



PROJECT CIL - A Common Inclusive Language in Schools (2018 – 2021)



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Erasmus+ Programme
of the European Union



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ICF IN SCHOOL: Indispensable Resource for Participation

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- 1. Austrian routes to inclusion*
- 2. Teaching for inclusion*
- 3. Inclusion orientated school development*



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1. AUSTRIAN ROUTES TO INCLUSION



	Country: Austria	Region: Styria
Pupils	577.404	72.000
Schools	6.025	890
Teachers	129.458	16.241

Inclusion quota 61%

(all pupils 6 – 19 years)



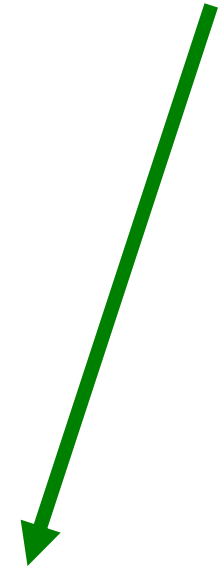
	Country: Austria	Inclusion quota: Austria	Region: Styria	Inclusion quota: Styria
Primary schools 6 – 10 y	3.033	65%	451	87%
Secondary schools 11 – 15 y	1.131	64%	166	83%



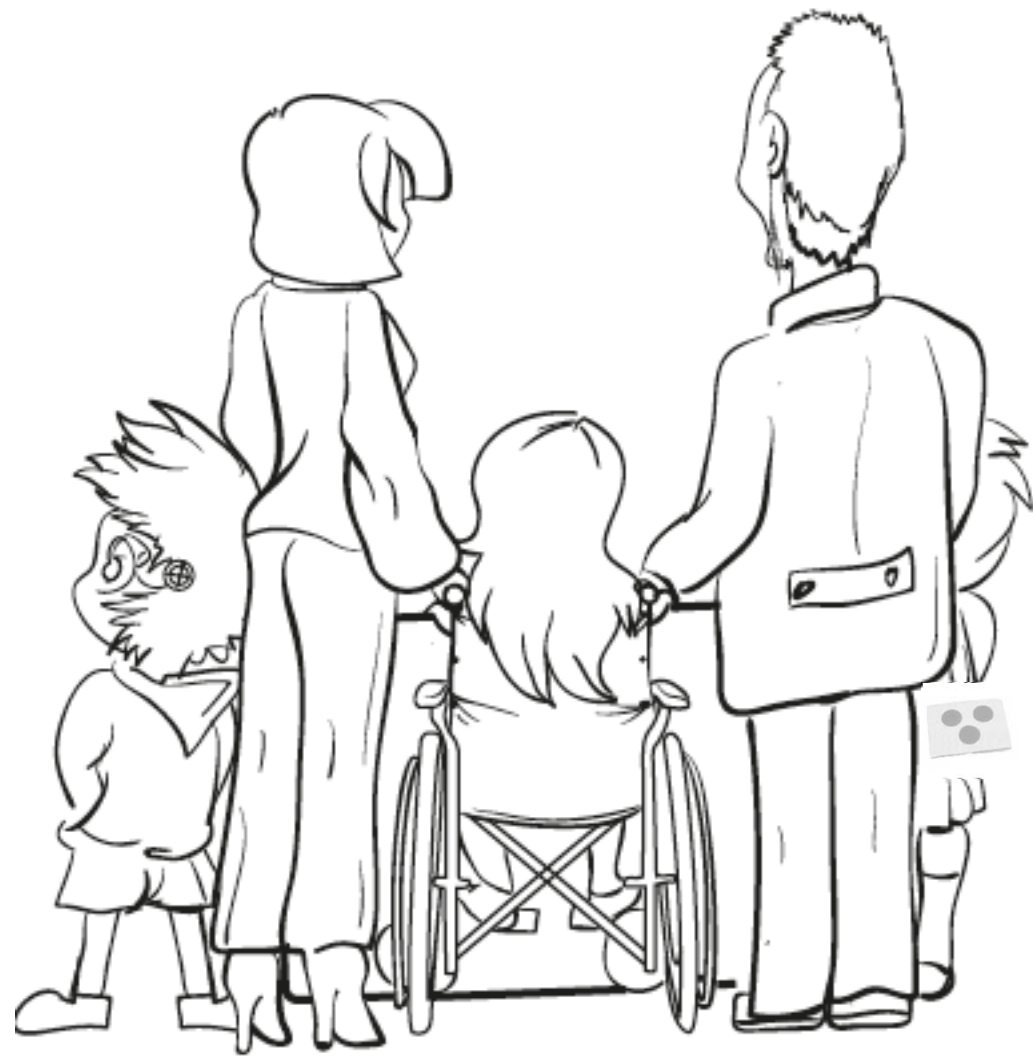
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2. TEACHING FOR INCLUSION



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



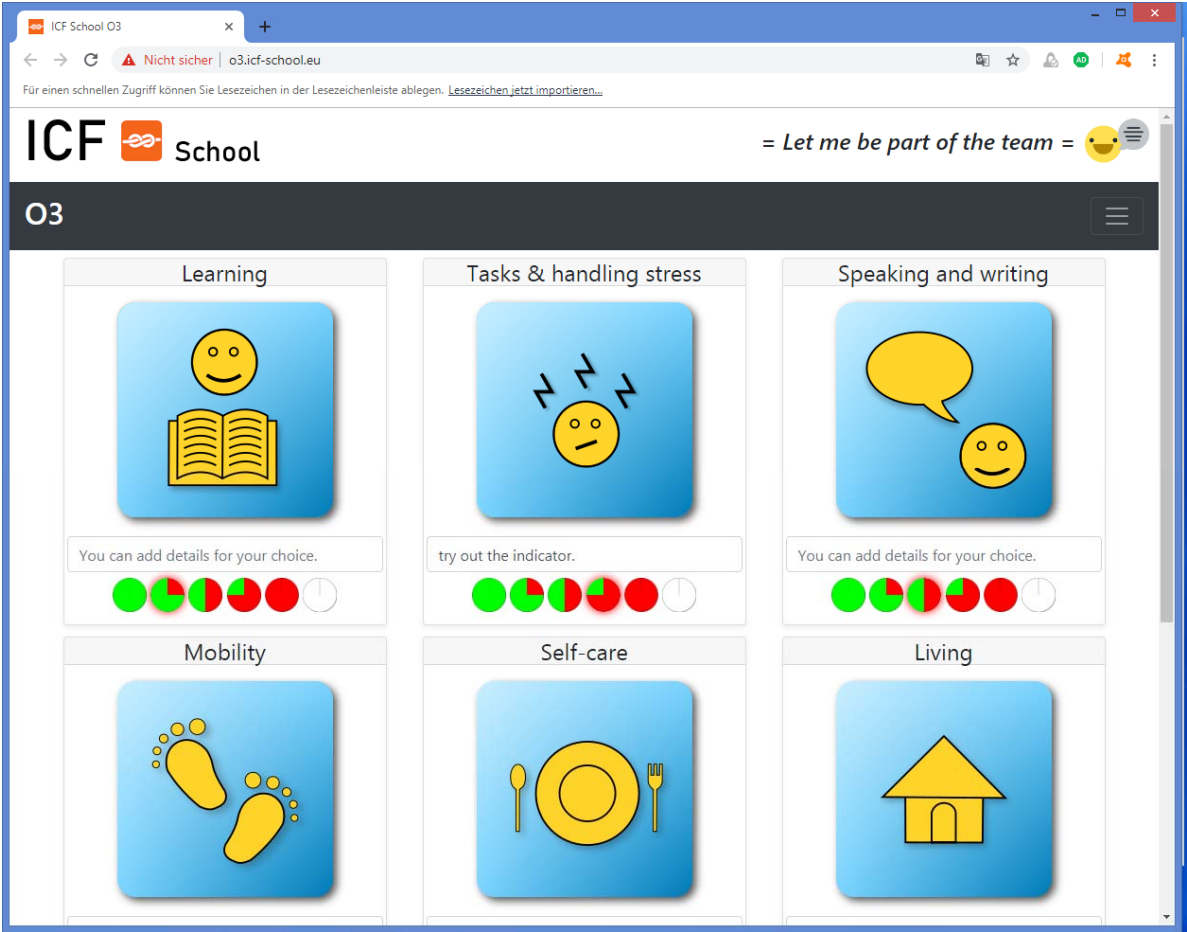
1996
Act for Lower Secondary School

The first question
of teachers:

**WHAT ABOUT THE
DEVELOPMENT AND LEARNING
of this single child?**

TO DOs for teachers...





The screenshot shows a web browser window with the URL o3.icf-school.eu. The page title is "ICF School" and the sub-header is "O3". The interface features six categories, each with a blue square icon and a progress indicator below it:

- Learning:** Icon of a smiling face and an open book. Progress indicator: 4 green circles, 1 red circle, 1 grey circle.
- Tasks & handling stress:** Icon of a sad face with lightning bolts. Progress indicator: 3 green circles, 2 red circles, 1 grey circle.
- Speaking and writing:** Icon of a speech bubble and a smiling face. Progress indicator: 4 green circles, 1 red circle, 1 grey circle.
- Mobility:** Icon of two footprints. Progress indicator: 4 green circles, 1 red circle, 1 grey circle.
- Self-care:** Icon of a plate, fork, and spoon. Progress indicator: 4 green circles, 1 red circle, 1 grey circle.
- Living:** Icon of a house. Progress indicator: 4 green circles, 1 red circle, 1 grey circle.

Each progress indicator consists of seven circles: four green, one red, and one grey. The text "You can add details for your choice." is visible below the icons for Learning, Speaking and writing, and Mobility. The text "try out the indicator." is visible below the icon for Tasks & handling stress.

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

<https://www.phst.at/ausbildung/studienangebot/primarstufe/erweiterungsstudien-primarstufe/>



„Professionals / Experts of Life“

The POWER of ICF



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

„A Common Language in School“ bietet praktische Trainingsmaterialien und Instrumente für unterschiedliche Fachkräfte, die in der Schule mit Kindern mit Entwicklungsschwierigkeiten arbeiten. Dies betrifft somit Lehrerinnen, Sonderschullehrerinnen, Schulpsychologinnen, Schulsozialarbeiterinnen, SchulärztInnen, Assistenzkräfte u.a.

Mittels 4 Trainingsmodulen führt das Projekt Fachkräfte in der Schule in die Internationale Klassifikation der Funktionsfähigkeit, Behinderung und Gesundheit (WHO 2005) ein.

Um die Planung von Unterstützungsprozessen in der Schule auf Augenhöhe mit Eltern zu gewährleisten, wird auch für die Eltern eine leicht verständliche ICF-Version verfügbar. Damit kann mittels gemeinsamer Sprache zwischen Fachkräften und Eltern die individuelle Lern- und Fördersituation eines Kindes erfasst und transparente Teilhabeziele in der Schule erarbeitet werden.



Deutsch



ICF

in familienfreundlicher Sprache

Auf Augenhöhe mit Fachkräften sprechen

Manfred Pretis, Silvia Kopp-Sixt

на македонски јазик



МКФ

на јазик разбирлив за семејството

Ајде да користиме заеднички јазик

Катерина Тодорова, Розита Петринска-Лабудовиќ

Türkçe



ICF

anne ve baba için

Profesyoneller ile eşit düzeyde ve ortak bir dilde iletişim kurmak için rehber

D. Melek ER-SABUNCUOĞLU, Fulya EKMEN



b	s	d	e
Körper-funktionen	Körper-strukturen	Teilhabe	Umwelt

Kofinanziert durch das Programm Erasmus+ der Europäischen Union 

Eine gemeinsame Sprache in der Schule warde mit Unterstützung der Europäischen Kommission finanziert. Die Verantwortung für den Inhalt dieser Veröffentlichung (insgesamt) trägt allein der Verfasser; die Kommission haftet nicht für die weitere Verwendung der darin enthaltenen Angaben.



b	s	d	e
Телесни функции	Телесни структури	Активности и учество	Фактори на средината

Kофинансирано од Програмата на Европската унија Еразмус+ 

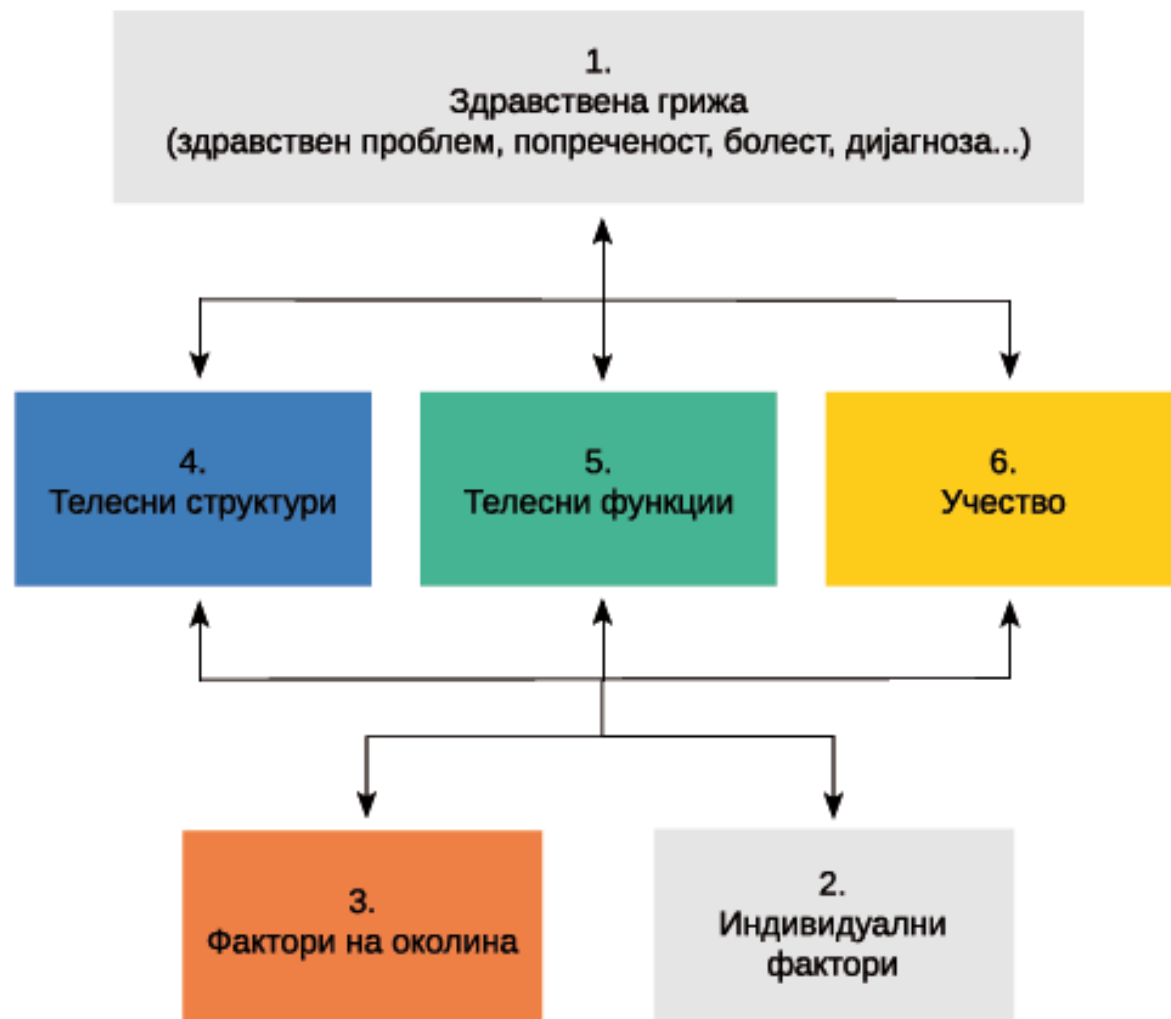
Овај проект е финансиран од Европската унија. Оваа публикација не одразува само ставовите на авторите и Комисијата не може да се одговорна за користењето на било која информација што може да биде направена од информациите што се содржат во оваа.



b	s	d	e
vücut işlevleri	vücut yapıları	katılım	çevre








 Erasmus+

Bu proje, Avrupa Komisyonu tarafından finanse edilmiştir. Bu yayıncı yalnızca yazarın görüşleri yansıtılmaktadır ve Komisyon bu yayıncıyı herhangi bir şekilde desteklemeyen garanti eder.



Слика 1. „Големата 6-ка“ на МКФ.

b Телесни функции

-  b1 Умствени функции
-  b2 Користење на сетилата и чувство на болка
-  b3 Создавање на глас и говор
-  b4 Начин на работа на срцето, циркулацијата, одбранбениот систем и дишењето
-  b5 Внесување на храна, варење на храната и одржување на растот на телото
-  b6 Исфрлање на вишокот течности (мокрење) и репродукција (размножување)
-  b7 Движења
-  b8 Кожа и додатоци на кожата

d Активности и учество

-  d1 Да научи нешто и да го примени своето знаење
-  d2 Справување со општи задачи и барања
-  d3 Комуницирање
-  d4 Движење
-  d5 Грижа за себе
-  d6 Живот во домот
-  d7 Постапување и однесување со други лица
-  d8 Учество во значајни животни области (образование, занимање, економија)
-  d9 Учество во заедницата, општествениот 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)



The screenshot shows the website for the Teacher Education for Inclusion (TE4I) project. At the top is the logo of the European Agency for Special Needs and Inclusive Education. Below it is a navigation menu with 'PROJECTS' highlighted. A search bar is located on the right. The main heading is 'Teacher Education for Inclusion'. To the right are social media icons for email, Facebook, Twitter, LinkedIn, and Google+. A sidebar on the right lists project resources: Country Information, Annexes to Project Synthesis Report, TE4I Project Recommendations linked to Sources of Evidence, Country Study Visits, Dissemination Conference, and Profile of Inclusive Teachers. The main content area includes a welcome message, a paragraph about the project's history, and a list of key issues addressed by the project.

HOME ABOUT US ▾ **PROJECTS** COUNTRY INFORMATION PUBLICATIONS ▾ NEWS ▾ EVENTS HELP ▾

Home > Projects > Teacher Education for Inclusion

Teacher Education for Inclusion

✉ [f](#) [t](#) [in](#) [g+](#)

Teacher Education for Inclusion

- Country Information
- Annexes to Project Synthesis Report
- TE4I Project Recommendations linked to Sources of Evidence
- Country Study Visits
- Dissemination Conference
- Profile of Inclusive Teachers

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:

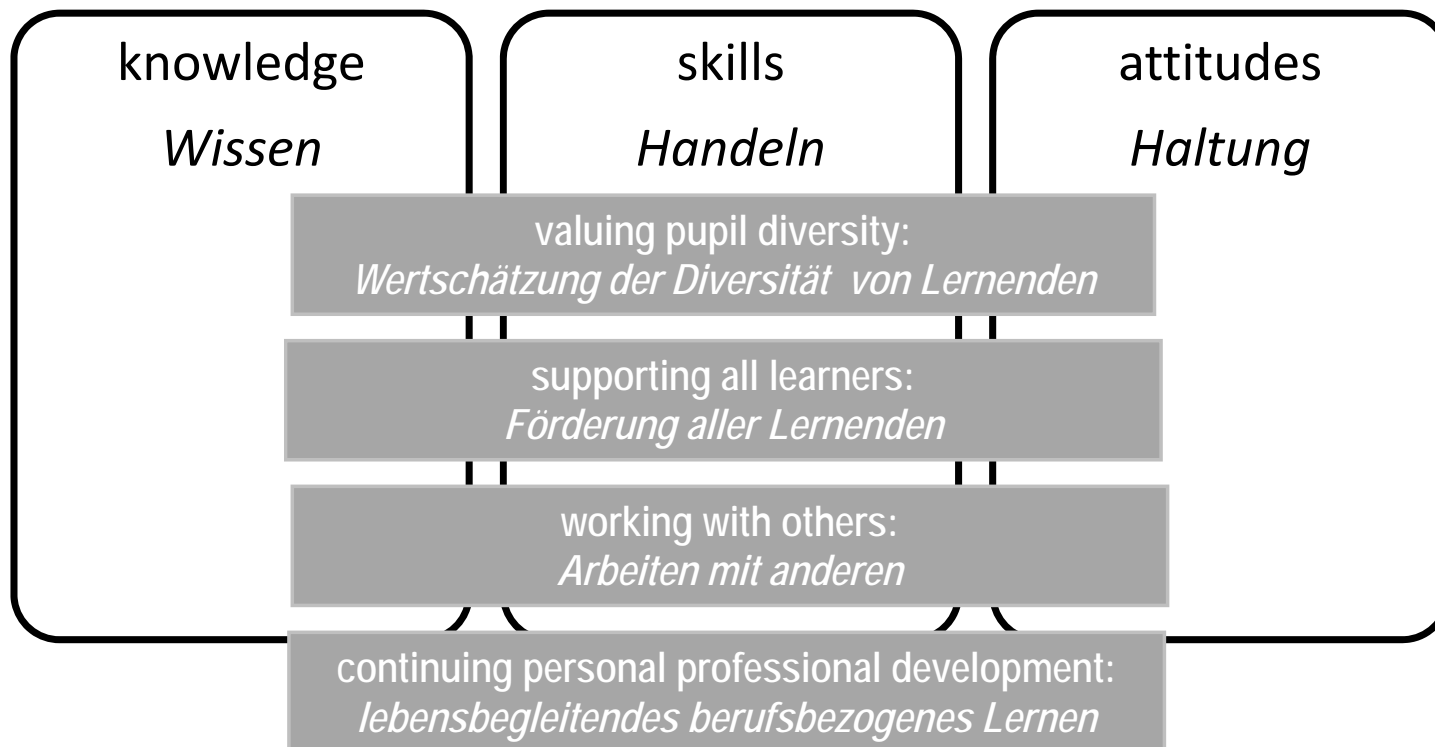
- What kind of teachers do we need for an inclusive society in a 21st century school?
- What are the essential teacher competences for inclusive education?

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)



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>

The POWER of school development

SQA

Austrian school quality
management system
based on action
and development plans

MAIN TARGET

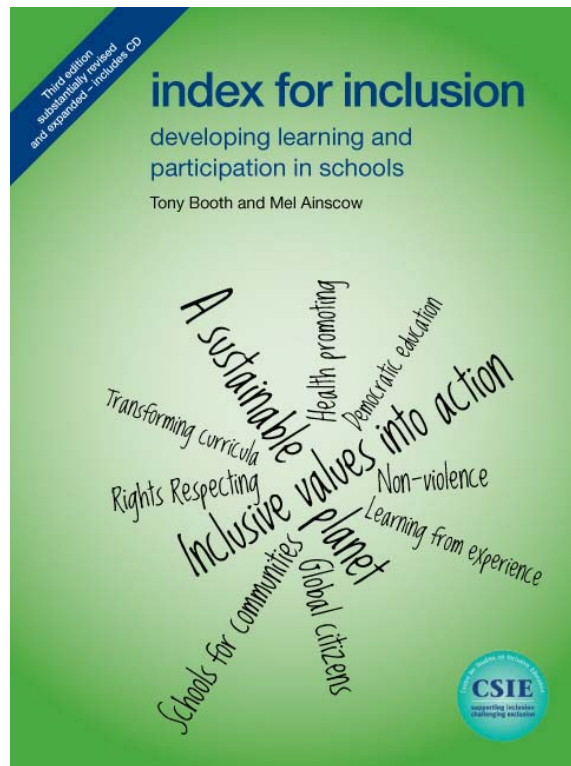
Development of learning and
teaching towards

- individualization,
- competency support,
- inclusion



Quality development based on the Index of inclusion

Booth / Ainscow 2003





Index for Inclusion Network

Sprache auswählen

Powered by Google Google Übersetzer

SEARCH



- HOME
- INSIDE THE INDEX
- INDEX IN USE
- ALLIANCES
- NEWS & VIEWS
- RESOURCES
- PHOTO GALLERY
- CONTACT

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.

News & Views

17.09.2015
Recycling tyres to green a school

23.07.2014
Real Names

[More Stories](#)

Tweets by @IfI_Network

IndexforInclusion
@IfI_Network

see the lovely work of the pupils heacham



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Hochschule
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The University College of Teacher Education



University College of Teacher Education Styria
Graz, Styria/Austria



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Conclusion for Inclusion



We are 65% water...
...the rest is attitude!

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- UN (2006). *Convention on the rights of persons with disabilities and optional protocol*. Retrieved from <http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf> [6.8.2019]
- UNESCO (2008). *Inclusive education: The way of the future*. Reference Document. International Conference on Education, 48th Session, Geneva 25 November. Retrieved from http://www.ibe.unesco.org/fileadmin/user_upload/Policy_Dialogue/48th_ICE/CONFINTED_48-3_English.pdf [6.8.2019]
- World Health Organization. (2007). *International classification of functioning, disability and health: children and youth version: ICF-CY*. World Health Organization. Retrieved from <http://www.who.int/iris/handle/10665/43737> [6.8.2019]

Website <https://www.icf-school.eu>

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