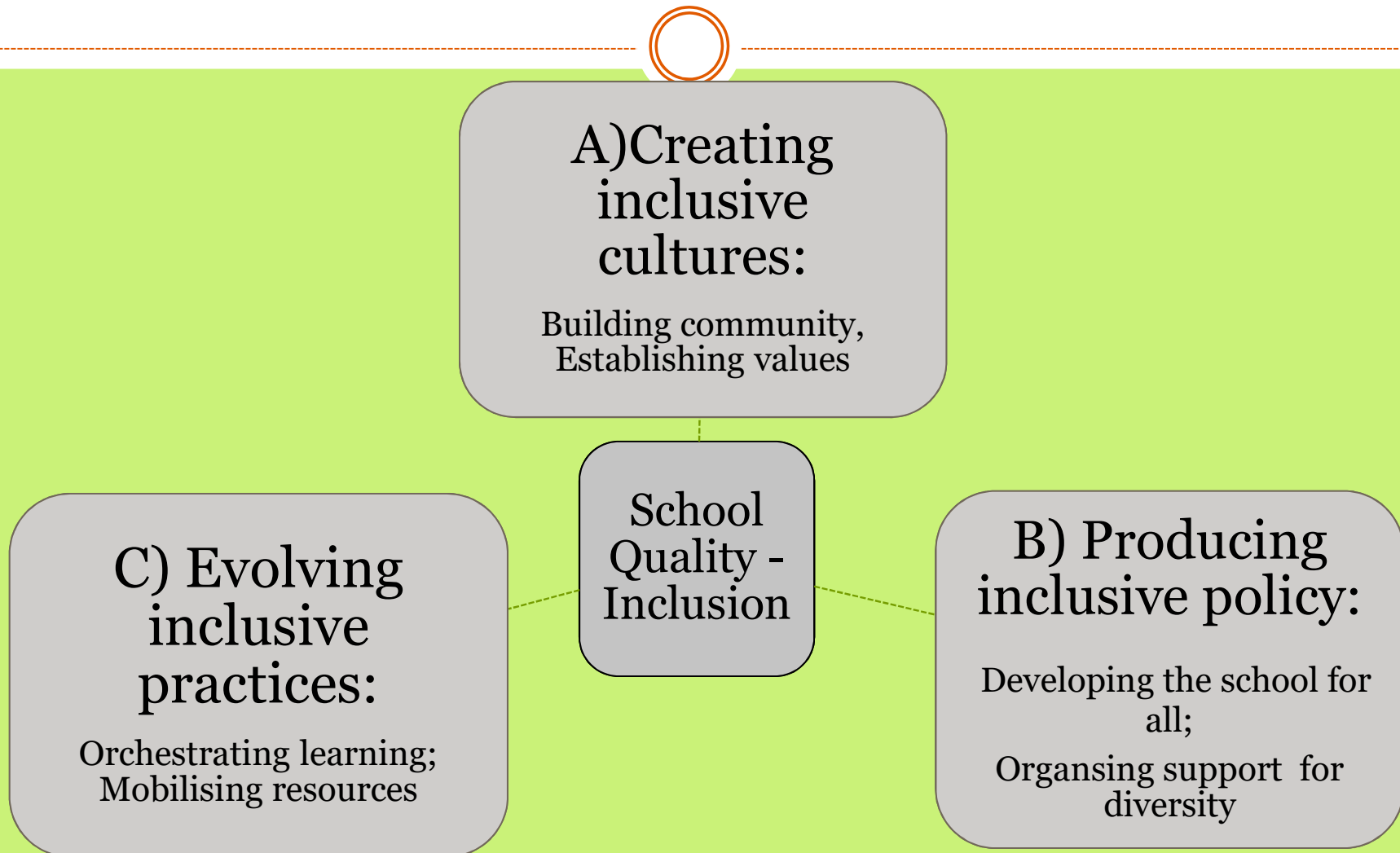
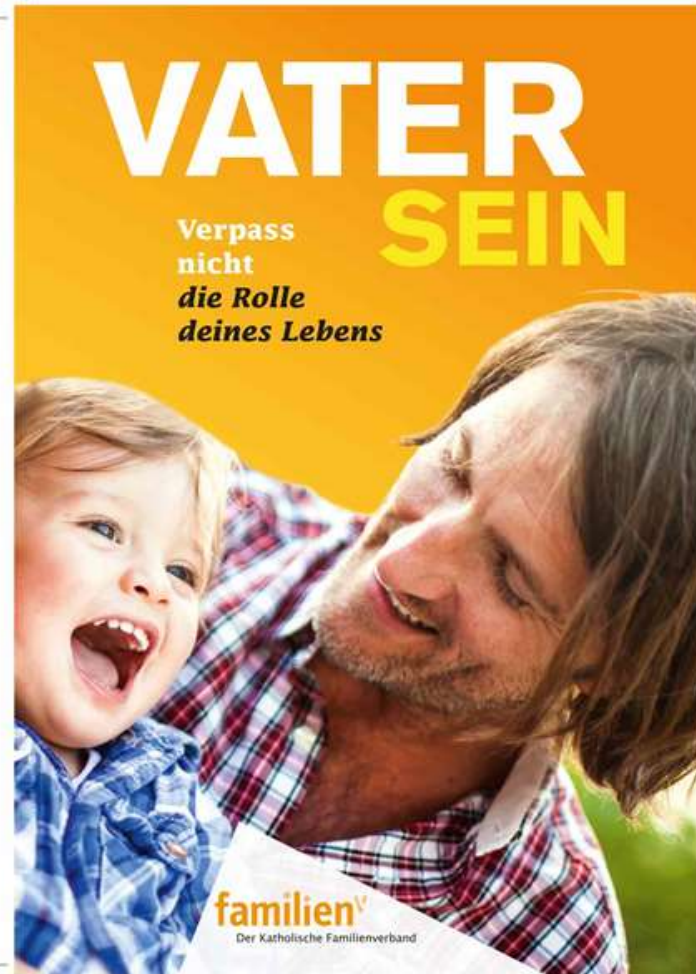
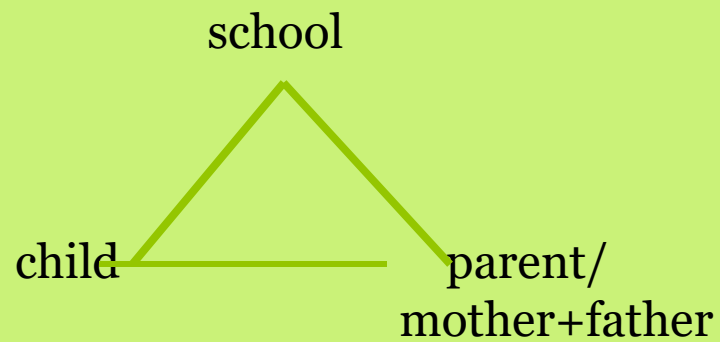


Figure 2: Booth, T., Ainscow, M. (2002). Index for inclusion

# Value – Being a Father

A campaign of Katholischer Familienverband Ö







**Thank you!**  
**Your questions, please!**

