

**40 years**

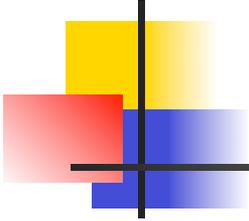
**Comprehensive  
Schools  
in  
Lower Saxony**

## Traditional school system in Germany

- Selective → Lower – Intermediate - Higher Secondary Education (Gymnasium)  
plus schools for special educational needs
- Primary teachers give advice to the parents about the proposed most suitable kind of school
- If a child fails the attended school he/she has to leave and attend a different kind of school
- Still in Lower Saxony parents decide independently on the school (they do not have to follow the teachers' advice)

## Situation now

- Parents hardly choose Hauptschule (Lower Secondary Education) any more, they want higher education for their children
- More and more comprehensive schools arise as a result of the parents' request
  - Also a political decision by the current government of Lower Saxony
  - Educational policy in Germany is in responsibility of the states, so there are different educational systems in the 16 German states (counties)



- Time for individual development
- Learning together
- No change of school as common in selective school systems
- Support of high-performing and weak students
- All levels of secondary school leaving qualifications
- Learning with all senses
- All -day school with lots of extracurricular activities
- Individual focus areas
- Intensive career guidance

**Comprehensive Schools**

**Good examples**

# IGS

## EINE SCHULE FÜR ALLE



- Zeit zur Entwicklung
- Gemeinsam lernen
- Kein Schulwechsel erforderlich
- Fördern und Fordern
- Alle Schulabschlüsse möglich
- Lernen mit allen Sinnen
- Ganztagschule mit vielen Angeboten
- Profile bilden
- Lernen in der Region und in Europa
- Intensive Berufsorientierung



## Die Integrierte Gesamtschule Stöcken

... a rising comprehensive school with five classes in each year,  
at present year 5-9, built barrier-free

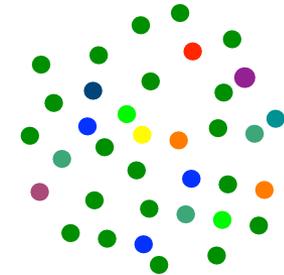
...up to **four** children with special needs in each class

86 students with special education needs – mainly learning disabilities

... at present still one class with 7 students of the Wilhelm-Schade-Schule – the nearby school for children with mental disabilities – in cooperation (in contrast to inclusion) **terminated concept**

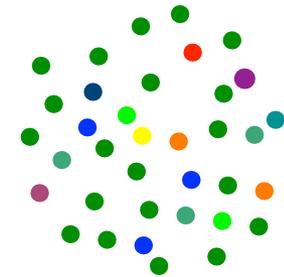
...one German language learning class for new immigrants with 24 students from year 5 – 9

... accessible for children of all kinds of educational aptitudes and all social backgrounds, of different cultures and native languages, presently children from 42 countries of origin



## „The history“

- Founding of the IGS Stöcken in 2009
- Closure of the Paul-Dohrmann-Schule (school for children with learning disabilities) in 2010
  - Admission of the students at the IGS Stöcken
  - Transfer of the teachers to the Wilhelm-Schade-Schule (school for children with mental disabilities in Stöcken)
  - Posting to the IGS Stöcken
  - ➔ teachers did not belong to the faculty of the IGS Stöcken
  - Transfer to the IGS Stöcken in August 2013



## „Landmarks“

- **Inclusion as a continuous principle**
  - In all classes, in all years
  - Many lessons with two teachers
  - Positive attitude of all teachers towards inclusion
- **Attitude of the school's leadership**
  - All children are welcome
  - Appreciation of special needs education
  - Strong focus on development of team structures
  - Joint teaching in the centre of the focus on school development

## „Landmarks“

- **Structure of school leadership**
  - Cooperative school leadership, 1 representative of our teaching staff
    - Who is a special education teacher
- **Employment of new teachers**
  - „inclusive“ criteria are predominant
- **Principle of joint teaching in teams of 2 teachers**
  - Continuous, constant teams – wherever and whenever possible
- **Team of special education teachers**
  - Department of „special education“
- **Alternative time structure**
  - Lessons of 75 minutes
  - Pedagogical rhythm of the school day

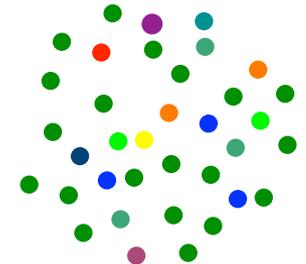
## „Landmarks“

### • „Change of school management“ from primary school to IGS Stöcken

- Continuing cooperation in the school network and in the regional concept for inclusion
- Regular meetings of the schools' leadership
- Early meetings with primary school teachers concerning change to secondary schools
- „Handover-conferences“ with special education teachers and teachers of the IGS Stöcken

### • „Inclusive educational concepts“

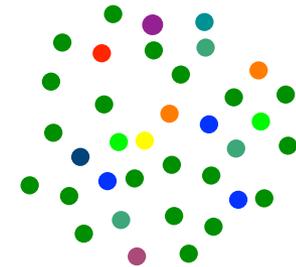
- Mandatory principles for joint teaching
- Learning with lesson plans on 3 different levels plus a level for students with special educational needs
- Internal differentiation in contrast to external courses
- Self-determined learning in cooperative learning arrangements
- Weekly meetings of all teachers of the same year in German, English, Mathematics, Natural Sciences and Social Sciences - fixed in the teachers' timetables
- Attitude of support and encouragement towards the students



## Commitment of special education teachers

Special education teachers in Germany either work in special-needs schools - or in inclusive systems . There they are often temporarily deployed in (different) schools with a certain amount of lessons

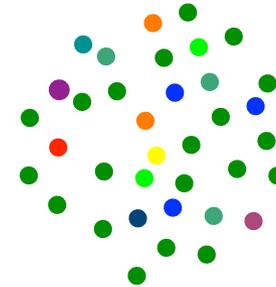
→ each child with special educational needs gets 3 extra lessons a week for special support. Children with mental disabilities get 5 extra lessons.



- **At the IGS Stöcken special education teachers belong to the staff of the school**
- **Main principle: readiness for teamwork and cooperation**
- **Assignment to constant classes and year(s)**
- **Equal participation in the school's organisation**
- **Equal members in all teams**

## Special education teachers are involved in...

- all areas of school developmental processes
- directing classes
- joint-teaching
- planning of joint-teaching lessons in cooperation with their team partners
- creation of lesson plans, reflecting and re-planning of units
- developing individual concepts for (special) education and identifying special educational needs
- work with parents
- the staff council

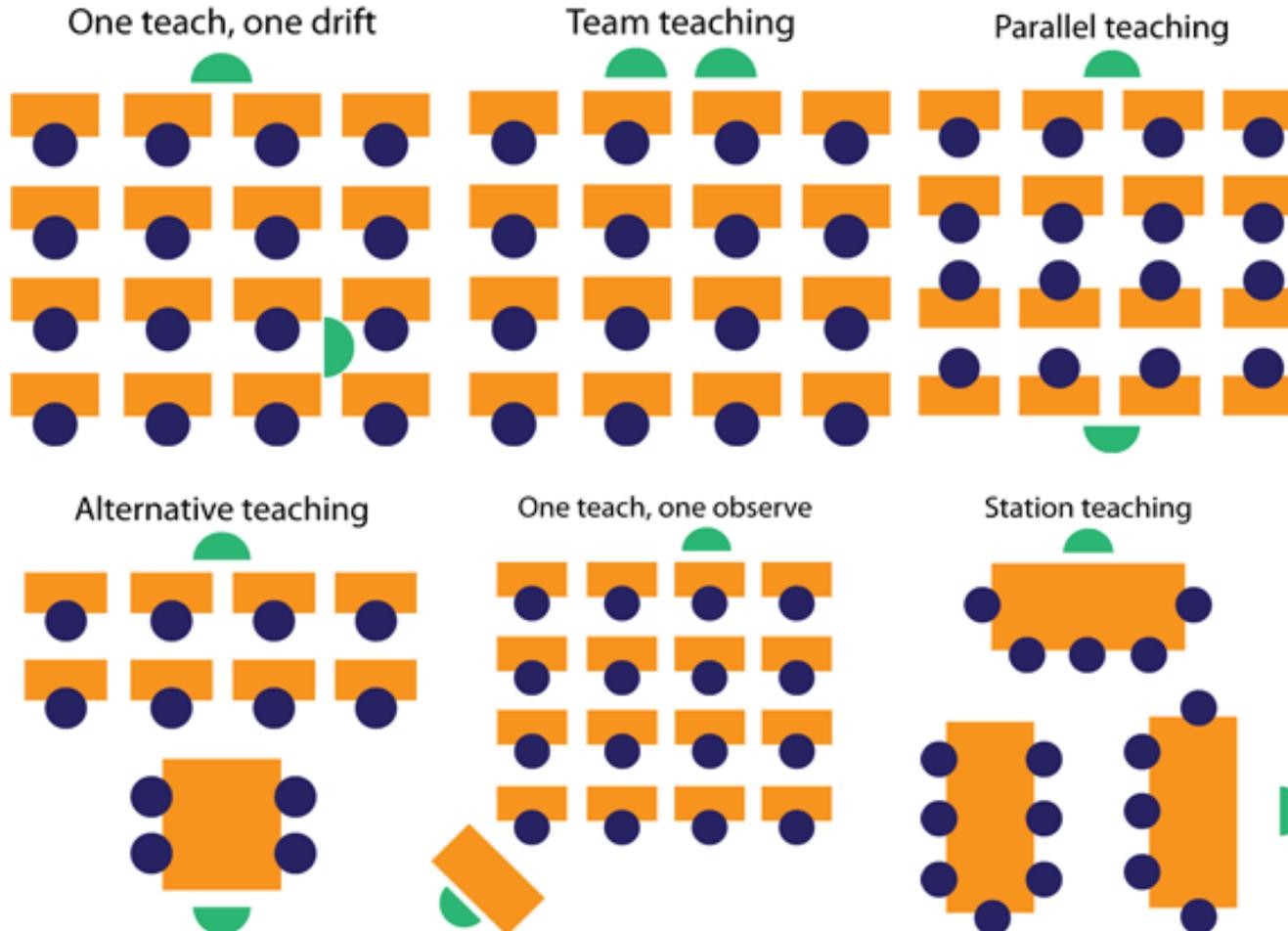


English Year 7, Unit 4 "Growing up in Canada"				
P: Page    VOC: Vocabulary    TB: Textbook    WB: Workbook    WS: Worksheet    GF: Grammar File    WM: Wordmaster    ATB: Advanced Textbook				
Page	Kompetenz: Ich kann...	Basic	Advanced	Additional
TB p. 68/69 Voc. p. 161-162 go camping - shoot ++    +    -    --	<b>Reading/Speaking/Listening/Writing:</b> Ich kann Bilder beschreiben und sagen, was Menschen tun. Ich kann Bilder nach einem Hörtext sortieren und Aussagen überprüfen.	TB p. 68/69 No 1a: Describe the pictures 1b: Answer the question TB p. 69 No 2: Listen to the text TB p. 69 No 2a TB p. 68/69 No 1a: Describe 4 pictures. ☹️1 WB p. 46 No 1a + b ☹️2	TB p. 69 No 2a + b TB p. 68/69 No 1a: Describe every picture. WB p. 46 No 1a + b + c	TB p. 68/69 No 1b: Answer the questions. TB p. 76 No 1
TB p.70 Voc. p. 162/163 mom - modern ++    +    -    --	<b>Reading/Listening/Writing:</b> Ich kann verstehen, welche Probleme Jugendliche mit ihren Eltern haben. Ich kann sagen/schreiben, was jemand darf oder nicht darf. Ich kann Modalverben benutzen.	TB p. 70 No 1: Listen to the text. Take notes, what problems they have got. Answer the questions. GF p. 146 TB p. 70 ☹️3 No 2a, 2b (3 sentences), 2c TB p. 76 No 3a ☹️4 TB p. 77 No 4a WB p. 48 No 3 ☹️5	TB p. 70 No 2a, 2b (5 sentences), 2c TB p. 107 No 4a WB p. 48 No 3, Now you WS 1	TB p. 77 No 4b: Write 10 sentences
TB p.71 Voc. p. 163 dress code - stomach ++    +    -    --	<b>Listening/Writing/Speaking/Reading:</b> Ich kann zuordnen, wer welche Meinung hat. Ich kann Argumente benennen und Wendungen für eine Diskussion benutzen.	TB p. 71 No 3: Listen to the text and read it in groups ☹️6 TB p. 163: Copy the reflexive pronouns (blue box) into your exercise book and complete it. TB p. 71 No 4a (☹️6) + 4b (4 sentences) WB p. 49 No 5 ☹️7	TB p. 71 No 4a + 4b (7 sentences) WB p. 48 No 4 WB p. 49 No 5	WB p. 49 No 6

# IGS Stöcken

*Eine Schule für alle Kinder*

Inclusive education  
Forms of joint teaching



# Individualized Areas of Focus

Profile				
Arts & Design	Science & Technology	Home Economics, Service & Health Education	Social Studies	Career Orientation
<p><b>Content of lessons:</b> Topics relevant to future careers as well as <b>preparing for Sekundarstufe II</b></p>	<p><b>Content of lessons:</b> Topics relevant to future careers as well as <b>preparing for Sekundarstufe II</b></p>	<p><b>Content of lessons:</b> Topics relevant to future careers</p>	<p><b>Content of lessons:</b> Topics relevant to future careers as well as <b>preparing for Sekundarstufe II</b></p>	<p><b>Content of lessons:</b> <b>Metalworking, Electrical Engineering, Construction, Carpentry</b></p>
<p>Practical orientation in various businesses (e.g. Volkswagen, artists' workshops, etc.),</p> <p>Study trip</p>	<p>Practical orientation in various businesses (e.g. Volkswagen, Continental, etc.)</p> <p>Field trips</p>	<p>Practical orientation in various businesses (e.g. Klinikum Hannover)</p> <p>Initiating cooperation with vocational school for social education &amp; domestic management</p>	<p>Practical orientation in business and commerce</p> <p>Field trip to the Bundestag</p>	<p>Cooperation with two vocational schools</p> <p><b>(at present BBS ME and BBS 3)</b></p>

## Motivated and accompanied individually

Year	Vocational training or Abitur (A-levels) after 13 years		
		<b>Oberstufe Qualifikationsphase</b>	
	Lower and intermediate secondary school leaving qualifications	<b>Oberstufe Qualifikationsphase</b>	
	AVO		Oberstufe Einführungsphase
10	External differentiation in Ger. M, En, Nat. Sc. Compulsory choice of subjects of focus	2nd Foreign language	
9	External differentiation in Ger. M, En, Nat. Sc. Compulsory choice of subjects of focus	2nd Foreign language	No second foreign language after year 10
8	Internal differentiation Compulsory choice of subject of focus	2nd Foreign language	
7	Internal differentiation Compulsory choice of subject of focus	2nd Foreign language	
6	Learning together	2nd For. lan.	

# IGS Stöcken

*Eine Schule für alle Kinder*

Dies wollen wir nicht!

