

Reformulation of intercultural competence in the context of a diversity-conscious teacher education and pedagogical school development

International Conference

FAILING IDENTITIES, SCHOOLS AND MIGRATIONS - TEACHING IN (TRANS)NATIONAL CONSTELLATIONS

Dissertation

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Original Situation

- The relevance of this area of research is based on the increasing importance of globalisation, mobility and migration and (cultural) diversity or even super-diversity (vgl. Vertovec, 2007).
- It is postulated in this context that intercultural skills are needed as core qualifications and professional competence within educational institutions (both in schools and universities as well as in extracurricular paedagogical spheres (e.g. extracurricular youth development) (e.g. see also KRÜGER-POTRATZ 2010; AUERNHEIMER 2013).

Original Situation & Theoretical Framework

- Criticised, that concepts are founded on the presentation of stereotypes and that in pedagogical practices, culturalisations and (artificial) homogenisations can be generated based on attributions (see also MECHERIL 2013:16).
- Moreover, an instrumental and technological insight into the professional is criticised
- Determination through culture is suggested and hence there is orientation based on the model of national cultures.
- An unilateral and short-sighted focus on foreignness and (cultural) differences suppresses existing balances of power and hence also the diversity of lines of difference.



It is clearly demonstrates that concepts of intercultural competence must be fundamentally rethought and reformulated (see also MECHERIL 2013:16).

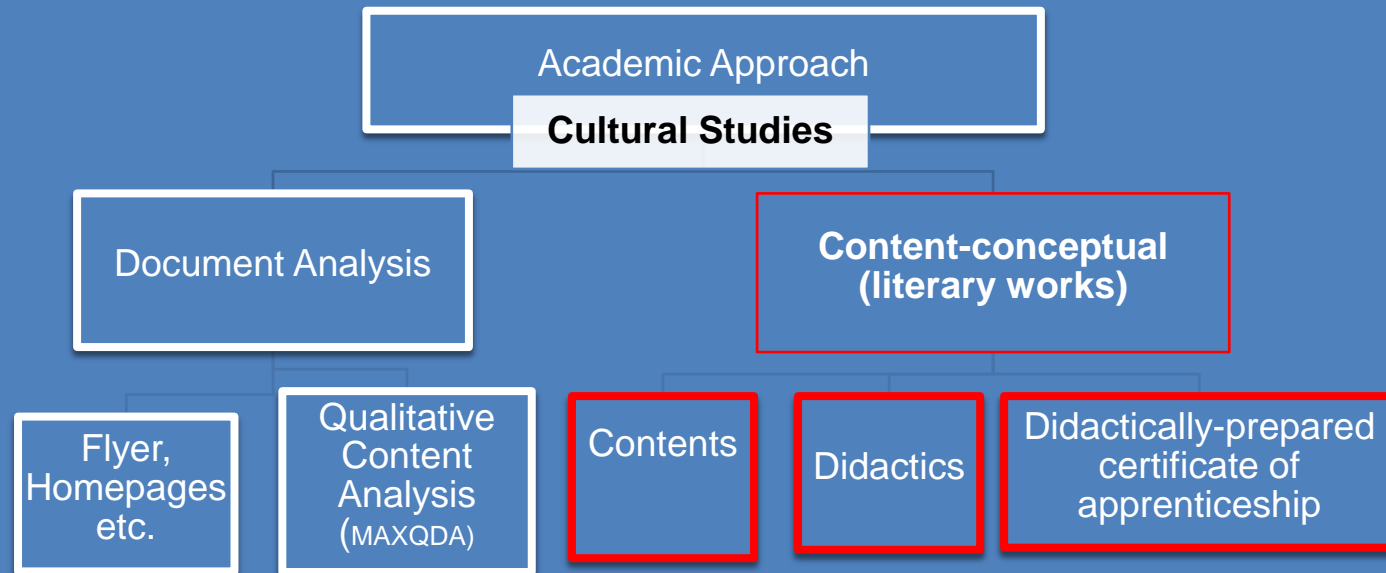
Core Issues, Interests and Guiding Objective

How should a concept for further development of intercultural competence be formulated such that culturalisations and stereotyping, as well as exclusionary practices, are counteracted in social settings and in educational institutions?

Interests and Guiding Objective

The guiding objective and interest is thus to reformulate a concept of intercultural competence that targets the further development of individual competence profiles and the professionalization of specialists and also educators and which is to be implemented in the context of organisational processes with the goal of dissemination that is conscious of diversity.

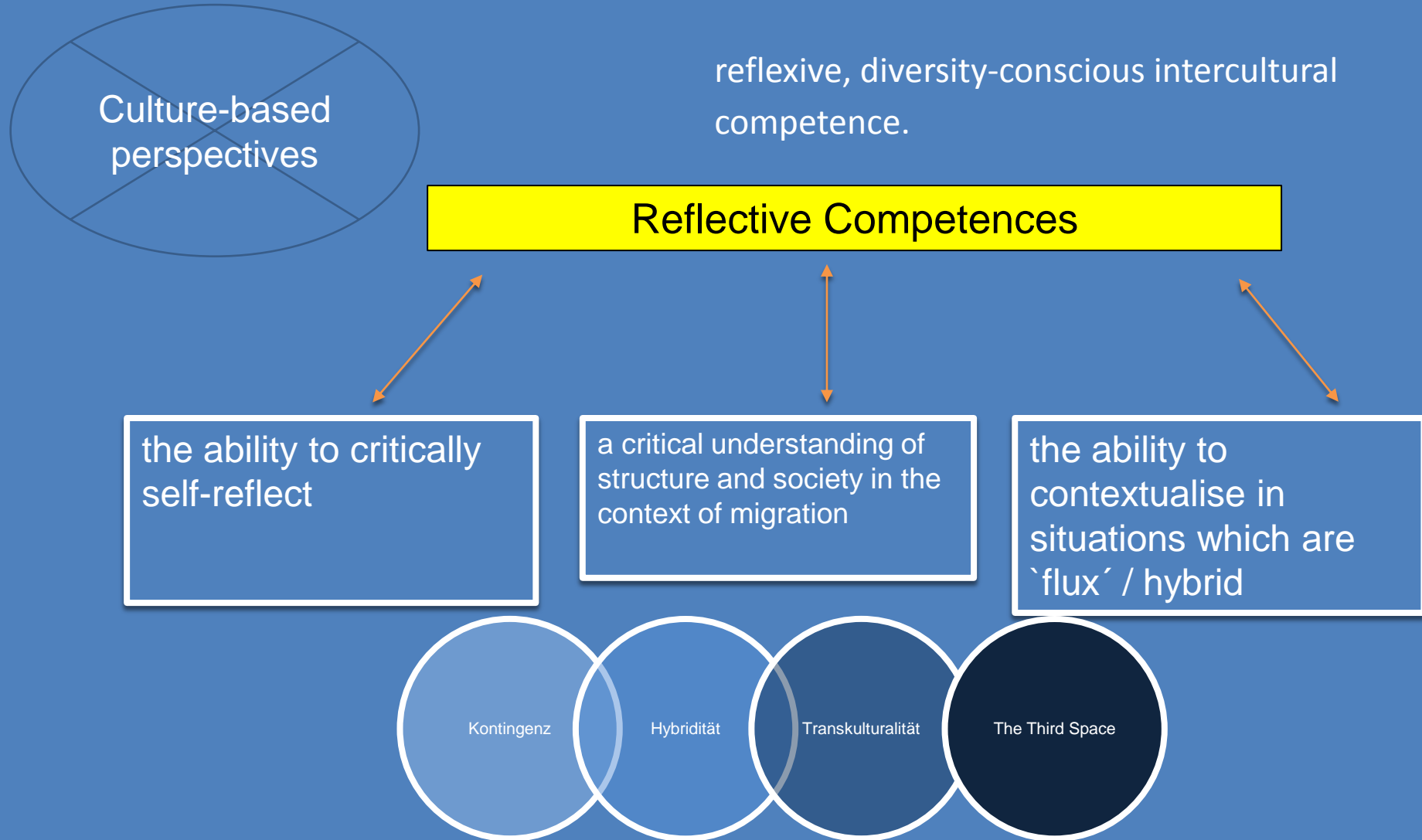
Academic Approach



Exemplarisch: Document Analysis

Results		
Coding guidelines		
Categories/definition	Anchoring example	Coding rules
Understanding of culture as a notion→ Places in text with reference to the interpretation of cultural concepts and models	<p>‘Refugees bring their culture, values (...) from their home countries into school with them. As a result, all teachers need for the school day...’</p> <p>‘Intercultural training should teach knowledge about other cultures and religions, help identify differences and defuse potential cultural conflicts.’</p> <p>‘It’s about teaching knowledge about various countries, their cultures and behavioural practices) and developing respect and understanding for your own culture and foreign ones.’</p>	<ul style="list-style-type: none"> - Argumentation along lines of difference - Comparison of nation and ethnicity (or other categorisations) with culture - Culture-based patterns of interpretation
Additional categories <ul style="list-style-type: none"> • Ethnocentrism, paternalism, associated migration background, multilingualism etc. 		

Conceptual conclusions and results



Example of a curricular component

Deconstruction of cultural models

The teachers reflect on the existence of multiple cultural affiliations and different social environments of social actors and can reflect on their own strategies for action in the professional field

Professional Competences		Personal Competences	
Knowledge	Methodic Competences	Social Competences	Self-Competences

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