



Consulting Formats for Schools on their Ways to Inclusion

A closer look at teachers' needs in order to ensure an inclusive school environment



We do not have the right to exclude anyone. Our fears are simply an obstacle to overcome. They cannot and must not be a reason to deny any person their rights (by Jack Pearpoint & Marsha Forest, n.y.).

Introduction

Following the hypothesis that *teachers are often faced with critical incidences during their interaction with students, which prevent an inclusive handling of situations*, the first step of the research project will be an analysis of teachers' needs in order to offer them a suitable format of consulting. The analysis of these needs includes qualitative (less structured and structured interviews) as well as quantitative methods (standardized questionnaires). This survey will take place at cooperating schools in the federal state of Mecklenburg-Western Pomerania, Germany. After the analysis it will be possible to conceptualize need driven consulting formats, that will be evaluated later on.

According to the inclusion strategy plan of the federal Ministry of Education , Science and Culture of Mecklenburg - Western Pomerania published in 2016, the school system will go through big changes during the next years. In the next three years the research group at the Department of Inclusive Pedagogy and Special Education Needs could strengthening the federal plan of transforming the school system in to a more inclusive direction by supporting it with a cost neutral designed consulting system, that even will last after the research period. The cost neutrality will be reached through the connection of social community work and school development processes.

Info Box: General facts about the project

The research group at the University of Greifswald at the Department of Inclusive Pedagogy and Special Education Needs, that aims to conceptualize consulting formats for teachers in order to ensure a school development towards an inclusive direction, is part of a large project named "LEHREN in M-V" (financed by the Federal Ministry of Education and Research), which includes four Universities in

Research/Conceptualization Steps and Schedule

First qualitative exploration

July—September 2016



Intended Aims/Intention

Getting first impressions about:

- the variety of critical incidences and topics for consulting processes
- possible and suitable consulting formats corresponding/matching teachers daily work load and their experienced critical incidences

Further more it is possible to identify possible and necessary school cooperations with institutions and organizations that are active in the field of social community work and even could offer consulting concerning specific issues.

Measures/Research Methods

- Less structured interviews in informal settings
- single, pair and group interviews
- Interviews with students, teachers and social workers at schools

Second/Closer exploration

October—December 2016

Identifying more detailed information about the situation as a teacher (see even first exploration).

The second exploration may even give

Items for the standardized questionnaires.

It is an addition to the above mentioned qualitative explorations. In this way the data can be confirmed on a wider level.

- structured interviews (recorded for a qualitative content analysis)
- single interviews with teachers

Quantitative exploration

Start Winter 2017

standardized questionnaires

Creation of a concept (providing various consulting formats)

Start Spring 2017

Based on the explorations it is more likely to offer teachers suitable consulting formats.

Think tanks, cooperation, workshops, individual consulting, team consultation etc.

Concept evaluation

Starting not earlier than autumn 2017

The system of consulting formats should be evaluated regarding at least teachers change in knowledge, interaction and attitude towards an inclusive direction.

Appropriate evaluation methods will be found during the different research phases.

Some possible impacts of the results:

- the connection of social community work and school development processes could be a suitable model for school environments in other regions in Germany
- through the research design and approach it is likely to guarantee a cost neutral and stable way of creating a school development towards an inclusive direction

Sources:

Pearpoint, J., Forest, M. (n.y.). Inclusion: It's About Change! online publication. <http://www.inclusion.com/inclusion.html>. Accessed 20 August 2016.

Ministry of Education , Science and Culture of Mecklenburg-Western Pomerania (Eds.) (2016). Inklusionsstrategie der Landesregierung im Bildungssystem bis 2023. Schwerin, Germany.

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