

ECER 2021

Network 04: Inclusive Education

Pre-conference resources

Tanja Lindacher

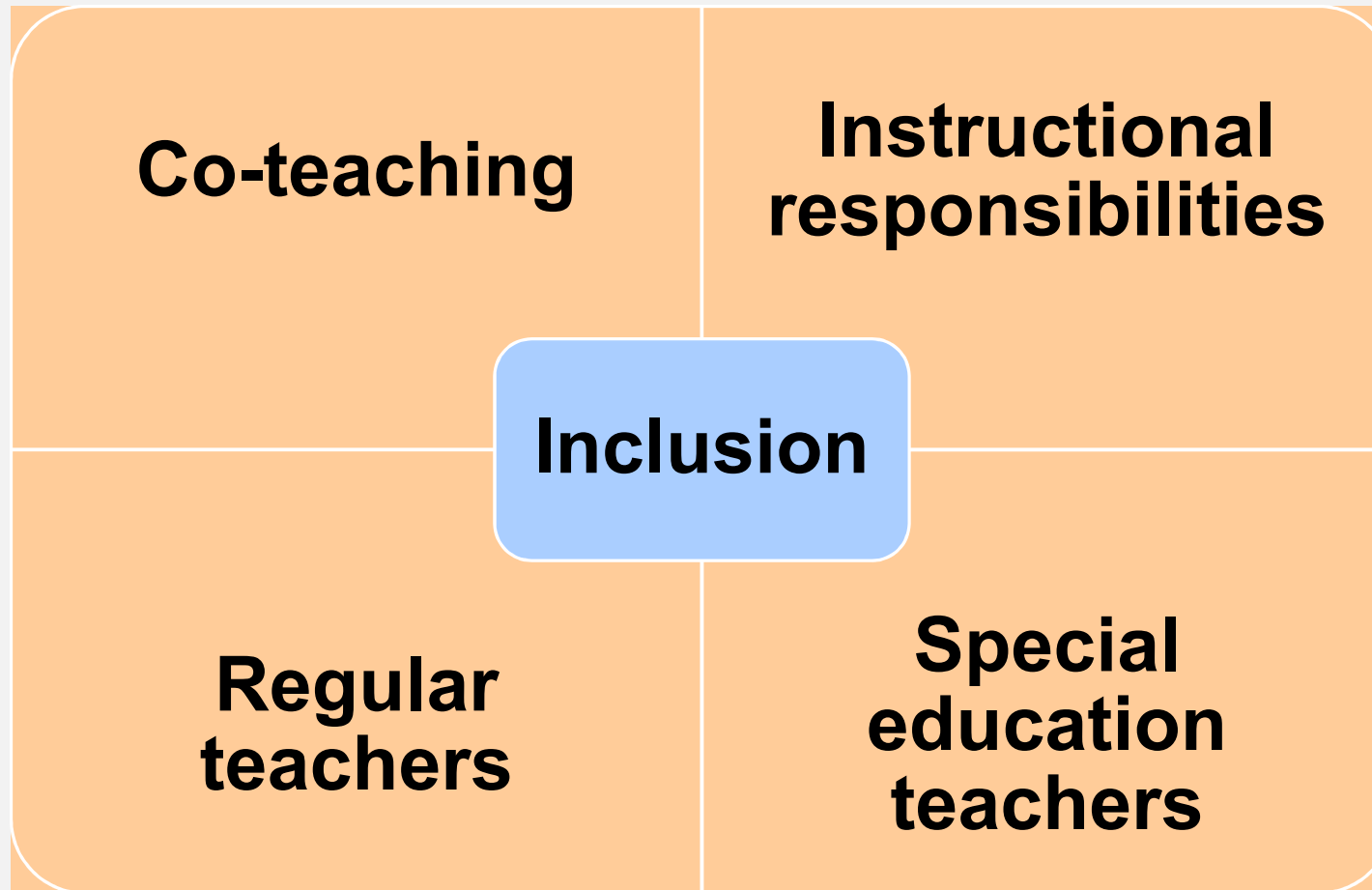
Erfurt University, Germany

tanja.lindacher@uni-erfurt.de

**How Do Co-Teachers Perceive Their Instructional Responsibilities
in Inclusive Classrooms?
A Case Study in Secondary Education**



What is the presentation about?



Inclusive education in Germany

- Variations of inclusive education throughout the 16 federal states
- Different forms of inclusive classrooms:
 - (1) 'cooperative' form:
 - Common instruction, but different legal status for pupils with special needs
 - (2) 'inclusive' form:
 - Common instruction and same legal status for pupils with special needs
- Curriculum reform in 2016: school-type-specific teaching techniques
- Secondary education: 'secondary schools' and 'community schools' (and other school types)

Research questions

- How are professional co-teaching relationships between regular and special education teachers perceived by them in inclusive classrooms?



- Question explored from two perspectives
- Differences and/or similarities?

Methodology



- Qualitative empirical approach
- Basis for recruiting participants: purposive sampling (three criteria)
- In this study: focus on 8 (4 male, 4 female) out of 14 participants, i.e. 4 cases/tandems
- Instrument: semi-structured interview guide, each participant interviewed on his/her own
- Data collection: June 2018 – May 2019
- Data analysis: a structuring technique of qualitative content analysis (Mayring, 2015), MAXQDA, a total of 178 codings (interview passages) analyzed

Data: 4 cases/tandems

- **Case 1:** secondary school, cooperative form of inclusion, cooperation with a nearby special school focusing on mental development, grades 5 and 7
- **Case 2:** secondary school, cooperative form of inclusion, cooperation with a nearby special school focusing on physical/movement skills and mental development, grade 6
- **Case 3:** community school, inclusive form of cooperation from grades 5 to 10 with a focus on emotional and social development, pupils with special needs usually in one class of a grade
- **Case 4:** community school, inclusive form of cooperation from grades 5 to 10, pupils with special needs in different classes within one grade

A comparison of the cases...

... will be presented in the session.



International dimension of the study

- **Co-teaching**: not just an arrangement between two professionals, but part of a **school development process**
- Do the suggested **organizational forms of inclusive education in Germany** really provide an answer to the **guidelines formulated by the United Nations (2006)**? Or: How can **school-type-specific characteristics in secondary education** meet the requirements of an inclusive education (Göransson & Nilholm, 2014)?

References

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