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ICF IN SCHOOL:
Indispensable Resource for Participation

15.11.2019
University in Skopje

Silvia Kopp-Sixt, MA & Katerina Todorova, MSc
1. Austrian routes to inclusion
2. Teaching for inclusion
3. Inclusion orientated school development
1. AUSTRIAN ROUTES TO INCLUSION
<table>
<thead>
<tr>
<th></th>
<th>Country: Austria</th>
<th>Region: Styria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils</td>
<td>577,404</td>
<td>72,000</td>
</tr>
<tr>
<td>Schools</td>
<td>6,025</td>
<td>890</td>
</tr>
<tr>
<td>Teachers</td>
<td>129,458</td>
<td>16,241</td>
</tr>
</tbody>
</table>

**Inclusion quota 61%**

(all pupils 6 – 19 years)
<table>
<thead>
<tr>
<th></th>
<th>Country: Austria</th>
<th>Inclusion quota: Austria</th>
<th>Region: Styria</th>
<th>Inclusion quota: Styria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary schools 6 – 10 y</td>
<td>3.033</td>
<td>65%</td>
<td>451</td>
<td>87%</td>
</tr>
<tr>
<td>Secondary schools 11 – 15 y</td>
<td>1.131</td>
<td>64%</td>
<td>166</td>
<td>83%</td>
</tr>
</tbody>
</table>
2. TEACHING FOR INCLUSION
Inclusion quota: 85%

30 years of experience
1980 parents

1984 1st class in Oberwart City

1985 1st class in Kalsdorf City

1993 Act for Primary School

1996 Act for Lower Secondary School
The first question of teachers:

WHAT ABOUT THE DEVELOPMENT AND LEARNING of this single child?
ZIEL und METHODE

Education and learning processes

Orientation in life: GOALS

Orientation in education in general: GOALS

TO DOs for teachers...
COMMON LANGUAGE

to address colleagues of all professions

https://www.phst.at/ausbildung/studienangebot/sekundarstufe-berufsbildung/soziales/

„Professionals / Experts for learning“
COMMON LANGUAGE to address parents and other important persons

“Professionals / Experts of Life”

https://www.phst.at/ausbildung/studienangebot/primarstufe/erweiterungsstudien-primarstufe/
A Common Language in School

„Die ICF als gemeinsame Sprache in der schulischen Förderung von Kindern mit Entwicklungsschwierigkeiten verwenden“

Ein Erasmus+ Projekt zur Implementierung der ICF in Schulen


Слика 1. „Големата 6-ка“ на МКФ.
ICF School

b Телесни функције

b1 Умствени функције

b2 Користење на сетилата и чувство на болка

b3 Спазвање на глас и говор

b4 Намен на работа на срцето, циркулацијата, одбранбенот систем и дишането

b5 Внесување на храна, варење на храната и одржување на растот на телото

b6 Искорење на вишокут течности (мокрење) и репродукција (размножување)

b7 Движење

b8 Кока и додатоци на кожата

d Активности и уметство

d1 Да научи нешто и да го примене своето знаење

d2 Спазвање со општи задачи и барања

d3 Комуникација

d4 Движење

d5 Грижа за себе

d6 Живот во домот

d7 Постапување и однесување со други лица

d8 Учество во значајни животни области (образование, занимание, економија)

d9 Учество во заедницата, општественот и граѓанскиот живот

e Фактори на средината

e1 Производи, опрема и технички помагала (за спречување, намалување или надоместување/ компензирање на попреченост)

e2 Услови на животна средина

e3 Поддршка од важни лица и односи со нив

e4 Ставови (сфаќања и мислења) на важни лица

e5 Достапност на услуги, системи и политики (на пример здравствени системи, социјални системи), како и нивното управување и контрола
International perspective

Teacher Education for Inclusion (TE4I)
European Agency for Development in Special Needs Education (2012)

Welcome to the Teacher Education for Inclusion project web area.

The topic of Teacher Education for Inclusion has been highlighted by all Agency country representatives as being of top priority. The project started in 2009 and ended with a final project conference in February 2012. All information from the project activities is available here.

The project has addressed the following key issues:

- What kind of teachers do we need for an inclusive society in a 21st century school?
- What are the essential teacher competences for inclusive education?

Quelle: https://www.european-agency.org/agency-projects/Teacher-Education-for-Inclusion
International perspective

Teacher Education for Inclusion (TE4I)
European Agency for Development in Special Needs Education (2012)

- **knowledge (Wissen)**
  - valuing pupil diversity:
    - Wertschätzung der Diversität von Lernenden
  - supporting all learners:
    - Förderung aller Lernenden
  - working with others:
    - Arbeiten mit anderen
  - continuing personal professional development:
    - lebensbegleitendes berufsbezogenes Lernen

- **skills (Handeln)**

- **attitudes (Haltung)**
The POWER of the TEAM

https://www.phst.at/ausbildung/ausbildung/

Models for Co-Teaching:

For example:
https://d2ybydxsquared.files.wordpress.com/2013/04/team-teaching-outline.jpg
**SQA**

Austrian school quality management system based on action and development plans

**MAIN TARGET**

Development of learning and teaching towards

- individualization,
- competency support,
- inclusion

The POWER of school development
Quality development based on the Index of inclusion
Booth / Ainscow 2003
Welcome to the Index for Inclusion Network

Like inclusion, building this Network is an unending, shared process, so we need your help in sending us your ideas and experiences.

The Index for Inclusion Network is a not-for-profit organisation to support the participatory development of education systems, schools, pre-schools, higher education and other community settings according to inclusive values. It links people in more than forty countries who have used, or want to use, the Index for Inclusion book to help them. It also connects people who use similar ideas in order to create alliances with and between them.

At the heart of the Index are some thousands of questions structured around specific aspects of a setting. These can lead adults, children and young people to look more deeply at the nature of their settings in order to make sustained improvements.
The University College of Teacher Education

University College of Teacher Education Styria
Graz, Styria/Austria
Conclusion for Inclusion

Inclusion in ongoing teacher education on-the-job

Inclusion in pre-service teacher education

Inclusive university development

Inclusive school development
We are 65% water...
...the rest is attitude!
Quellen und Literaturempfehlungen


Website https://www.icf-school.eu
Kontakt: silvia.kopp-sixt@phst.at