



Inclusive Education in Multicultural Communities in Berlin. An Interactive and Level-orientated Approach

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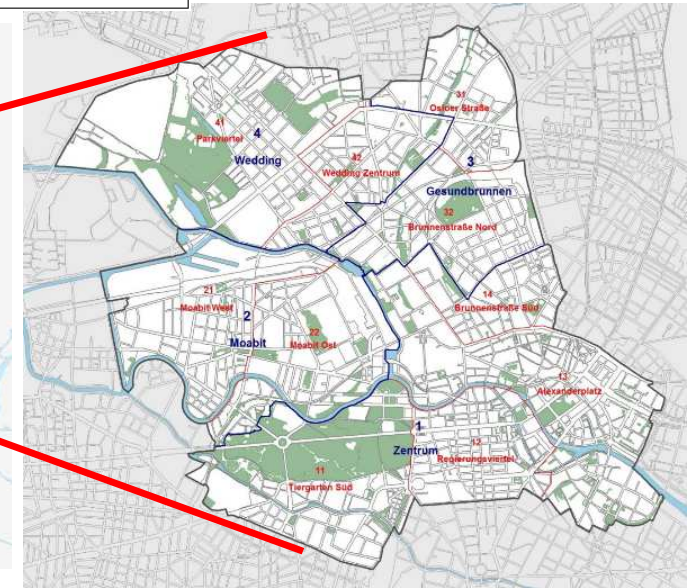
Inclusive Education in Berlin Mitte

1. Situation in Germany, Berlin, Berlin-Mitte
What are currently the biggest challenges in education (teaching and learning)?
 - language
 - culture
 - education
2. Why we need interactive and level oriented approach?
 - What are the different cognitive, interactive, and linguistic levels (in general and in German)?
3. Der *Foto-Lern-Dialog* and the Berliner *Sprachlerntagebuch*
the Photo-Learning-Dialog and the Berlin Language Learning Diary

Germany
Federal State

Berlin
Land

Berlin-Mitte 
District (Bezirk)



schulpartner 

Education System in the Early Childhood in Berlin-Mitte (Germany)



Kindertagesstätte:

Pre-school establishment

- age: 0-6 years
- privately or publicly maintained
- nonobligatory
- free of costs
- 10 % public maintained
- 90 % privately maintained

Grundschule:

Primary school

- Age: 6-12 years (6 grades)
 - publicly or private maintained
 - obligatory
 - free of costs
- 10% private schools
90 % public schools



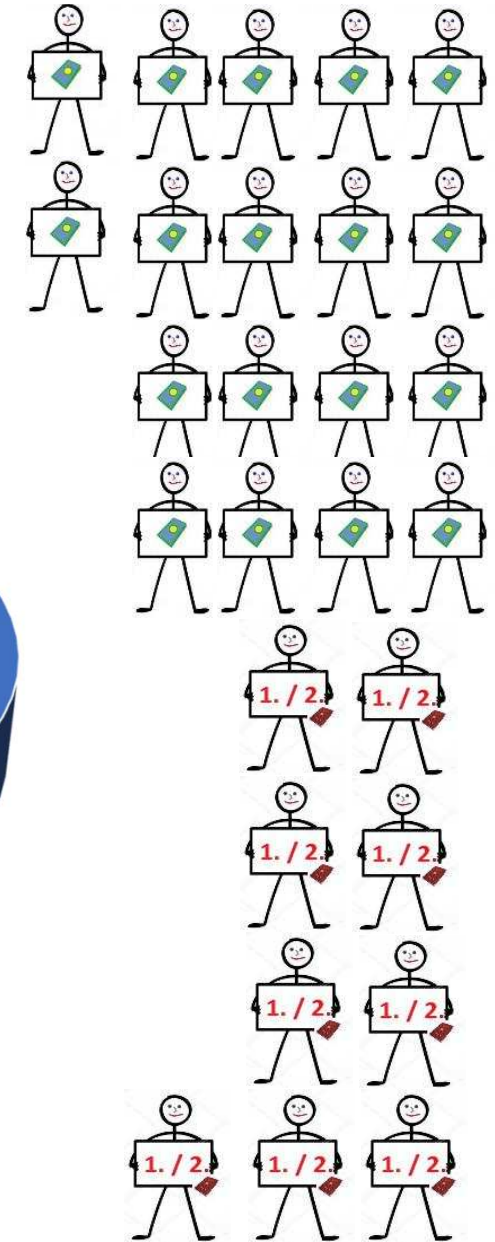
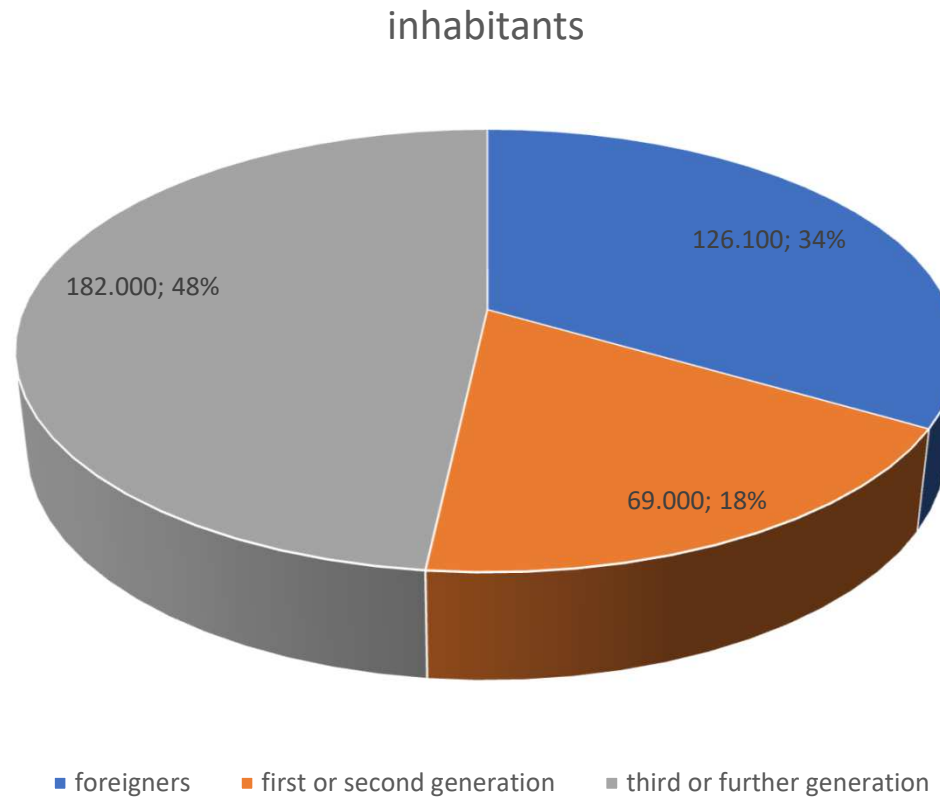
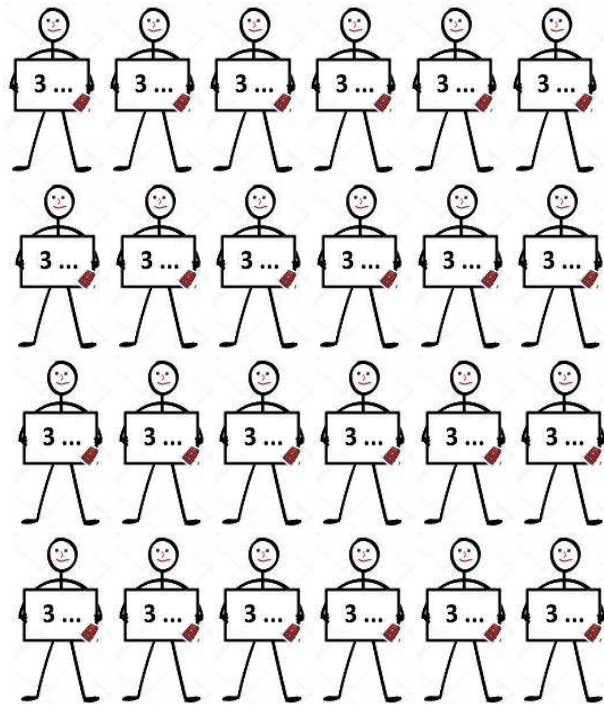
Berlin-Mitte:

126.100 = 34% foreigners (without German passport)

69.900 = 18% Germans with migrant background
(with German passport, they or their
parents came from a foreign country
= first or second generation)

182.000 = 48% Germans (= third or further
generation)

Berlin-Mitte:



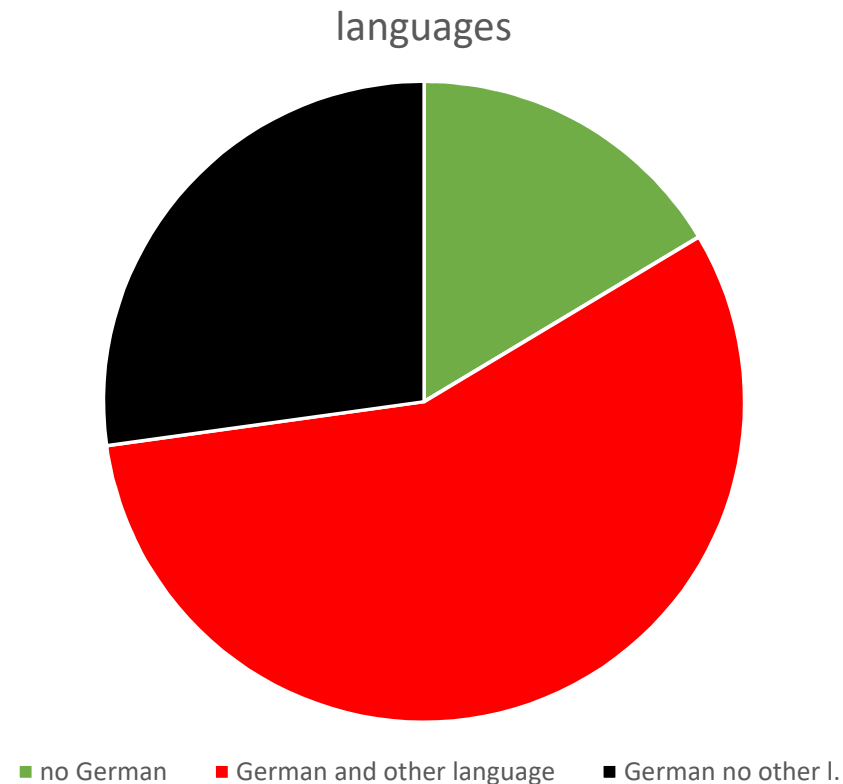
Languages spoken at the age of 6 years (starting school in August 2017)



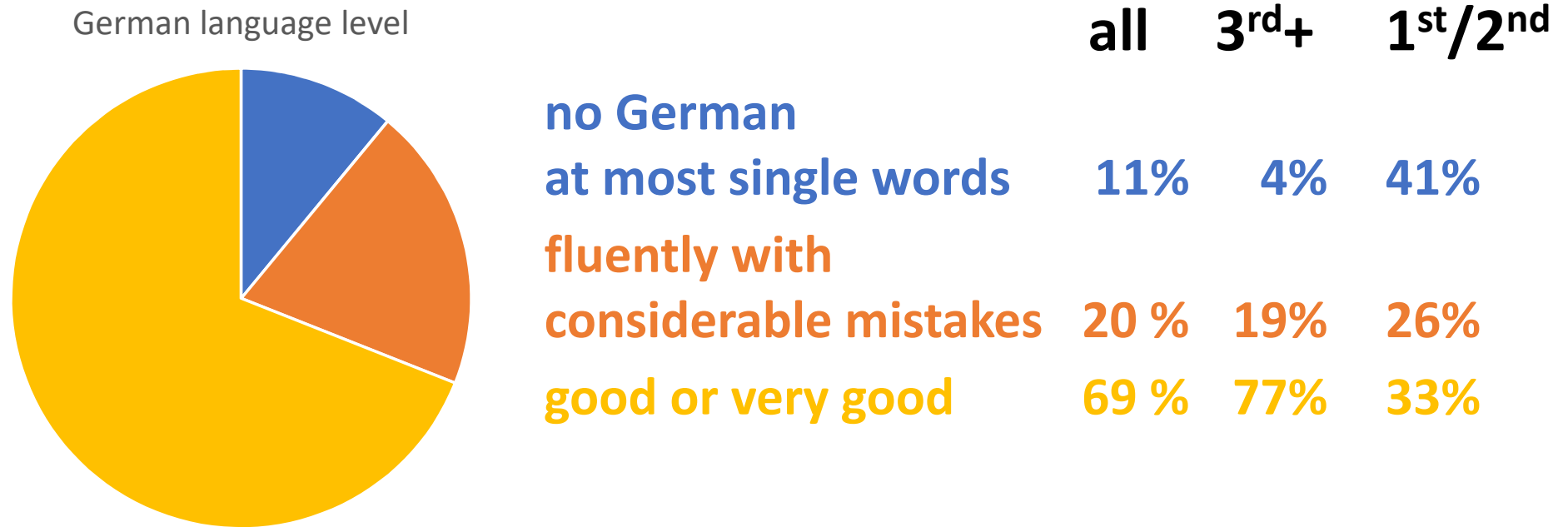
16,4% no German

56,4% German and other
languages

27,2% only German



German language level of school starters (2017)



Situation in kindergarten and primary school



- low linguistic level of the children
- families with low school education
- different cultural understanding of dialog and behaviour
- no „language bath“ in academic German, „proper“ social German
- immersion in „Kiezdeutsch“ and Interlanguages, „survival languages“
- fossilization in language acquisition

Inclusive pedagogy must cover different needs



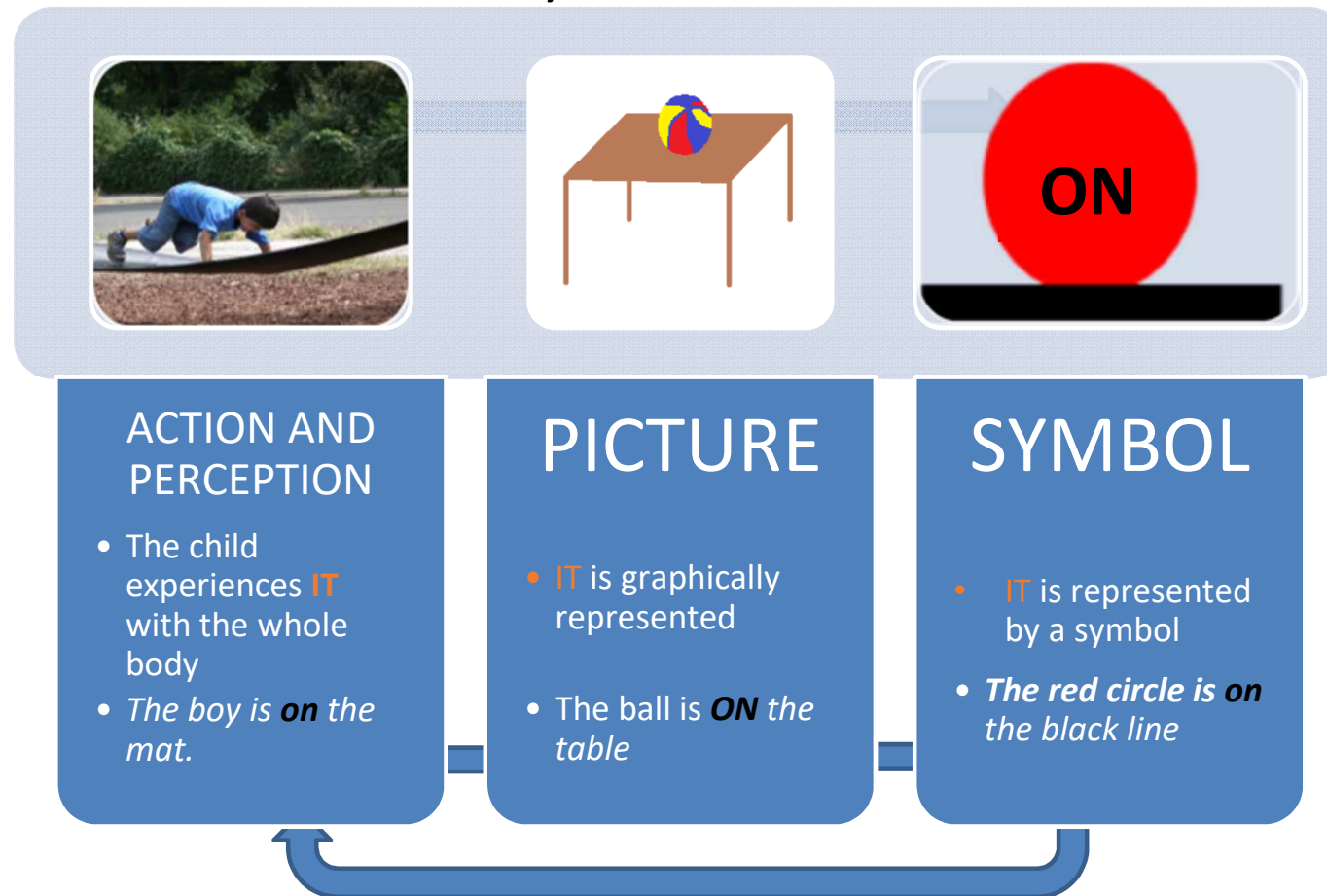
- German as a social language (BICS) at at least 3 levels:
 - for zero-speakers
 - for fossilated speakers
 - for normal and good speakers
- German as an academic language (CALP)
- curriculum in different subjects: Reading, Writing, Mathematics, Music, Science, Physical education ...
- intercultural dialog

(language) learning can only be achieved
in a dialogical, interactive way



- authentic
- interesting (avoiding teacher questions)
- inspiring
- encouraging
- respect the levels of development (physical, mental, social, and linguistical ...)
- see the child as a whole personality

from the concrete to the abstract (levels of abstraction)





Three Period Lesson (from nonverbal to verbal action)

1. **I tell you and I show it to you.**

- (CHILD: EXPERIENCES, CONCEIVES, KNOWS AND UNDERSTANDS)

2. **I say it and you show it to me.**

- (CHILD: UNDERSTANDING, DOING)

3 **You show it and you tell it to me.**

- (CHILD: UNDERSTANDING, DOING AND TALKING)

Individually varying areas in German language development

- **grammatical gender**
 - *die Sonne, der Mond, das Meer*
 - *il sole, la luna, il mare*

- **plural endings**

- *Haus, Häuser, house, houses*
- *Maus, Mäuse, mouse, mice*

- **vocabulary**
 - *animals*
 - *food*
 - *garments*

Children need a lot of input according to their interests

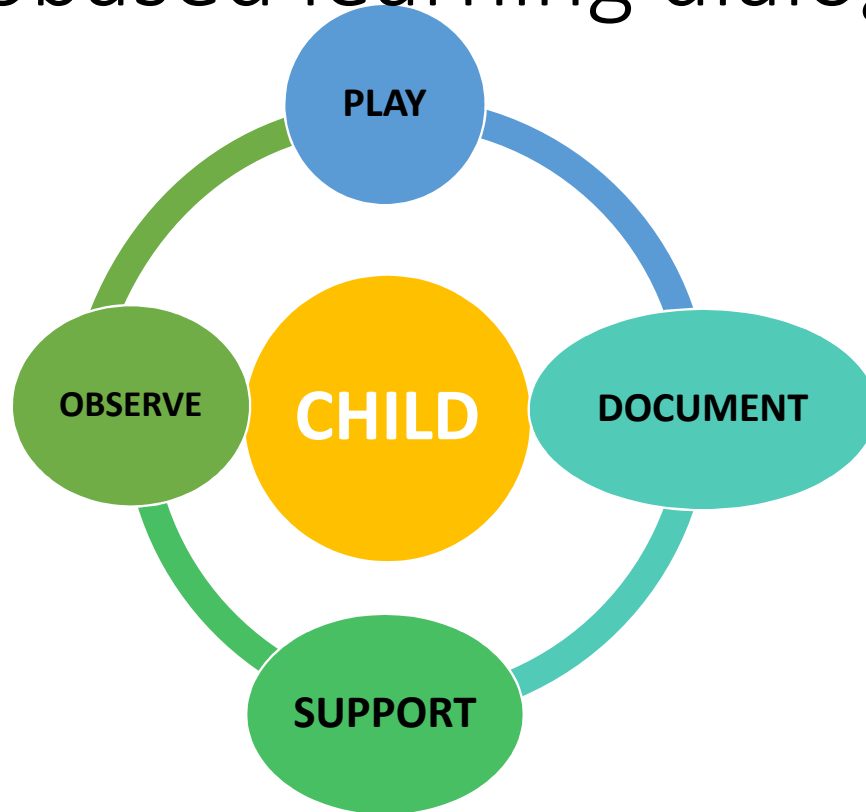
systematic areas of German language development
All learners pass through the same levels.
on the basis of one level, the next can be acquired



- one-word sentences ("ball" or "my")
- two-word sentences ("My ball" or "Car go")
- three-word sentences „Mom is eating“ „my toy is broken“
- complete simple sentences
- more complex sentences
- story telling (retelling stories), reports

Children need a lot of input on their personal level of development

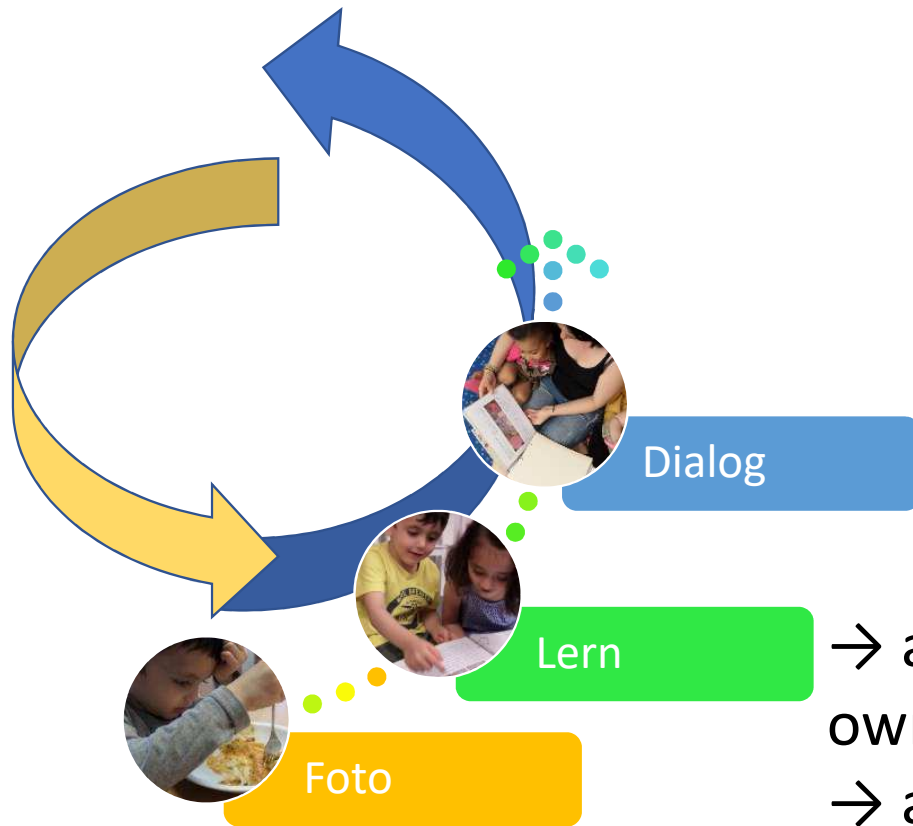
3. Pedagogical observation and documentation photobased learning dialog



- **flexible**
- **can/should be adapted to**
 - the child
 - the educator
 - the situation
- **it supports the child from the very first moment**



Foto-Lern-Dialog - talk and listen to the child



- **Take a photo** and talk and listen to the child
- **Look at the photo** and talk and listen to the child
- **ask the child what to write down**

→ at any moment the child is aware that it's own experience is very important
→ at any moment the educator supports the child's (language) learning

The *Foto-Lern-Dialog* gives supporting feedback



Das haben wir heute (8. April) gespielt – geschafft – gelernt: eating peas with a fork

Name, Alter: Momo , 3;2 years

Diese Seite hat Gesina

für dich gestaltet.



Peas for lunch.

Peas: small, round, green vegetables.

You want to spike a pea with the fork.

First the pea rolls away.

Then you make it: You spike a pea with the fork and put it in your mouth.

Mmh, peas are delicious! You like that. You are still picking up a lot of peas. You want more peas. You can do that better and better.

I am happy. You do that very well and take the time you need.

Give the document to the child / to the children 



Peer–peer dialogue about everyday experience and learning

Let the child participate in the documentation
Give the documentation to the group





That was ...

an interactive and level-orientated approach
to inclusive education



Thank you
for
listening