



Universität Hamburg

DER FORSCHUNG | DER LEHRE | DER BILDUNG

PROFALE

PROFESSIONELLES LEHRERHANDELN ZUR
FÖRDERUNG FACHLICHEN LERNENS

DEVELOPING STUDENTS' EXPERTISE FOR HISTORY TEACHING IN INCLUSIVE SETTINGS

Prof. Dr. Andreas Körber & Patrizia Seidl

INTRODUCTION

By signing the **United Nations Convention of Rights of Persons with Disabilities in 2009**, Germany legally agreed to promote and foster an inclusive school system for all learners (UNCRPD, Article 24, 2009).

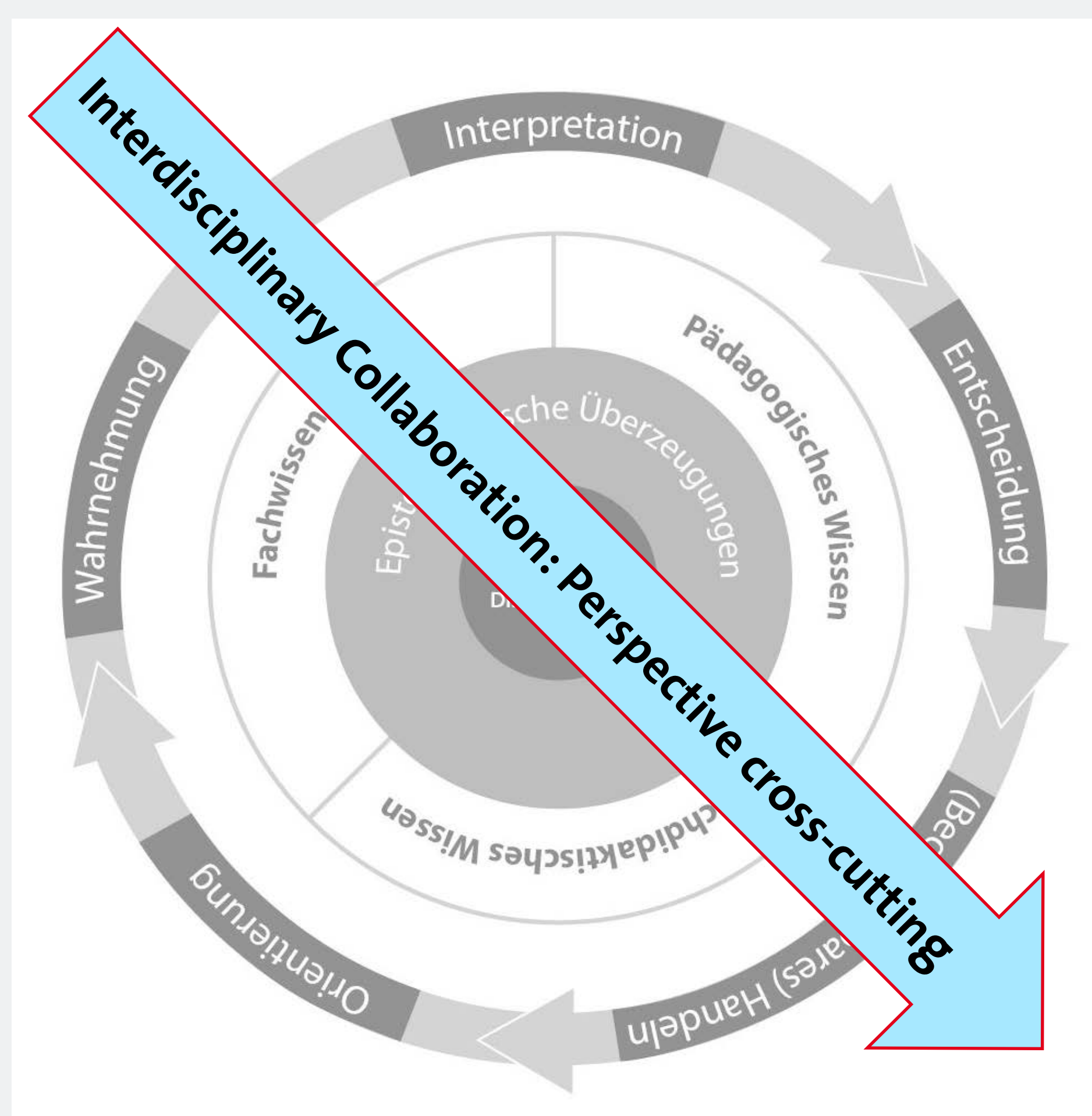
Therefore, the **diversity in schools and classes is steadily growing** and teachers are confronted with different new chances and challenges. As a consequence a Teacher Education **preparing for Inclusive Settings is needed** (KMK, 2015).

One aspect of preparing teachers for Inclusive Teaching Settings can be seen in a **cross-cutting approach of expertise of prospective Regular and Special Needs Education Teachers to develop competencies** for Inclusive Teaching in **collaboration** (Moser; Kropp, 2014).

Currently the University of Hamburg is **developing and testing new strategies for Inclusive (Subject-) Teaching** within the state funded BMBF project ProfaLe.

THEORETICAL BACKGROUND

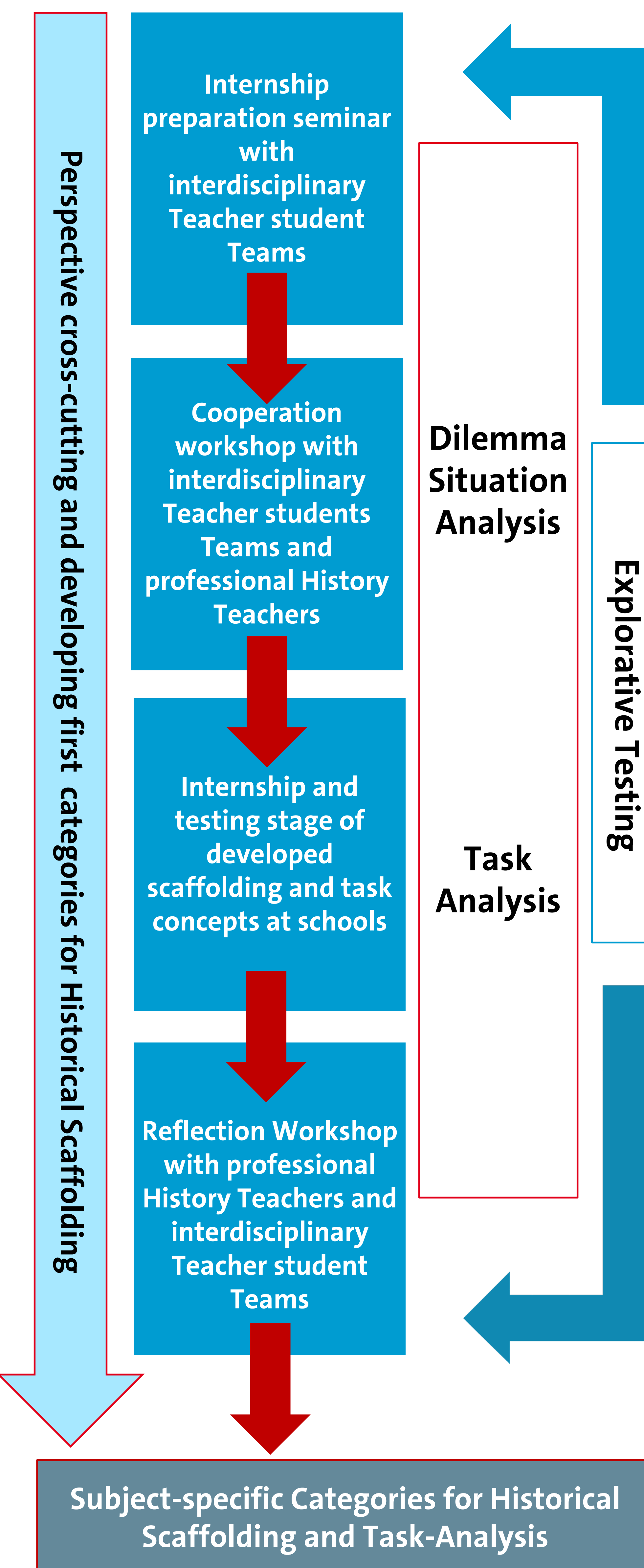
The strategies for developing students' competencies for Inclusive (Subject-) Teaching is based on the **Teacher Competence model by Brauch and Körber (2015)** and on the results of the KIS-Study by **Moser and Kropp (2014)**, highlighting the importance of **collaboration and perspective exchange of Regular and Special Needs Education Teachers** for creating successful Inclusive Learning Settings.



Körber, Brauch (2015)

RESEARCH SETTING

An interdisciplinary **History Didactics seminar** bringing together **Subject-Related and Special Needs Education expertises** for developing flexible and domain-specific **Scaffolds for History Teaching** and fostering **Task-Analysis** competences for Inclusive Settings.



RESEARCH: INCLUSIVE HISTORY TEACHING - FOCUS ON SCAFFOLDING

Inclusive History Teaching's aim is to enable all students to **take part within society's historical discourses** (Lücke, 2015).

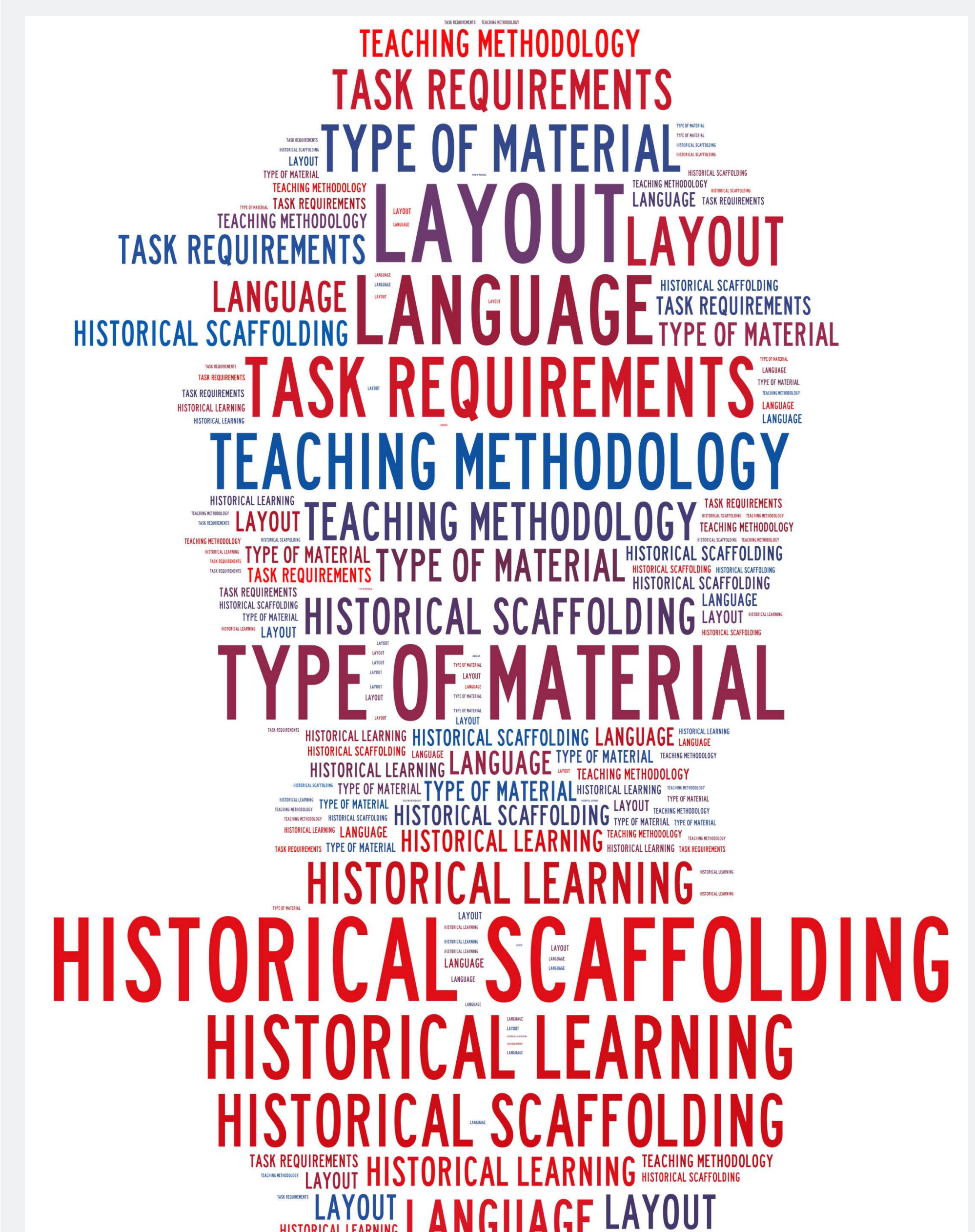
The proposed concept for Inclusive History Teaching **focuses on a competence-oriented development of complex historical learning tasks** and adapting **Scaffolding principles for History Education** (Schreiber/Körber, 2007; Hammond; Gibbons, 2005).

Within the context of ESL, **Scaffolding** is defined as a **task-specific support** provided by the teacher for learners (ib. 2005).

Historical Scaffolds aim to **enable divers learners to process common complex and relevant History Tasks**.

The Scaffolds are **not developed for individual students** or barriers, but **are applicable for specific challenges** within tasks which are perceived by several students and are assumed to be for temporarily use, but also need to become a **part of students' learning repertory**.

FIRST RESULTS: HISTORICAL SCAFFOLDING CATEGORIES



REFERENCES: Brauch, Nicola; Körber, Andreas: Fachunspezifisches Modell professioneller Lehrerkompetenzen. In: Brauch, Nicola: Geschichtsdidaktik. Berlin/Boston, 2015. p. 145. **Conference of the Ministers of Education and Cultural Affairs (KMK)** (2015): Lehrerbildung für eine Schule der Vielfalt. Gemeinsame Empfehlung von Hochschulrektorenkonferenz und Kultusministerkonferenz. http://www.kmk.org/fileadmin/veroeffentlichungen_beschluesse/2015/2015_03_12-Schule-der-Vielfalt.pdf. Accessed July 1st, 2016. **Körber, Andreas; Schreiber, Waltraud; Schöner, Alexander** (Hrsg.): Kompetenzen historischen Denkens. Ein Strukturmodell als Beitrag zur Kompetenzorientierung in der Geschichtsdidaktik. Neuried, 2007. **Lange, Valerie; Rabe, Ties**: Inklusive Bildung in Hamburg. In: Friedrich Ebert Stiftung (FES): Inklusive Bildung im Ländervergleich. Teil 4. Berlin, 2016. **Lücke, Martin**: Inklusion und Geschichtsdidaktik. In: Riegert, Judith; Musenberg, Oliver: Inklusiver Fachunterricht in der Sekundarstufe. Stuttgart, 2015. p. 197-205. **Moser, Vera; Kropp, Andreas**: Kompetenzen in Inklusiven Settings (KIS) – Vorarbeiten zu einem Kompetenzstrukturmodell sonderpädagogischer Lehrkräfte. In: Häcker, Thomas; Walm, Maik: Inklusion als Entwicklung. Konsequenzen für Schule und Lehrerbildung. Bad Heilbrunn, 2015. p. 185-212. **United Nations** (2009). **Convention on the Rights of Persons with Disabilities**. <http://www.un.org/disabilities/documents/convention/convoptprot-e.pdf>. Accessed July 1st, 2016.

CONTACT:

Patrizia Seidl

University of Hamburg

Faculty of Education

patrizia.seidl@uni-hamburg.de



This project is part of the "Qualitätsoffensive Lehrerbildung", a joint initiative of the Federal Government and the Länder which aims to improve the quality of teacher training. The programme is funded by the Federal Ministry of Education and Research. The authors are responsible for the content of this publication.