

Intercultural competence development in teacher training - An integrative concept within the scope of the education for primary and lower secondary teachers

Preface:

This education concept was developed within the scope of the Comenius project TICKLE for the 2nd phase of the teacher training. In Baden-Wurtemberg prospective teachers are trained during this phase at schools and state seminars for didactics and teacher education. The whole education lasts 18 months and the major education training takes place over a period of approx. 12 months. During this phase, the teacher trainees receive 140 hours of education in educational theory. The qualification „intercultural competence“ is integrated in the educational theory education. The teacher trainees could apply for the TICKLE-educational theory group. Out of this special intercultural trainee group the following concept of an amendment and integration of intercultural topics to the curriculum was developed.

Introduction:

The concept is put on competence-oriented and is based on systemic- constructivist basic acceptances. The education of the teacher trainees orientates itself by principles like process orientation, need orientation, orientation of experience, resource orientation and own responsibility. Contents of the education standards are not processed according to curriculum, but arise from the need and the process. For the introduction to our concept we show our understanding of competence development, from systemic-constructivist attempts and intercultural competence.

Competence development

Competence development requires...

- Subject relation: Category of the individual, development only by the subject
- Biographic development: Development takes place in the whole lifetime and in all life phases
- Interaction: Coping with action situations, interaction between environment and individual
- Cooperation: Participation in community and exercise of social relations
- Experience: Constitution of experience by interaction of experience and processing
- Reflection: Construction and removal of experience by reflection, self-reflection and structural reflection.¹

¹ Gillen, J. (2006): Kompetenzanalysen als berufliche Entwicklungschance—Eine Konzeption zur Förderung beruflicher Handlungskompetenz, Bielefeld

Systemic- constructivist approach

Essential aspects of systemic thinking and action are:

- Recognition and acceptance of variety and diversity
- Esteem and acceptance of every single individual, his possibilities, potentials and borders
- Orientation towards competence and resources instead of thinking in deficit terms
- To think in relations instead of quantities
- To reflect about the contextual parts of things

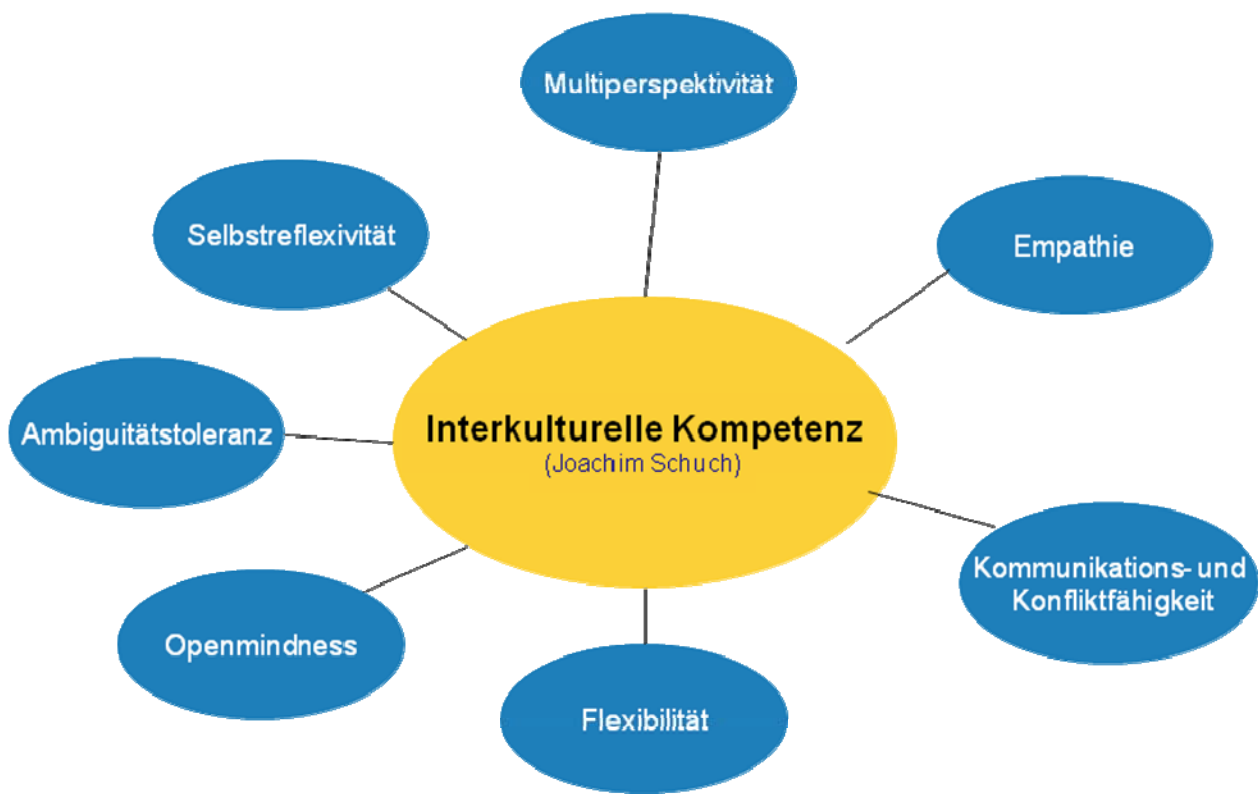
These basic positions can also be found in the dimensional setting of intercultural competences.

Intercultural competence

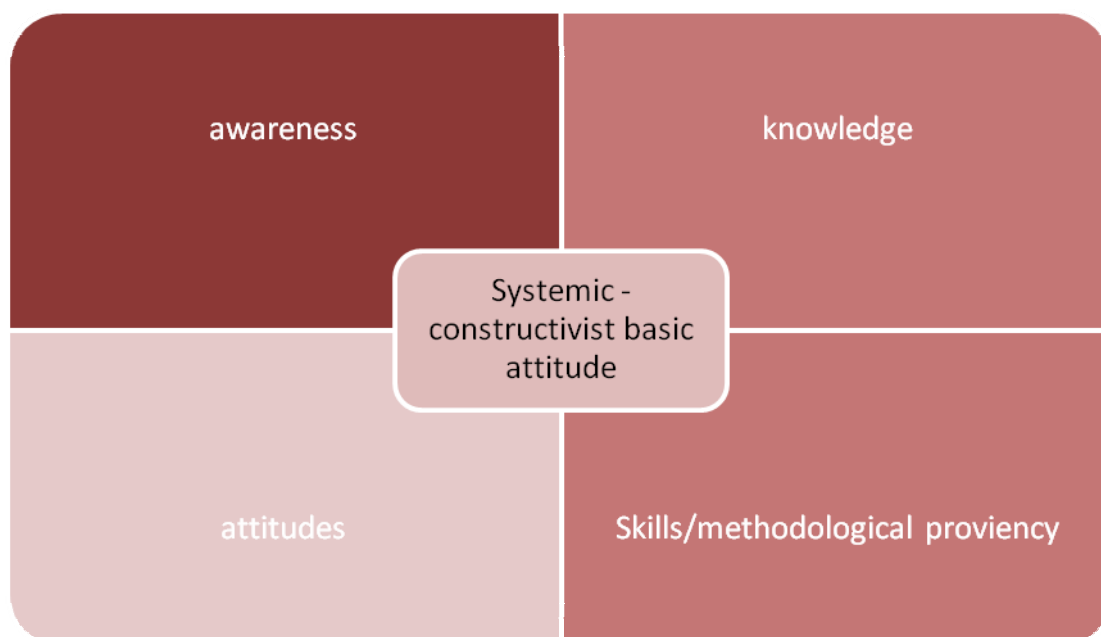
Joachim Schuch describes intercultural competence as follows:

- Readiness and ability to imagine itself in the thinking and feeling of other people (empathy).
- Ability to be able to look at circumstances from several perspectives from the point of view of the majority as well as from the point of view of a minority (multiperspectivity).
- Readiness to deal with the own perception critically (self-reflection).
- Courage to stand uncertainties (ambiguity tolerance).
- Ability to adapt itself to the situation and surroundings (flexibility).
- Openness for new knowledge and perceptions (openmindedness).
- Communication and conflict ability.²

² Joachim Schuch: Interkulturelle Kompetenz – die Kür der Kinder- und Jugendarbeit?, in *Jugendsozialarbeit News*, 5.5.2003, <<http://www.news.jugendsozialarbeit.de/030505Inter-kultKompetenz.htm>>, eingesehen am 19.6.2003.



Andrea Lanfranchi³ puts the concept in the following shape:



³ Intercultural competence as an element of educational professionalism conclusions for the teacher training, in Georg Auenheimer (Ed.) Intercultural competence and educational professionalism 2nd edition in 2008)

The areas of the key competences can be described as follows:

Awareness

partial competences/ objectives	content	Methods/ skills
<p>The teacher trainees ...</p> <p>reflect in the situation their own position and effect and draw from it conclusions for the professional action</p> <p>are aware of their strengths and of learning fields</p> <p>exercise their teacher role reflectively and ethically responsible</p> <p>know the meaning of communicative behaviour and use it specifically and related to the target group</p>	<p>biographical self-reflection</p> <p>self- concept</p> <p>value orientation</p> <p>self- reflection</p> <p>role purification and role conflicts</p> <p>verbal and non-verbal behaviour</p> <p>communication and notification with people more differently of sociocultural origin</p> <p>Knowledge about origin cultures (religion, language, education system, values, traditions, Ethnie, migration history)</p> <p>cultural aspects according to Hofstede</p>	<p>self- portrait with biographical reflecting questions picture impulses Johari- Fenster</p> <p>structured interview ("Face-to-Face")</p> <p>Line query with scaling, e.g., setting for carrying the headscarf interaction games</p> <p>education talks with aim arrangement interaction plays feedback play</p> <p>structured interview ("Face-to-face") Videoanalysis, e.g., "The class" from Laurent Cantet teaching recordings "Best Practice" monitoring lessons on site criteria/ intercultural competence</p> <p>exercises to the body language</p> <p>interaction plays (e.g. welcoming rituals)</p> <p>research and presentation</p> <p>Input</p>

<p>are able to situate themselves as a person in school and society – basic questions of socio-cultural difference</p> <p>can prevent discrimination and racism</p> <p>Literature references⁴</p>	<p>discussion about cultural standards and values</p> <p>Iceberg model "Culture" reflection on values</p>	<p>Case studies with dilemma situations</p> <p>Input Pro and contra-discussion Time-historical publications Case studies from the sphere at school</p>
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Attitudes

Partial competences/objectives	content	methods/ skills
<p>show openness, tolerance, empathy ability and multiperspectivity</p>	<p>teacher personality model authority intercultural variety</p>	<p>case discussion interview dilemma situations</p>
<p>reflect and provide values and norms</p>	<p>self- reflection cultural aspects according to Hofstede</p>	<p>value cards portfolio work case studies</p>

⁴ Emil-folder Feedback play, Peter Gerrickens, www.trainingmedia.de ; Islam in the classroom; Sanem Kleff (Ed.), edition Basket maker's endowment, Hamburg 2005; Life-BMW-Group, ideas and materials for intercultural learning, 4th edition in 2006; Intercultural learning T-Kit 4

regard parents with migration background as an educational partner and education partner	multiculturality as a resource, e.g., cooperation with extracurricular partners	experts Input of concepts about the parental work
Literature tips ⁵		

Knowledge

partial competences/ objectives	content	methods/ skills
know theories and models which explain the systemic-constructivist thinking and action	system theory, TZI, Iceberg model, mobile model after Knoll, Johari window,....	Input
know about the backgrounds and connections of structurally undprivileged people with migration background	origin cultures social and juridical situation of migrants causes, history and results of migration	search experts: Turkish association representative for migration Input: SINUS, PISA, dates and facts
know other cultures	cultural aspects according to Hofstede knowledge about origin cultures (religion, language, education system, values, traditions, ethnic, migration history) historical overview knowledge	Input search meetings on site (mosque visit, Islam lessons) experts
know about processes of development at school and show the readiness to take part in this process	school profiles and concepts cooperation partner support systems	search with school questionnaire presentations Experts
know about the acquisition from Germans as a second language	German as a second language Linguistic acquisition and usage didactic concepts and	Input experts

⁵ CHN "Value Orientation Cards", www.chn.nl/isn

	methodical principles language and its effects	
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Skills/ methodological proviciency

partial competences/ objectives	content	methods/ skills
<p>know about the social and cultural conditions of the pupils and promote individual and social developments</p> <p>Literature reference⁶</p>	<p>contact with heterogeneity intercultural variety support systems concept of co-operative learning models, examples of project-oriented work work in the field of relationship in class classroom management</p>	<p>concept of co-operative learning after Norm/Kathy Green videoanalysis, e.g., "The class" from Laurent Cantet teaching recordings "Best Practice" Classroom observation visits intercultural criteria competence monitoring lessons</p>
<p>are able to work together with parents of different origin</p>	<p>basic statements / forms of parental work parental talks</p> <p>concepts of parental work</p>	<p>concepts, model projects experts</p> <p>guide for parental conversation intercultural chairmanship interview guide</p>
<p>are able to strengthen the multilingual identity and open the lessons for available languages</p> <p>are able to apply linguistic-supporting teaching and support the multilingualism</p>	<p>knowledge about the acquisition of a second language/ foreign language</p> <p>knowledge about different social-cultural conditioned communication forms</p> <p>linguistic acquisition and usage didactic concepts and methodical principles language and its effects</p>	<p>Input „German as second language“</p>

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⁶ Fortbildungskonzept Kooperatives Lernen, Level 1 Offenburg, www.greentraining.com