

# Development and evaluation of an advanced training programme on inclusive education for practicing educational staff: 'Schule tatsächlich inklusiv' (StiEL)

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# Some key figures

## Stimulus

- Call for proposals for research funding from the German Federal Ministry of Education BMBF
- Topic: Professional development of teachers and other educational staff for inclusive education

## Overall goal of StiEL

- Development, implementation and evaluation of an evidence-based training on inclusion for in-service teachers and other educational staff working at German secondary general and vocational schools

## Structural features

- Collaborative research: Three partnering institutions
- Three-year research funding (start: January 2018)

- Due to the ratification of the UN Convention on the Rights of Persons with Disabilities duty to implement policies on inclusion in Germany
- Time delay and different priorities in implementation: Some forms of education such as vocational schools hitherto poorly addressed by inclusive measures

## **In the recent past...**

- Adjustment of initial teacher training to the call for inclusion (Stellbrink, 2012)
- But in-service teachers not well prepared for teaching in inclusive classrooms and coping with differences among students (Amrhein, 2015)

## Approach

- StiEL connects to the debates about inclusion in education relating to (a) the readiness of in-service teachers and other educational staff and (b) the content and effectiveness of professional development opportunities

## Goals

- To equip teachers and other educational staff with attitudes, knowledge, and skills on the concept and principles of inclusive education

## Notion of inclusive education highly contested:

- Range from positions that see inclusion as part of a broad equity agenda for all students to positions that define inclusive education in terms of access to the general education classroom for students with disabilities (Budde 2018)
- While most of the activities are grounded on the latter notion, StiEL emphasizes the former notion

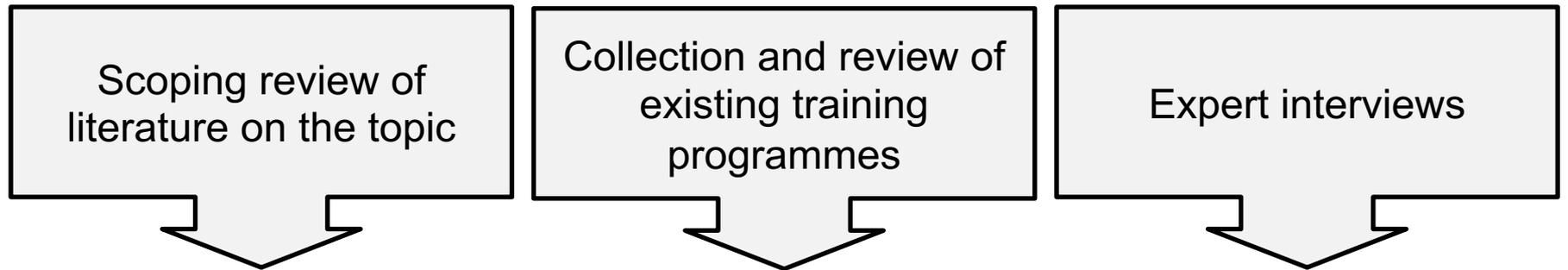
## Objectives

- Development, implementation and evaluation of an evidence-based in-service training (programme and materials) to promote inclusive school practices of teachers and other professional groups

## Design

- Multi-stage approach (three phases)

# Research Objectives and Design





## First phase (*current activities*)

- Systematic screening of national and international literature on meanings and practical implications of inclusive education
- Search for examples of best-practices in teacher training and inclusive education



## First phase (*current activities*)

- Searching in
  - Official training programmes by federal administration
  - Nonformal education offers by special interest groups
  - Study regulations of inclusion in higher education



## **First phase (*current activities*)**

- Guided interviews with stakeholders of inclusive education
- Analysis via Qualitative Content Analysis using MAXQDA

# Research Objectives and Design



## First phase (*current activities*)

	up to date
school management / school secretariat	13 / 2
teachers / special ed teacher	22 / 5
school assistants	3
academic experts in inclusion	6
advocacy groups	6
experts in training programmes	5
<b>total</b>	<b>62</b>

# Research Objectives and Design

Scoping review of literature on the topic

Collection and review of existing training programmes

**Expert interviews**

<b>Main categories (inductive)</b> (see Gresch et al. 2014)	<b>subcategories (deductive)</b>
K1: individual level	e.g. <ul style="list-style-type: none"><li>• attitudes/ beliefs</li><li>• pedagogical knowledge</li><li>• coping strategies</li><li>• ...</li></ul>
K2: pedagogical practice	e.g. <ul style="list-style-type: none"><li>• (multiprofessional) cooperation</li><li>• adapted learning / variable learning goals</li><li>• use of space, materials and media</li><li>• ...</li></ul>

# Research Objectives and Design

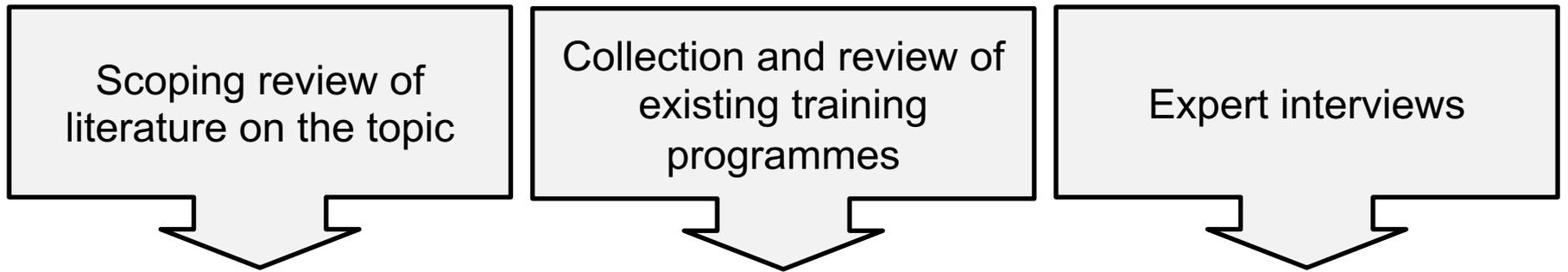
Scoping review of literature on the topic

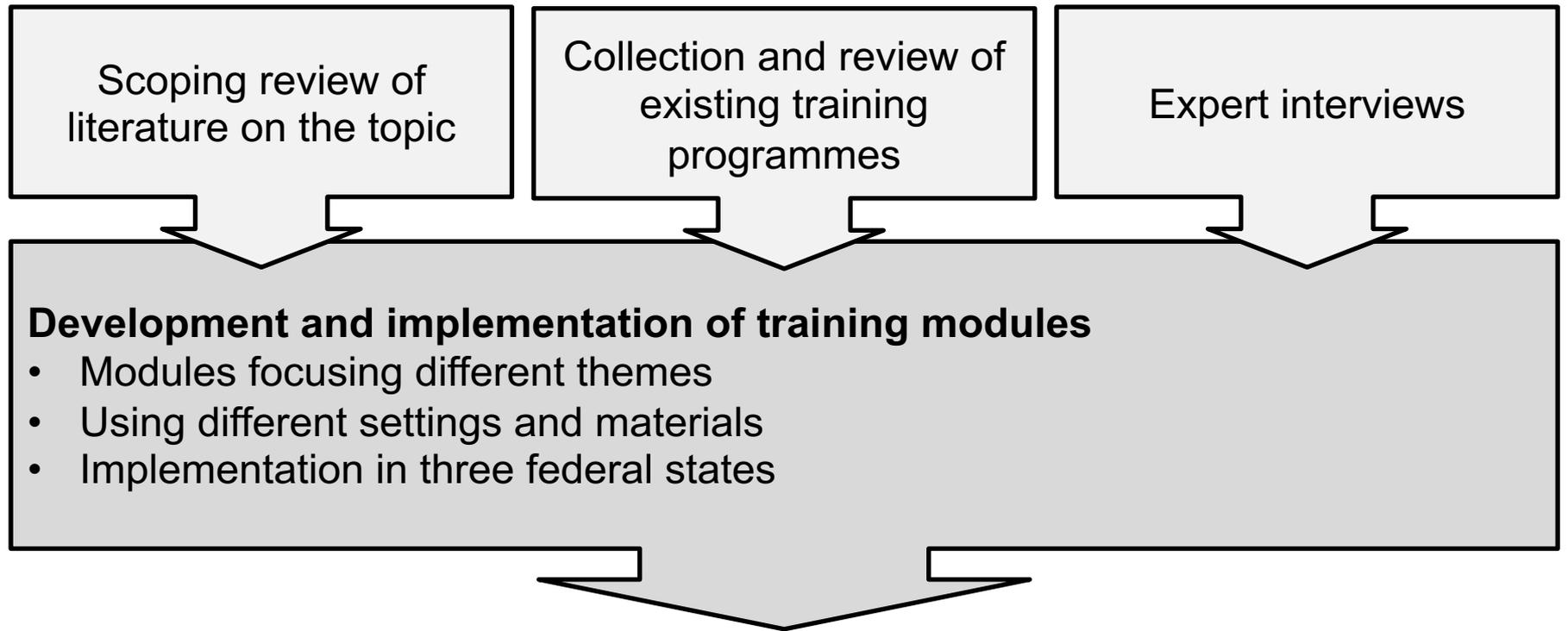
Collection and review of existing training programmes

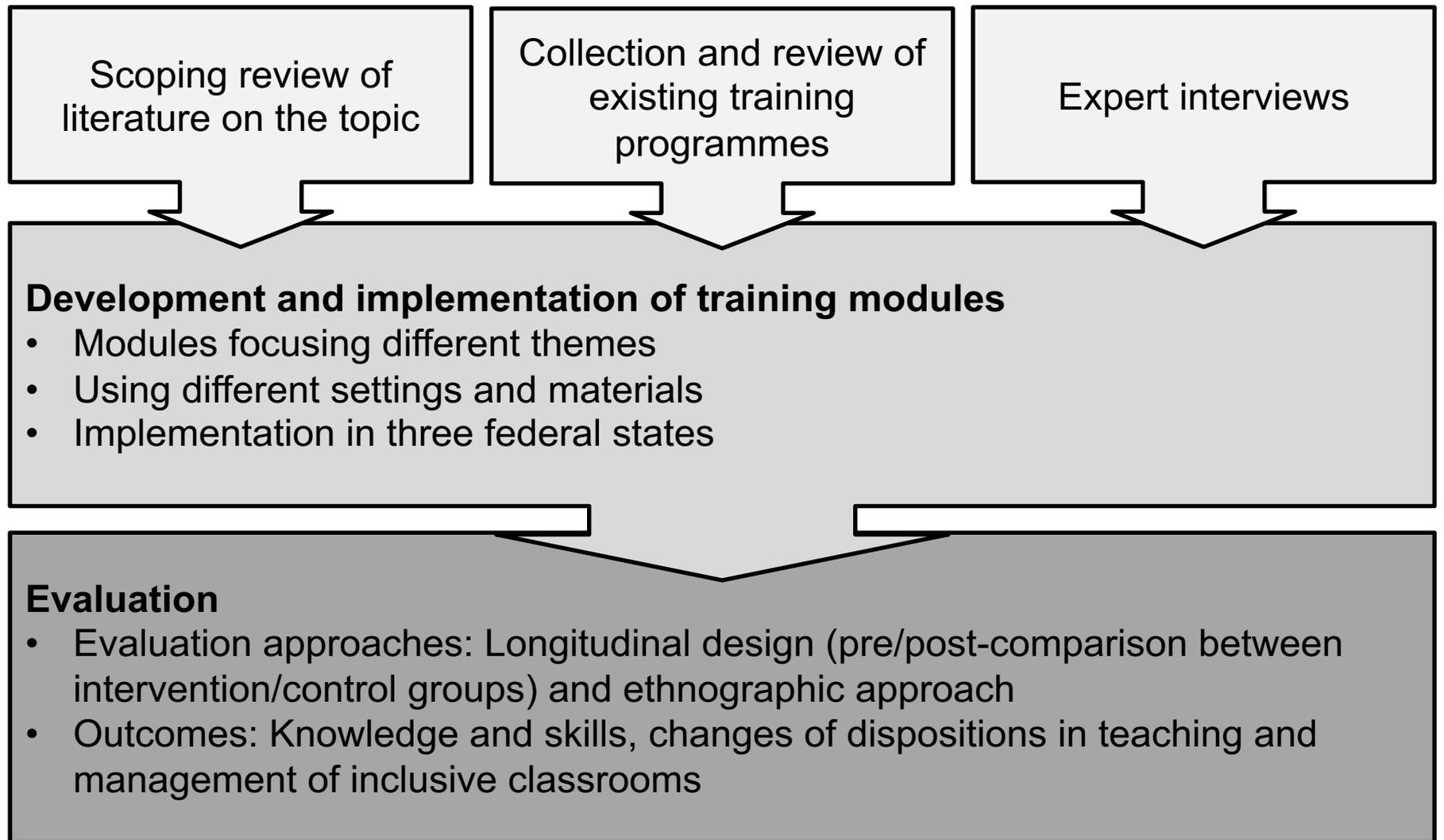
**Expert interviews**

<b>Main categories</b> (inductive) (see Gresch et al. 2014)	<b>subcategories</b> (deductive)
K3: structural level	e.g. <ul style="list-style-type: none"><li>• resources</li><li>• politics and society</li><li>• staff and staff development</li><li>• ...</li></ul>
Q1: understanding of inclusion	e.g. <ul style="list-style-type: none"><li>• inclusion as a human rights issue</li><li>• inclusion as a legal issue</li><li>• dealing with heterogeneity</li><li>• ...</li></ul>

# Research Objectives and Design







- To learn more about current competencies of those people who are in charge of the everyday implementation of inclusion in the German educational system
- Not only assessment of knowledge and skills but also in-depth insights into attitudes and other dispositional factors
- Identification of good practices of in-service training on inclusion

- What are your experiences concerning best-practice modules for inclusion in further training?
- What do you expect to be barriers and opportunities in in-service teacher training concerning inclusive education?

**Thank you for your attention!**

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