

ALLISA
All In – International Inclusive
Society in Arts
2020-2023

English Version

Successful teaching in an inclusive artistic setting - best practice experiences
from the ALLISA project

Personal attitude

Being convinced that there is no special inclusive pedagogy, but rather a pedagogical approach that promotes development.

Being convinced that everyone is capable of learning, has abilities and can make a meaningful contribution with these abilities in a joint learning process.

Non-judgemental recognition of abilities of different types and levels of maturity

Readiness for self-critical, self-reflective, team-oriented work

Recognising teachers and learners as equal partners with different competences and responsibilities

Empathy, mindfulness, flexibility, curiosity, readiness for lifelong learning

Openness to a variety of approaches, and problem solving strategies

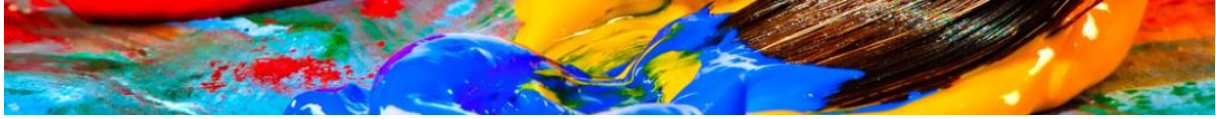
Openness to innovative artistic ideas, cooperation, freedom

Feeling part of a larger whole from the very beginning, putting what unites before what divides.

Understanding inclusion and inclusive education as a consistent political stance for social justice and at the same time implementing it in teaching practice.

Didactic-methodical competences

Designing learning situations as open-ended, participatory processes. The “should do” must not supersede the “want to do”.



Ability to lead a heterogeneous group, to practise methodological diversity, inner differentiation.

Basic didactic and methodological skills to be able to adapt contents to individual possibilities and lead them to self-determined and self-responsible action.

To be able to observe, analyse, document and design learning processes from a developmental-dynamic point of view.

To be able to reduce learning content with regard to the degree of difficulty, to vary it and to continue it in a more complex way without losing the character of the overall message of the content.

Clear, manageable structure of learning units

Timing of teaching sequences appropriate to the situation

Flexible handling of methods

Time for preparation (including materials), follow-up, exchange within the team, documentation

Communication - easy language, alternative ways of communicating (non-verbal, use of music and rhythm, technical aids)

Further development of action competence and planning ability - adapted to the participants' imaginative abilities

Conscious cultivation of relationship culture

Pedagogy puts what connects before what separates

Framework conditions

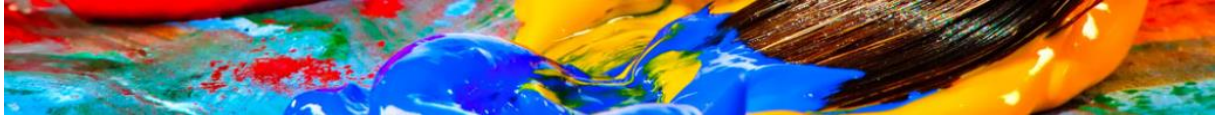
Independence in terms of accessibility, supportive aids, materials

Clarification of responsibilities within the organisation

Double staffing of the team if possible

Time for follow-up, team exchange, documentation

Dissemination to the outside



Sufficient resources in terms of personnel, space, finances and time

Consideration of the impact of time and spatial conditions for rehearsals and performances

Continuity

© ALIISA-Team sowie insbesondere Maria Dinold, Beate Hennenberg, Oliver König, Iris Kopera, Helga Neira Zugasty, Georg Peez, Robert Wagner.