



T e a c h e r s I n t e r c u l t u r a l C o m p e t e n c e s a s K e y s t o n e t o L e a r n i n E u r o p e (TICKLE)

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Partner Institution: Staatliches Seminar für
Didaktik und Lehrerbildung
GHS Offenburg

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Project information

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Partner Summary

Based on the competences needed for teacher-trainees teaching in intercultural classrooms we developed different tools concerning the awareness, attitudes, knowledge and skills. That means that the person, the environment, the self-concept, other cultures, the own culture, the teaching behaviour and the curriculum with the subject matters are part of the education of the teacher-trainees.

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1. Project Objectives in the participating country

A. AWARENESS:

- To capture previous experience with children and young people (*Do you have any experience of children with German as a second language/ of migrant families?*)
- To capture data concerning attitudes and knowledge of intercultural competences in the context of schools with interviews and assessed values by our tool called “APPRAISAL OF POTENTIAL” that has been developed by our institution. The teacher trainees explored the situation and conditions in their training schools by a questionnaire. In the workshop we'll give a brief overview of our instruments, we'll present results and we'll take a look at possible measures.
- To be aware of the own attitudes and standards – Competencies (knowledge, attitudes, abilities and skills) needed for teachers to be effective in intercultural classes.

B. KNOWLEDGE:

- To have a guideline to explore the situation at the training school – How do schools deal with the topic multiculturalism. The teacher trainees explored the situation and conditions in their training schools by a questionnaire.
- Disambiguation: Intercultural competences: “Do we mean the same, when we talk about intercultural competences?” –”To have a definition of intercultural competence

C. SKILLS/ METHODOLOGICAL PROFICIENCY

- To have orientation and to develop a sense of collectivization with the help of a criteria catalogue
- To receive criteria of intercultural competence with concrete practical examples
- To give (*to receive*) courage and inspiration as a positive model
- To increase self-reflection abilities, expand prospects and possibilities to act
- Comparing the own mental model with an introduced list of criteria for intercultural competences
- Video analysis based on criteria for intercultural competence

2. Project Approach

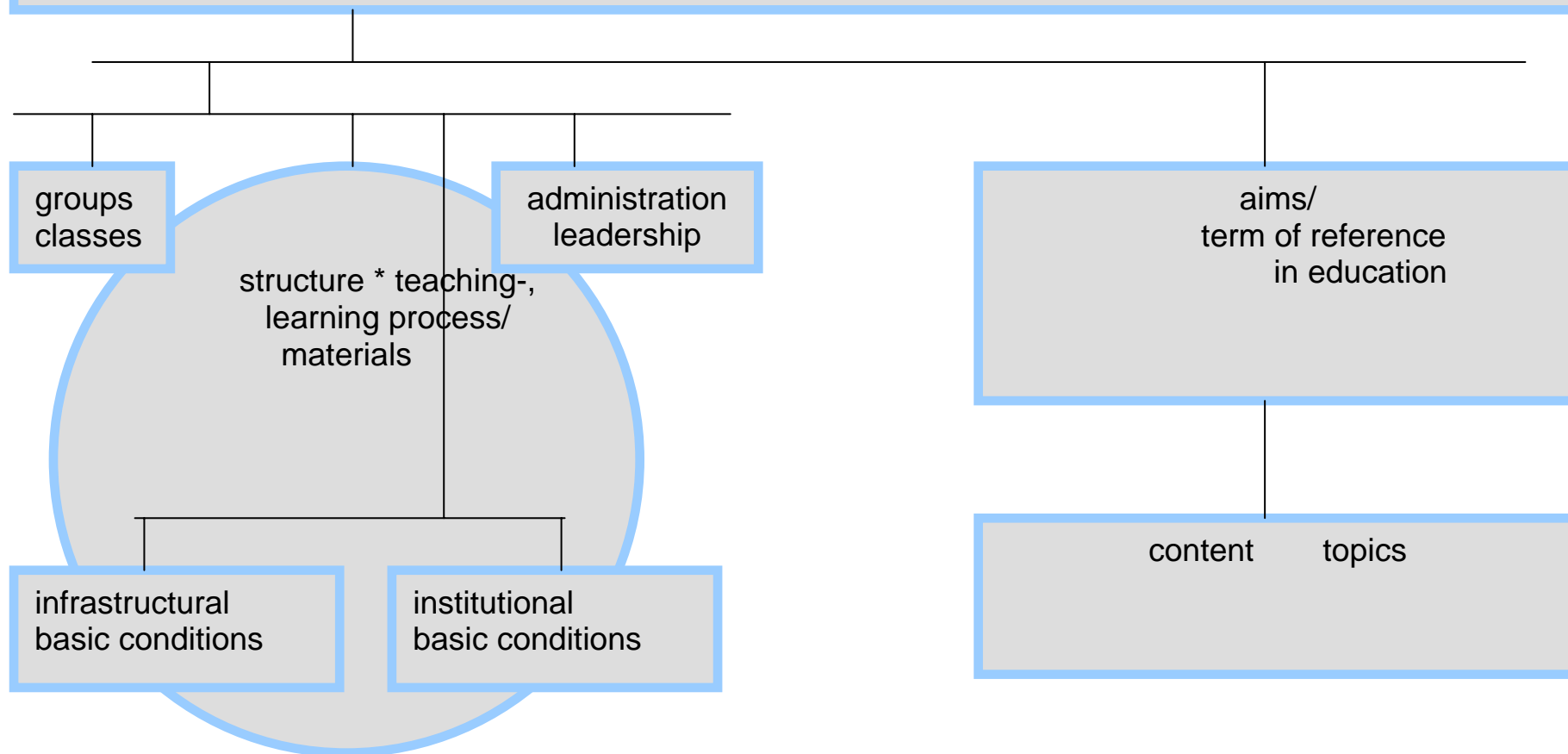
Our concept is based on the Model of system- thinking, which is focused on the relations between people, institutions and basic conditions.

The diagnostic measures makes aware the attitudes and knowledge of the teacher-trainees . The second focus is directed on the job, the schools and the basic conditions there and draughts. During the last three months we grasped with „diagnostic measures“ settings and positions of the teacher-trainees of the course in 2008 in „intercultural competence“. To grasp the complexity of the factors working at the school, we developed a questionnaire. The teacher-trainees explored the multicultural situations and conditions at their education schools. The "mobile model" based on Knoll gives a structural help to make aware the interrelation between school facts, lessons, structures. For us it is important to represent the resources and experiences from the teacher-trainees.

With a video example the teacher-trainees receive a model of a **successful teaching project** in which the intercultural skills of the students and the teacher trainee become clear. The Video analysis with observation sheet gives courage and inspiration as a positive model.

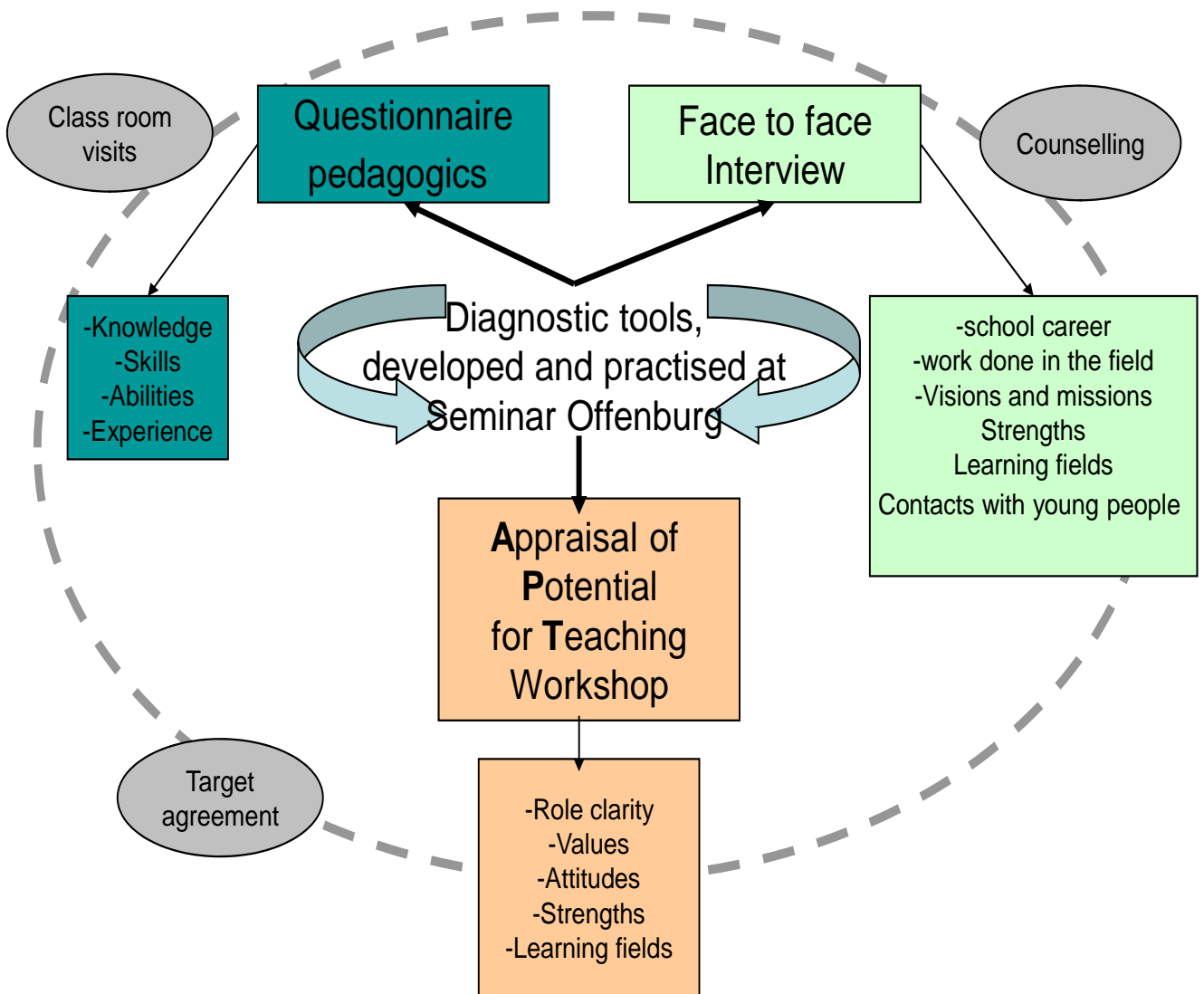
Mobile-Model
(nach Knoll)

Balance and Movement
Schooling and Education in the focus of multiculturalism



3. Project Outcomes & Results by now

A. Diagnostic tools for teacher trainees



Criteria

Criteria	Personal competence	Dealing with heterogeneity	Multilingualism	Cooperating with parents
Indicator	<ul style="list-style-type: none"> -attitude and ability to put yourself in the position of someone else - comprehending the culturally appropriate concepts of thinking, feeling and doing - communicating with people from different cultures - developing empathy and perception of the different social context of other ethnic groups - ability to adjust to different social contexts - courage to endure insecurity - being prepared to dispute one's own perspective - perceiving prejudice and discrimination from a migrant's perspective - anticipating the 	<ul style="list-style-type: none"> - meeting frankly cultural diversity - regarding difference as enrichment - knowing about one's own prejudices - reflecting the own cultural socialisation - reflecting the own values - being open-minded towards new knowledge - knowing about common and different features of other cultures <p>98</p>	<ul style="list-style-type: none"> - opening school lessons to other languages - knowing other language systems - knowing about the importance of the mother language in relation to learning a second or third language - developing a concept for multilingualism - supporting multilingualism in speaking and writing 	<ul style="list-style-type: none"> - cooperating with parents from different ethnic groups - acting sensible regarding other ways of thinking, manners and customs - communicating clearly the own points of view - acting flexible whenever possible - giving advice to parents or arrange advice - communicating with people from different ethnic groups - knowing about methods of conflict management and intercultural mediation

	consequences of the own dealings on others - creative handling of crisis situations - dealing with foreignness			
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B. A Guideline for teacher trainees

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?

Definition

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.

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.

C. SKILLS

	Criteria	TIME	Indicator	4. Comment
Standard	Personal competence			
	attitude and ability to put yourself in the position of someone else			
	comprehending the culturally appropriate concepts of thinking, feeling and doing			
	communicating with people from different cultures			
	developing empathy and perception of the different social context of other ethnic groups			
	ability to adjust to different social contexts			
	courage to endure insecurity			

	being prepared to dispute one's own perspective			
	perceiving prejudice and discrimination from a migrant's perspective			
	anticipating the consequences of the own dealings on others			
	creative handling of crisis situations			
	dealing with foreignness			

	Criteria		Indicator	5. Comment
		TIME		
Standard	Dealing with heterogeneity			
	meeting frankly cultural diversity			
	regarding difference as enrichment			
	knowing about one's own prejudices			
	reflecting the own cultural socialisation			
	reflecting the own values			
	being open-minded towards new knowledge			
	knowing about common and different features of other cultures			

	Criteria		Indicator	6. Comment
		TIME		
Standard	Multilingualism			
	opening school lessons to other languages			
	knowing other language systems			
	knowing about the importance of the mother language in relation to learning a second or third language			
	developing a concept for multilingualism			
	supporting multilingualism in speaking and writing			

	Criteria		Indicator	7. Comment
		TIME		
Standard	Cooperating with parents			
	cooperating with parents from different ethnic groups			
	acting sensible regarding other ways of thinking, manners and customs			
	communicating clearly the own points of view			
	acting flexible whenever possible			
	giving advice to parents or arrange advice			
	communicating with people from different ethnic groups			
	knowing about methods of conflict management and intercultural mediation			

Sources:

- Holzbrecher, A.: Interkulturelle Pädagogik, 2004 Berlin
- Bertelsmann Stiftung: Interkulturelle Kompetenz – Schlüsselkompetenz des 21. Jahrhunderts, 2006 Gütersloh

8. Partnerships established within the participating country

Visit with the Federal Office for migration and refugees within the scope of the Comenius of project "TICKLE" attached the team TICKLE the first contacts with the Federal Office for migration and refugees in Nürnberg. We received from the president Dr. Schmidt facts about the topical situation of the migrants and about running projects for the integration in Germany. Interesting for us the areas were a linguistic education (In German as a Zweitsprache) and concepts of the teacher's qualification. It became clear that in many federal states already many projects are set up or are developed. The Federal Office was interested in cooperation and also in a possible common project with the seminar Offenburg.

We also have many contacts with the education schools. They have different concepts of integration in their schools.

9. Names and roles of Staff involved in the partner country

National coordinator : Eva Woelki

Team members : Rose Bauer
 Irene Litterst-Lehmann
 Bernd Schüssele
 Mira Koch

10. Plans for the Future until end of project period

We will install an intercultural day for all (140 persons).

In the new course we will have a group of teacher-trainees who are at schools with many pupil with migrant background. They get a special education. We want to use the tools which are developed in the project.

11. Contribution to EU policies

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12. Contribution to national policies

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9. Dissemination activities

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10. Tools already developed

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