

Schools and families as inclusion partners

Good practice exemples in Germany

Sophie-Scholl-Schule, in Gießen and Wetterau, Germany

Sophie-Scholl-Schule is an inclusive school for all children.

Multi-professional teams of teachers, educators and therapists work together and accompany all children during the school day and parents find many opportunities to cooperate with the school.

The school house was built with a strong commitment to inclusive education. Therefore it is fully accessible for everyone, and its atmosphere is bright and friendly. All people – children and staff – like to be in the building (to work, to learn, to grow, to live...).

The school concept in key words:



Educational reform oriented

- **Inclusive** – learn longer together
- **Mixed age groups** – learning from and with each other
- **All day** - more time to learn, move, play



Variety of methods

- Independent learning with increasing personal responsibility
- Working with individualized learning assignments
- Use of diverse, adapted teaching material
- Interdisciplinary project learning
- Course learning with inner and outer differentiation



Contemporary community school

- Mutual respect and helping as a consistent principle
- Promotion of social learning
- Festivals and celebrations: design elements of school life
- Rituals: transparency and security for everyone
- Compliance with the Hessian framework plans



Variety of services

- With normal ability
- With limitations or disabilities
- With talent
- With migration background



Open from 7.30 a.m. to 4.30 p.m.: Strong range – strong students

- Group lunch
- Weekly tasks for practicing and automating the learning material
- Supervised leisure time with offers and freedom for self-organization
- Diverse, age-appropriate course program in the afternoon for free dial-in
- holiday care

Partners for a learning institution

There are lots of possibilities for parents to take part in school development.

They can represent parents' interests in regular conferences, and they take part in different school-development-groups.

Here and everywhere staff and parents meet as cooperating experts.



Partners for a learning institution - Parents

Parents exercise their rights of co-determination as class and school parent advisory councils and as members of the school conference.

At the Sophie-Scholl-School there are also working groups made up of school teams and parents who work for a limited time and deal with current topics of school development.

Parents contribute their professional know-how to the development of the school in the working groups, have the opportunity to help shape the school in clearly defined areas and continue to advance our school through their continuous commitment.

Teaching methods

In an inclusive school methods, results and effects of learning must vary from child to child and also must be measured individually.

In an inclusive school we choose working methods tailored to every single child and we vary within topics and subjects in such a way that all children can participate.

"Prove by doing that you think differently!" - Sophie Scholl

- to ensure inclusion, to make education and community accessible to all children regardless of disability or non-disability, gender or social background,
- to recognize heterogeneity in everyday school life and to establish a culture of mutual recognition and appreciation,
- to strengthen the personalities of the school children and
- to ensure that social education and learning about democracy become guaranteed learning content for all pupils.

<https://www.sophie-scholl-schulen.de/>

https://www.inclusion-europe.eu/wp-content/uploads/2019/01/Best-Practice-Education_EN-FINALWEB.pdf

Family Literacy Project (FLY), Germany

Implementing organization:

State Institute for Teacher Training and School Development (Landesinstitut für Lehrerbildung und Schulentwicklung) of the Ministry of Education, Hamburg

FLY is an intergenerational family literacy programme that targets parents, children at pre-school, kindergarten and early primary school, as well as children with special learning needs. Many of the targeted people are from socially disadvantaged communities

Development

The project endeavours to develop the literacy skills (reading, writing, speaking, listening, and creativity) of parents and their children. It also seeks to promote strong linkages between the kindergarten or school and home-based learning processes by:



Development

- supporting parents to increase literacy activities at home, and enabling them to help with their children's schoolwork
- training school teachers how to deal with and instruct children from diverse cultural backgrounds.
- the programme also encourages and supports strong interaction and cooperation between parents and kindergarten, or school teachers, in order to enhance children's learning capacities.



FLY

The FLY curriculum, which is primarily produced by the facilitators on an ongoing basis, emphasises the following themes:

- language development
- listening and comprehension (e.g. through story telling)
- reading, writing and comprehension (reading aloud and discussions)
- letters and phonological awareness (initial sounds, rhymes, working with syllables)
- cultural awareness.

Aims and objectives

- improve children's early literacy and language skills development by training and empowering parents to take an active role in their children's psychosocial and learning development
- improve the literacy skills of parents and children from migrant backgrounds
- promote home-based learning through the provision of learning materials and training of parents as educators
- create strong links and cooperation between school or kindergarten and home-based learning
- use literacy training to foster effective and sustainable integration of migrant communities into mainstream German society
- enhance the effectiveness of schools and kindergartens by training teachers and educators.

Community involvement: Parental training and participation

The project is built on the basic principle that the family constitutes the fundamental springboard for children's sustainable learning and education. Within the framework of FLY, parents are treated as equal partners and are therefore encouraged to play an active role in the planning and implementation of programme activities.

This occurs at three different levels:

- **Active involvement of mothers in the class**
- **Working with parents (without children) in parallel sessions**
- **Joint-out-of-school activities**



Teaching–learning methods

The teaching concept adapts to the circumstances of the school and programme participants.

In general, action-oriented and process-oriented participatory teaching–learning methods are emphasised.

During joint parent-child classes, participants are actively encouraged to work together in the learning process as well as in the production of learning materials.

For example, parents write, read and discuss personal family stories with their children while children participate in singing and dance sessions.