



134317-2007-DE-Comenius-CMP



Education and Culture DG  
Lifelong Learning Programme

Team Germany  
**Workshop**

Staatliches Seminar  
für Didaktik und Lehrerbildung (GHS) Offenburg



**TICKLE**  
Education and Culture DG  
Lifelong Learning Programme

- education system
- teacher education
- intercultural topics

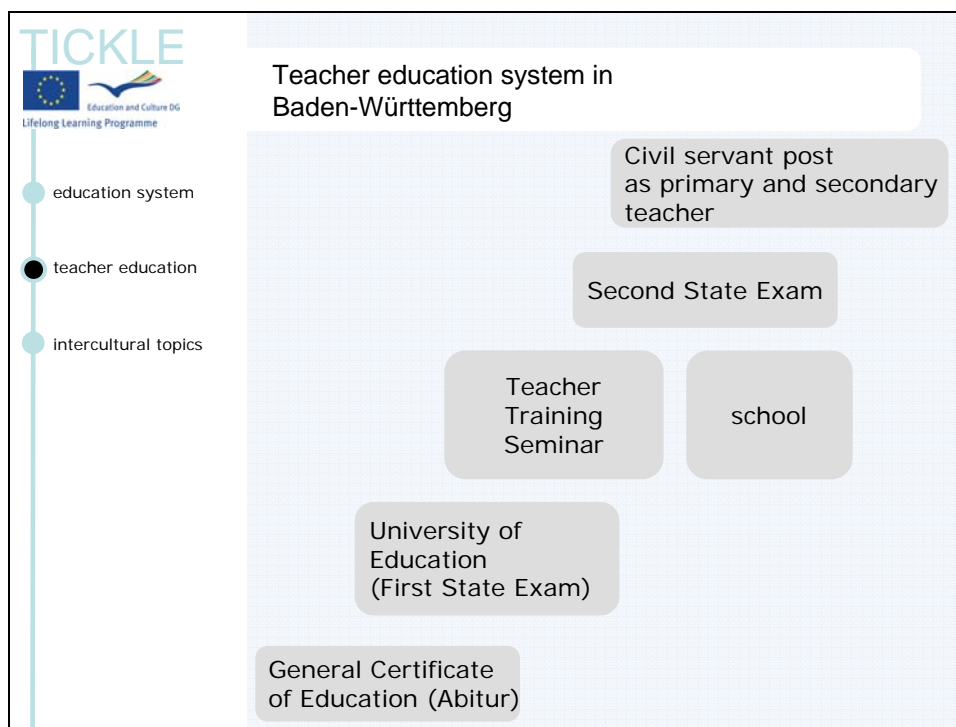
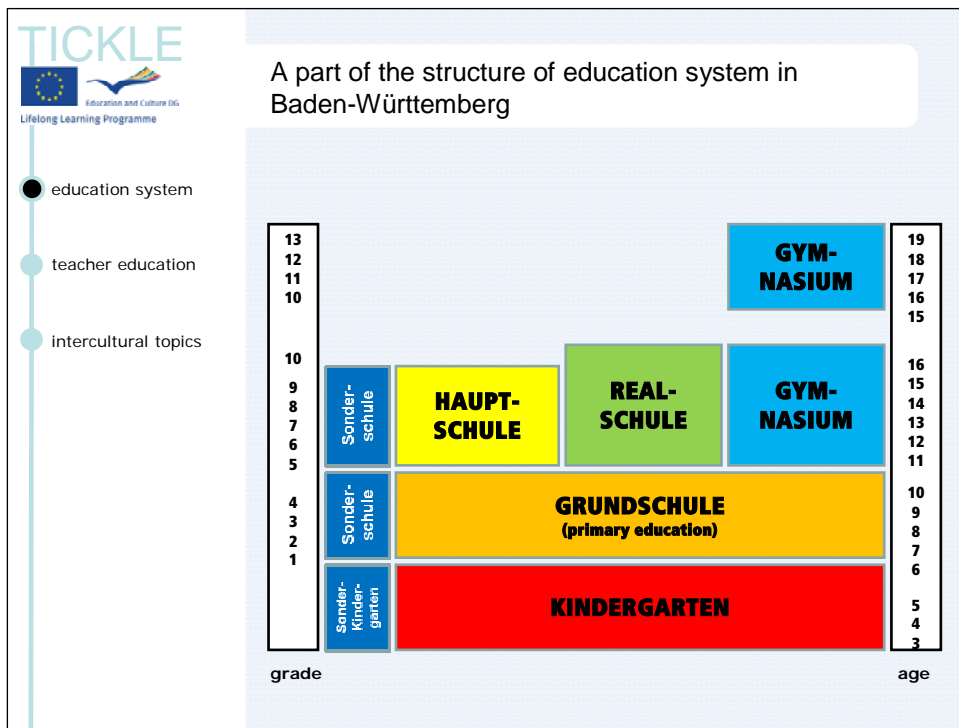
## Topics

- Education system in BW
- Teacher education system
- Intercultural facts

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## Federal system







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### Seminar Offenburg

- 155 trainees
- 40 trainer
- 140 schools



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### Seminar Offenburg

Europe

early stage learning

**The Concept of „Seminar Offenburg“**

Haupt-schule

science

Diagnostic meassures



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## People with a migration background in Germany

- 15,3 Million → 19 % of the whole resident population

### Migrants

- guest worker (from Turkey, Italy, Greece..)
- Refugees (former Yugoslavia...)
- Resettlers from Russia, Poland

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## Proportion of migrants at german schools

**Ausländer und Aussiedler an allgemein bildenden Schulen im Schuljahr 2004/05**

Schule	Ausländer (%)	Aussiedler (%)
Grundschule	13,9	2,5
Hauptschule	25,0	7,3
Realschule	7,5	2,7
Gymnasium	4,2	1,2
Sonderschule	24,2	2,8
Freie Waldorfschule <sup>1)</sup>	3,3	
Insgesamt	12,3	3,0

1) An Freien Waldorfschulen wird die Zahl der Aussiedler nicht erhoben.



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Foreign pupils are the loser of german education system.

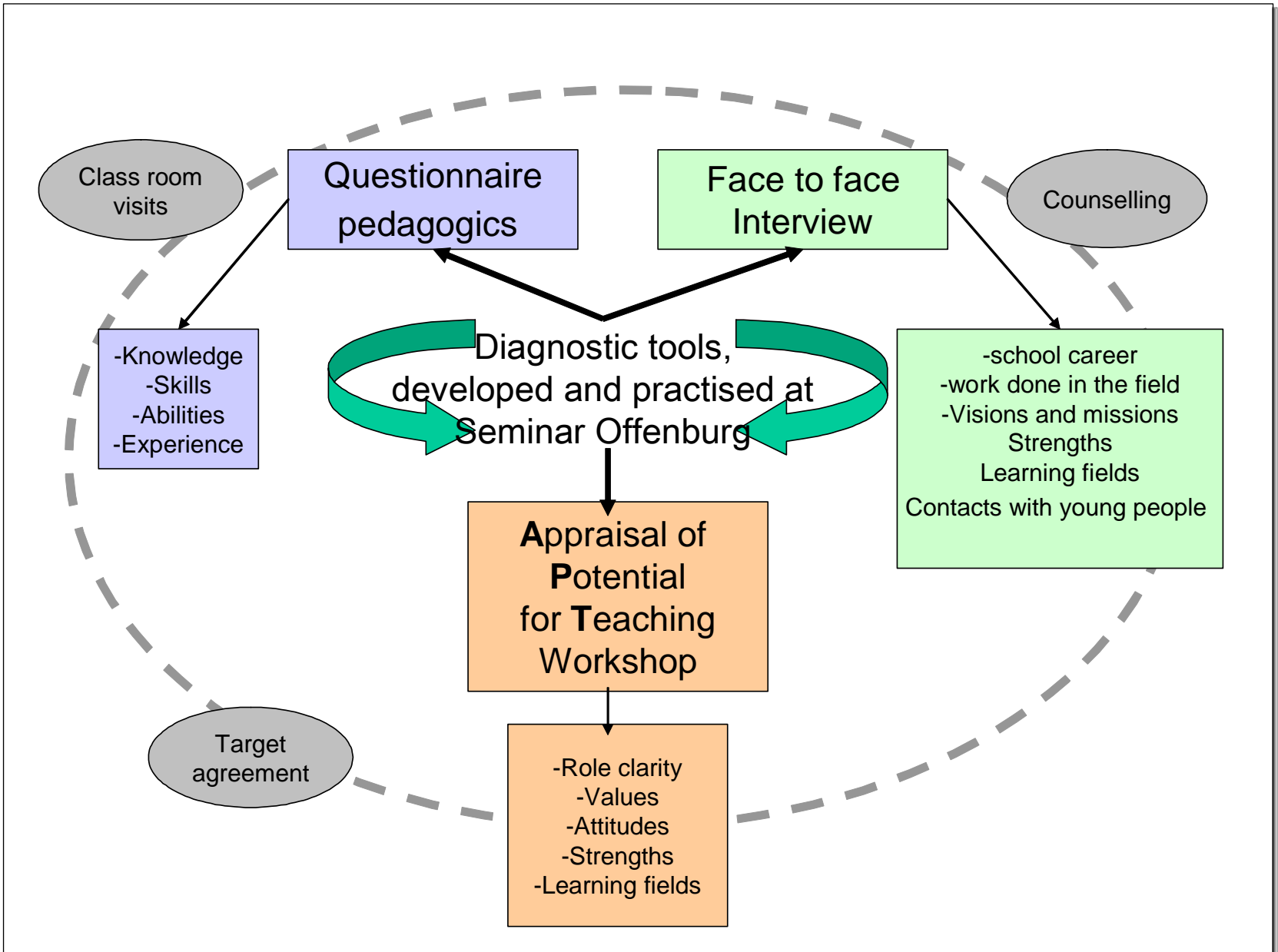
- Language
- Milieu state
- Early selection



Intercultural competence is the summing-up of all abilities necessary to create a state of commonness with people of other ethnic groups. This state of commonness is not to be dominated by certain specific cultural features and ideas.

Describing a person as intercultural competent means that you are able to realize and to comprehend people from foreign cultures in their specific concepts of perception, their way of thinking, feeling and acting while cooperating with them.

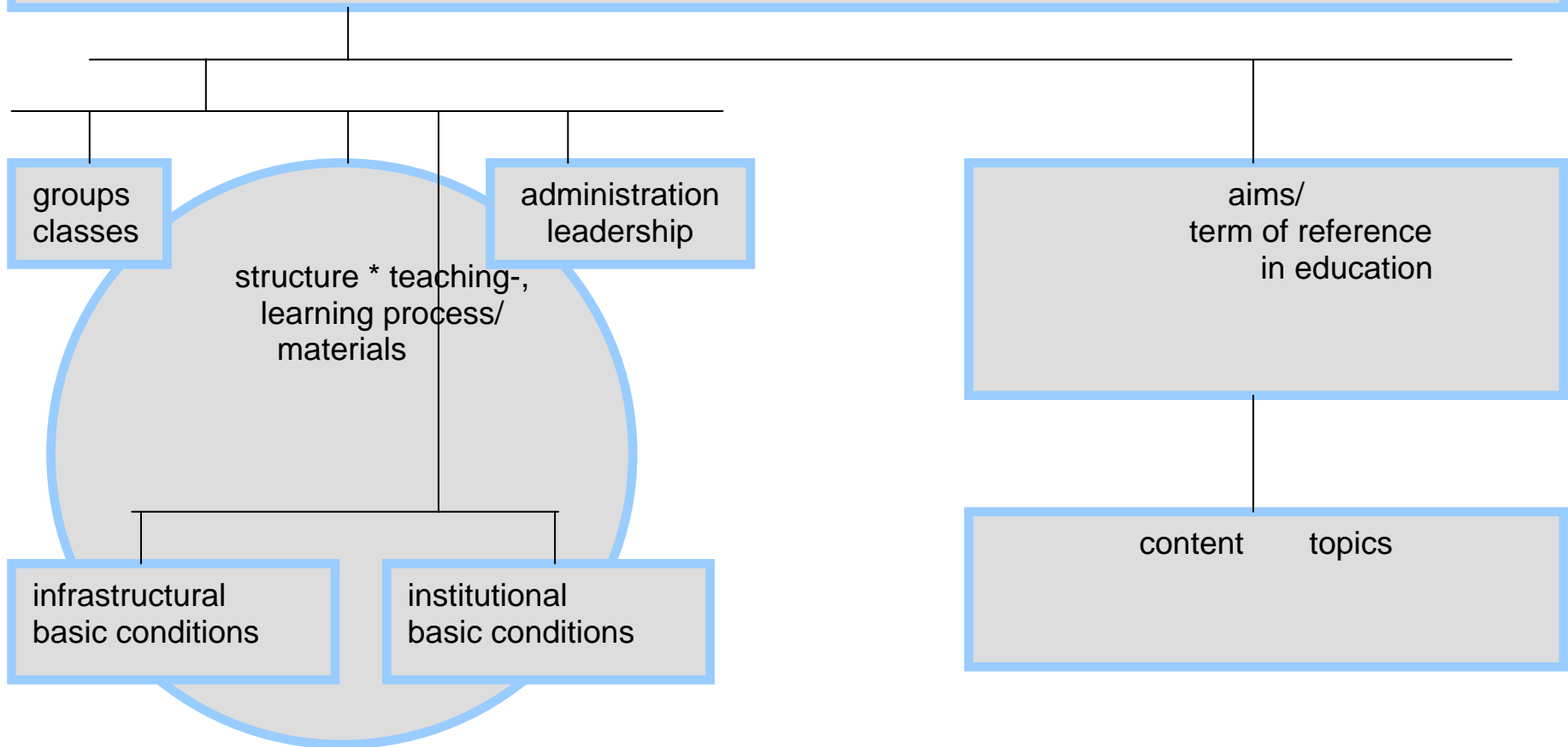
Free from prejudice you include and expand earlier experiences and have a strong attitude towards learning.





Mobile-Model  
(nach Knoll)

**Balance and Movement**  
**Schooling and Education in the focus of multiculturalism**



## **How do schools deal with the topic multiculturalism?**

### **A guideline to explore the situation at your training school**

The following key questions are regarded as matters in issue. You don't have to answer them completely.

#### **Federal school curriculum of Baden- Württemberg 2004**

- Learning and studying
  - How do you consider the important role of language (especially the German language) in the particular subjects?
  - Are there any school intern concepts to strengthen the native-language competences of the students?
  - How do you deal with the multilingualism of your students? How do you take into account the importance of the native languages of your students?
  - How do you support bilingual learning and studying?
  
- Living together
  - What are the agreements you make to construct the relationships and to give orientation?
  - What pedagogical methods do you use to solve conflicts?
  - How do you help students to handle problems and crisis?
  - How is our school able to account the specific circumstances of life of our students and the different contexts they are living in?
  
- Cooperation with parents and external partners
  - How do we meet the shared requirements of education together with the students' parents?
  - How can parents and external partners participate in developing and realising the school curriculum?
  - How is extracurricular youth work integrated in lessons/ at school life?

#### **Institutional basic conditions**

- Is there any cooperation with extracurricular partners concerning the support of children with another ethnic background (e.g. community centres)?
- Is there a school social worker who has also another cultural background or a person who has also experiences in multicultural contexts?
- Cooperation with parents with another ethnic background
  - Do you use the competences of these parents?
  - Are there any language or alphabetisation courses for parents?
  - Are there any facilities for parents to get advice?
  - How can parents participate in matters of the school or lesson?

### **Infrastructural basic conditions**

- Is the school situated in a quarter where a lot of different ethnic groups live?
- Are there any offers to help with the acquisition of language?
- Is there a preparatory course at your school?
- Do students get support for doing their homework at your school?
- Are there offers for support in the acquisition of language in cross-aged courses?
- Is there a special tutor for pupils and students with another ethnic background?
- Is there the possibility at your school to enlist interpreters for different languages?

### **Teacher college**

- Is the intercultural topic part of your school curriculum?
- Is there an overall concept for intercultural learning at your school?
- Are there any special plans of support for students from other ethnic groups?
- What do you think is important for the cooperation with parents with another ethnic background?

### **Group/ class**

- How many children or teenagers with another ethnic background do you have in your class?
- Does the multicultural background of your class have any influence on your teaching?

### **Structure/ teaching and learning process/ materials**

- Are there any diagnostic tools for language testing at your school?
- Are there any training courses for language support?
- Are there any materials to enable you to differentiate the process of language acquisition?
- Are there lessons in „German as second language“?
- Are there plans for language support which are known to all teachers at school?