

Inclusive Education in Austria

Towards a School for All



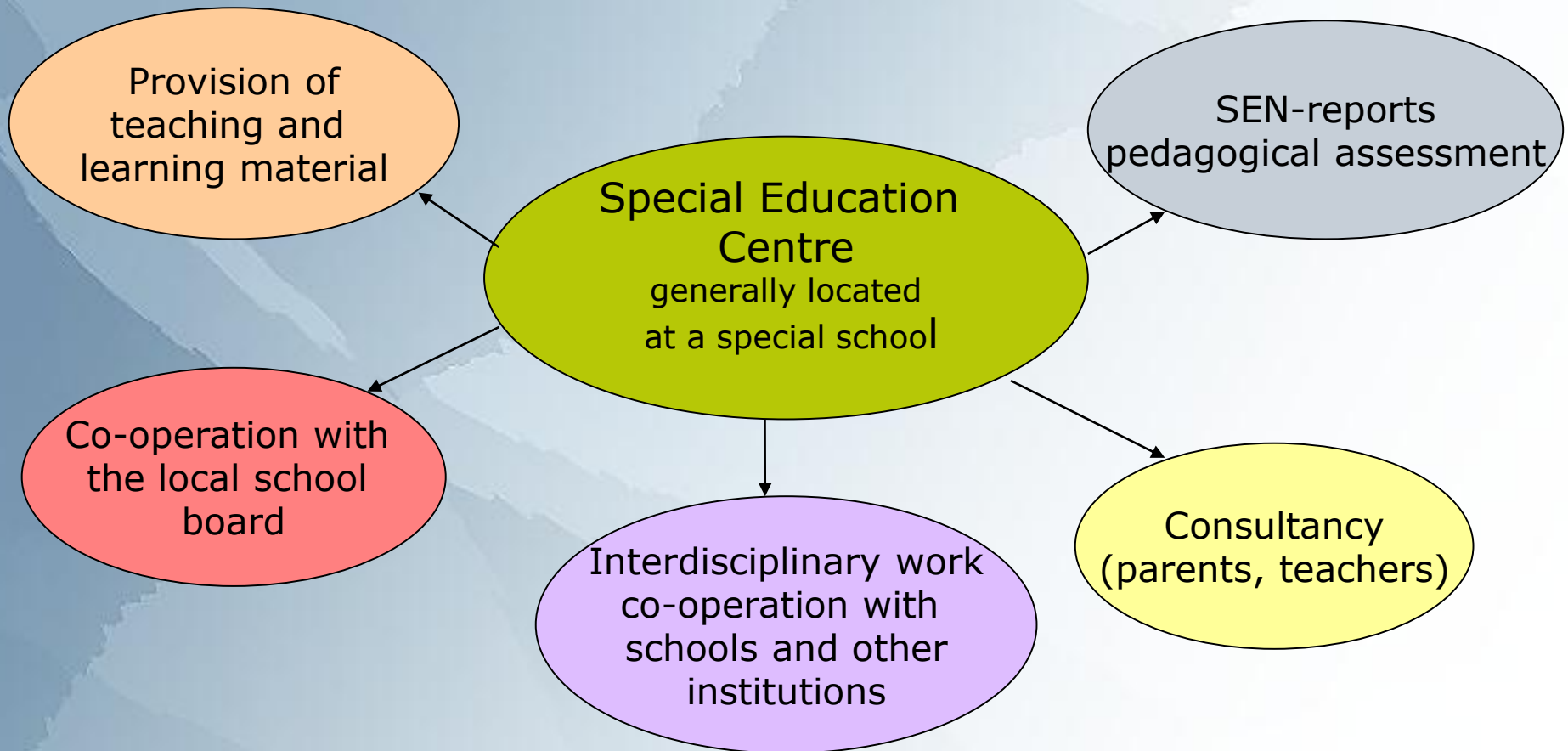
What does "inclusive education" mean in different countries?

- Main question – do we all mean the same?
 - Special Educational Needs (SEN)
 - Special Needs Education (SNE)
 - Integration
 - Inclusive Education
- Do we all follow the same approach and strategies?
 - Same school building, but differentiated classes
 - All learners in the same classroom, individual support
 - What kind of provisions are available

"State of the Art" in Austria (I)

- Integration/Inclusive education available in PS, SS I, NCS and PVS (from 2012/13 in some Vocational Schools, too)
- Legal right for all learners with SEN to be either educated in an inclusive setting or in a special school (parental choice)
- Provisions for SEN learners in inclusive settings
 - additional specialised teacher(s)
 - team-teaching with classroom teacher(s)
 - special curricula
 - individual education plans
 - specific/adapted teaching/learning material and methods
- Support through regional Special Educational Centre (SEC)

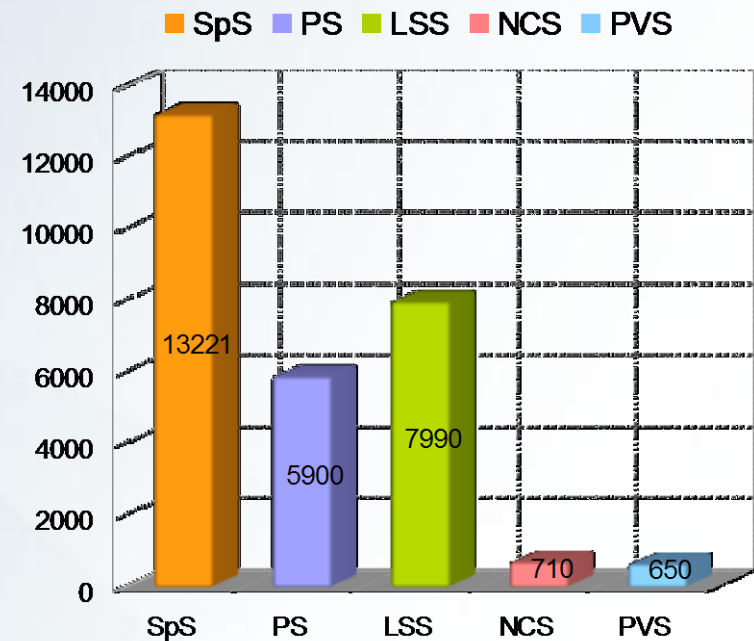
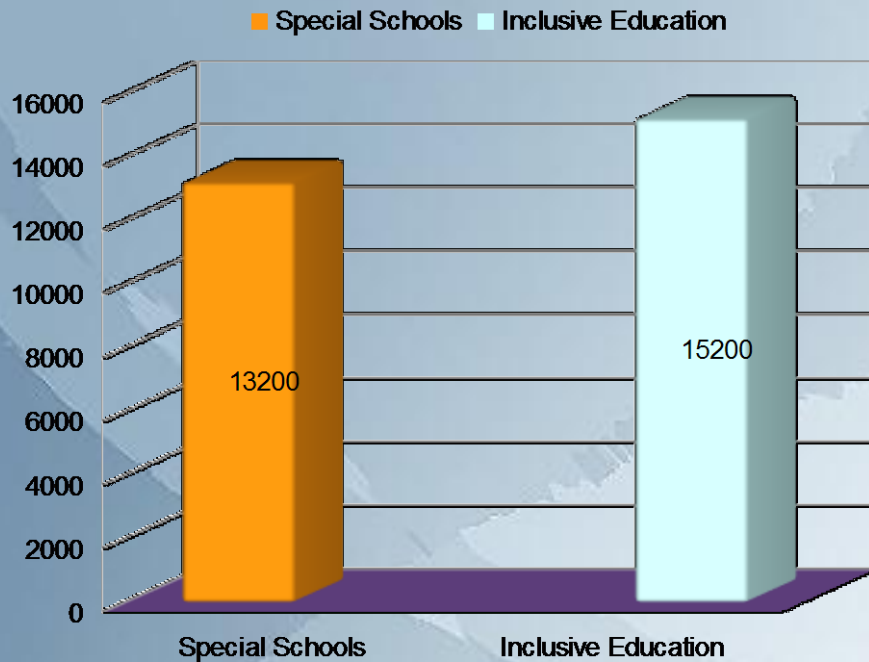
The role and tasks of Special Educational Centres (SEC)



"State of the Art" in Austria (II)

Number of all learners age 6 – 15 (compulsory schooling)		
Primary Schools (PS)		329.440
Secondary I Schools (SS I)		217.338
New Comprehensive Schools (NCS)		16.848
Pre-Vocational Schools (PVS)		19.315
Special Schools SpS)		13.221
Total		596.162
Number and percentage of learners with SEN in inclusive settings and special schools		
Primary Schools (PS)	5.904	1,8%
Secondary I Schools (SS I)	7.986	3,7%
New Comprehensive Schools NCS)	711	4.2%
Pre-Vocational Schools (PVS)	646	3,3%
<i>Special Schools (SpS)</i>	<i>13.221</i>	<i>(100%)</i>
Total	28.468	Average 4,8%

Number of learners with SEN in inclusive settings and special schools



Areas of current development

- Overall Goal: Improving quality in inclusive education
 - Development and implementation of indicators for inclusive education
 - Development of a framework regarding the implementation of individual education plans
 - Development of criteria regarding the formal assessment procedures of SEN - students

Indicators for inclusive education

- On the class room level
 - personal continuity and small number of of teachers and staff
 - differentiated teaching and learning during lessons
 - heterogenous grouping of pupils
- On the school level
 - incorporating inclusive education into the school concept of fostering pupils
 - full time allocation of additional specialised teachers to inclusive settings
- On the regional level (regional school board)
 - transparent allocation of additional staff to all schools
 - monitoring the compliance with indicators, feedback to schools, annual report for development of evidence-based education policies

Framework for the implementation of IEP

- General tasks of IEP
 - guiding tool to promote the learning process
 - builds on individual strengths and state of development
 - aims at developing relevant competencies
- Design and review of the IEP
 - based on an observation period and a comprehensive diagnostic analysis
 - characterises learning goals and processes, provisions and assessment period
- Responsibilities
 - for planning and implementation: all teachers, main responsibility - SEN teacher, if possible parents and child
 - for implementation within the school's foster concept: director, school inspector

Criteria regarding the formal assessment procedures of SEN-pupils

Responsibilities of the district schoolboard

- monitoring the regional SEN-development (number of SEN pupils)
- controlling the regional allocation of (SEN)teachers
- formal assessment – SEN-statementen
 - evaluation of all support provisions available in mainstream schools
 - distinguishing learning difficulties vs. learning disabilities
 - distinguishing learning difficulties – children with other native languages
 - decision upon the (kind of) curriculum
 - monitoring the proceeding of the child with regard to possibly change SEN-statement (changing school types)

How improvements shall be achieved and monitored

3 approaches

- Ministry of Education: guidelines for "indicators", "IEP" and "assessment procedure"
- Responsibility for implementation of guidelines and documentation – district school boards and/or federal counties
- Periodic review by the MinEd.

Next steps towards IE

Overall Goal

Providing a national strategy for implementing the UN-
Convention on the Rights of Persons with Disabilities
by 2013

Future action fields

- Developing a framework for IE covering the structures, organisation and financing
- Action plan for upgrading and extending support systems
- Improving accessibility (removing existing barriers)
- Modification of teacher training, self-conception and attitudes of teachers
- Guiding research

A School for All

