

Tickle-Team Deutschland

Artikel

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Ausblick und Auswertung

Der Start

Im Rahmen des Comenius-Projekts "TICKLE" war das TICKLE-Team vier Tage in den Niederlanden (PABO Arnhem). Dort fand das erste von insgesamt sieben Treffen innerhalb des Comeniusprojektes "TICKLE" statt.



Pabo Arnhem

TICKLE steht für Teachers Intercultural Competences as Keystones to Learning in Europe.

Verantwortlich für Organisation, Koordination und erfolgreiche Durchführung des Projekts ist das Seminar Offenburg.

Aufgabe aller Institutionen der teilnehmenden europäischen Länder ist die Entwicklung von didaktischen Instrumenten für die Lehrerausbildung. Mit Hilfe dieser Instrumente sollen die interkulturellen Kompetenzen von zukünftigen LehrerInnen angebahnt bzw. gefördert werden.

Bei den Projekttreffen werden zunächst die entwickelten Tools durch die jeweiligen nationalen Teams vorgestellt. Im



Anschluss daran wird die Verwendbarkeit für das eigene System diskutiert.



Frau Leoni bei der Eröffnungsveranstaltung

Gemeinsam mit den europäischen Partnern werden die Ergebnisse besprochen und das weitere Vorgehen vereinbart.

Auch in folgenden Newslettern werden wir einige Texte in der Projektsprache Englisch veröffentlichen.

All about our German workshop at Pabo Arnhem

The title of the workshop of the German team was "Diagnostic tools". Like all the other workshops we had 90 minutes time to present our concept "Diagnostic tools" at the teacher training seminar in Offenburg and to practise one of them.

We started our workshop with a short overview of the education system in Baden-Württemberg, explaining also the federal structure of the German education system, the teacher education system and some relevant intercultural facts.



After exposing and discussing our definition of "intercultural competence" we presented the diagnostic tools which were developed at the seminar in Offenburg complemented by this aspect of intercultural competence:

- the questionnaire in pedagogics aiming at

knowledge, skills, abilities, experience of the teacher trainees,

- the ATP aiming at role clarity, values, attitudes, strengths, learning fields,
- the face-to-face Interview aiming on school career, work done in different fields (e.g. contact with young people from other ethnic groups), strengths and learning fields.

We finished our workshop with a short practice of the face-to-face Interview accomplished by the pedagogics aiming at

Termine der Treffen

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The workshops

Hungary

Dealing with stereotypes of teacher trainees towards Romani

At the beginning of the workshop we present the specificity of the specificity of the Hungarian intercultural context and its educational impacts. We frame the problem of the stereotypes of teachers and teacher trainees towards Romani. After this brief presentation we offer some examples of different kinds of tasks we use with our students in the teacher training process. The aim of these tasks is helping the students to be aware of their stereotypes and prejudices, and to be able to recognize the wider social background of their experiences. During the tasks and the following dialogs the students can reconsider their interpretations and develop a new attitude. Sharing our teaching experiences, we would like to facilitate the conversation among the participants of the workshop and us to create a mutual learning process.



West Hungary

Integration problems of Romani in West Hungary

Our team is going to present the social background of the Romani population of our area and show the integration problems of their children at school. In the first part of our workshop we will give some pieces of information about the social and mental status of this population and in the second part we will present a very typical case, which is a real Romani child story. By that story, we can inform the public about the usual tools and activities of the Hungarian teachers, and we can show their limited possibilities. Of course, we are pleased if the audience joins us with opinions and instructive comments.



Estonia

Teacher's opinions about teaching non – Estonian speaking pupils in Estonian speaking classroom

Brief description about current situation in Estonia will be given at workshop.

- What do our teachers think about multicultural learning environment?
- What does the term multicultural learning environment mean in Estonia?
- How do our teachers support non-Estonian speaking students?
- What kind of teaching strategies teachers use most in multicultural classrooms in Estonia?
- What kinds of relationships have been noticed between Estonian speaking and non-Estonian speaking students?

Some of the most frequently used teaching strategies will be introduced more closely.

France

Classrooms and intercultural settings – are transfers possible? A French view

4) A reflection and a debate with the participants with the following key questions:

The workshop has three parts:

- 2) An overview of a research questionnaire that was conducted by IUFM Alsace about the ideas and origins, why our teacher trainees have chosen the teaching profession.
 - 3) A discussion of that research will show that we have a special problem in France concerning our education system: a very homogenous school structure and culture, without the possibility to choose other ways. This makes it difficult, to scrutinize his/ her own values on a European level.
- Is it possible to transfer the research into a structure of teacher education in the Netherlands or another European country?
 - Can literature for young people (books and albums) contribute to interculturality in Europe?
 - Can we implement elements of children and young people's literature into the teacher education system?
 - Can these elements – used in lessons – contribute to awareness for interculturality in the school community?

Verantwortlich für diesen Newsletter ist das deutsche Tickle-Team

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Auswertung und Ausblick

Trotz der Unterschiedlichkeit der Problematik und Themen anderer europäischer Länder gab es Gemeinsamkeiten im Hinblick auf die interkulturelle Thematik und den Umgang damit. Einige Anregungen aus Arnheim können wir direkt in unser Ausbildungssystem übernehmen.

Was passiert im Seminar Offenburg?
Im Kurs 2008 wird erstmalig der Aspekt der Interkulturalität für die

gesamte Ausbildung in den Blick genommen.

Die Eingangsdiagnostischen Maßnahmen wurden bereits dafür genutzt. Im April finden zwei EDM, durchgeführt vom TICKLE Team, statt. Diese werden verstärkt den Fokus auf die Interkulturelle Kompetenz richten, mit eigens dafür entwickelten Kriterien und Indikatoren.

Die Ergebnisse des „Face to face – Interviews“ und der Pädagogischen Eingangsbefragung werden

erfasst und ausgewertet. Wir wollen einerseits die Erfahrungen und Potentiale der LA nutzen. Andererseits den Bedarf zur Weiterentwicklung erfassen und entsprechende Angebote entwickeln.

Seien sie gespannt, was wir – angeregt durch das TICKLE – Projekt - entwickeln.

Im Juni-Newsletter Weiters dann auch aus Tallinn!

Impressionen



Das TICKLE-Projekt hat auch eine Webseite
Informieren Sie sich unter:
<http://www.tickle-project.eu>