

8. Inclusive Education in Teacher Education

Initiator: Carla Jana Svaton, University of Freiburg

Moderation: Martin Viehauser, University of Freiburg

A historically, educationally and socially contextualized foundational understanding of the development of inclusive education is indispensable for prospective teachers. The current 'Generation Inclusion' is growing into a school system that places high demands on participation, cooperation and multiprofessional work – while at the same time grappling with traditional structures, normative conceptions and questions of resources.

Accordingly, core competencies of an inclusively developed 'special education' are now a self-evident part of teacher education (primary education, bachelor's level). Yet the question remains open: how should these competencies be designed so that they strengthen future teachers rather than overwhelm them?

The Working Forum addresses this guiding question from a historical, theoretical and profession-related perspective. Topics for discussion include:

- theoretical foundations that are indispensable for a contemporary understanding of inclusion (including bio-psycho-social models, Disability Studies, doing difference, the dramatization, de-dramatization and non-dramatization of difference, intersectionality),
- professional requirements for primary school teachers in the multiprofessional setting of the school,
- as well as teaching-learning settings that enable students to experience inclusion as an empowering principle – not as an additional burden.

Together with those affected, students, lecturers, researchers, school leaders, education policymakers and parents, existing and newly developed training content is to be reflected upon and further developed. The aim is to develop viable foundations for concrete teaching units at universities of teacher education in Switzerland, Austria and Germany. The Working Forum thus understands itself as a contribution to shaping a 'Generation Inclusion' that understands school as a space that can be changed, and that actively participates in its further development.