



Erasmus +



Erasmus Program KA 2 december 2019 in regensburg

The Diakonia College of Finland (Suomen Diakoniaopisto Oy, SDO) has a long history of education since 1867, when it was a part of The Helsinki Deaconess Institute's. The aim was to train deaconesses to help those in distress. The deaconess' go work where human distress, degradation and suffering are the greatest, so that the vision human dignity for everyone can be fulfilled. These same shared values are the base for our project together with The "Fachakademie für Heilpädagogik " from Germany and BeauSoleil vocational high school from France . All these organisations arrange vocational education (for example health, beauty and social sector), organize pre-vocational programmer, and different coaching services for student.

The "Fachakademie für Heilpädagogik " from Germany is a school of the tertiary type, which teaches "teachers for special needs" at a practical level. They cooperate with many institutions which teach pupils with special needs, where their students get their practice. Their cooperating partners are schools for students with emotional needs, mental needs or learning disabilities.

Lycée BeauSoleil is a vocational high school from France where the half of students come from disadvantaged social backgrounds and have learning difficulties (dyslexia, dysorthographia, dyscalculia, dyspraxia, dysphasia). .

The three vocational colleges have a diverse range of learners. Many students need additional support and guidance along their study path. Positive pedagogical strength methods have been systematically used in the teaching and guidance of students with demanding special support in vocational education at the Diakonia College of Finland, at the French BeauSoleil agricultural vocational high school and at the German Fachakademie. During the first year the staff will meet and learn together from each others teaching methods, plan and design "Positive together"- LTT-meetings for the students (who need special support) to join for the second year. During the second year, teachers would like to implement international training periods for the students in which small groups from foreign countries would join all students in the host country. With strength pedagogy, they also aim to learn how to link positive teaching and the "learning by doing" premise, because it facilitates skills acquisition. It has been found that especially those students with special support needs require information about their own strengths to experience success and learn to guide their own activities. In an international culture, they can learn together and support one another in a positive way. In the future, this could be done with digital tools without traveling.

In order to develop special needs students strengths, skills, self-esteem and inclusion in pedagogical activities, the three partners will involve all students and the whole educative community. Erasmus+ international exchange is a great lifelong learning opportunity for staff and students. The Europeannetwork provides a great peer learning environment for the development of international activities.

The visits will be in english language and after each visit there is planned a “reflection” and discussion about differences in each country.



- 1.** There will be five workshops in regensburg, germany. All workshops are part of the Learning-teaching-training and will be open to the teachers as well as to some students.
- 2.** Field trips
- 3.** Social and historical visits

General goals and effects of the project, as defined in the erasmus* guide are a positive impact on the persons directly or indirectly involved in the activities, such as (page 98):

- increased competence in foreign languages;
- increased level of digital competence;
- greater understanding and responsiveness to social, ethnic, linguistic and cultural diversity;
- improved levels of skills for employability and new business creation (including social entrepreneurship);
- more active participation in society;
- more positive attitude towards the European project and the EU values;
- better understanding and recognition of skills and qualifications in Europe and beyond;
- improved competences, linked to professional profiles (teaching, training, youth work, etc.);
- better understanding of practices, policies and systems in education, training or youth across countries;
- increased sense of initiative and entrepreneurship;
- better understanding of interconnections between formal, non-formal education, vocational training, other forms of learning and labour market respectively;

As it is the first visit in Germany and according to the goals 1.- 5. and 9 there will be a programm with different topics and goals.

The program of this week will consist five workshops, five visits and two field trips:

It is important for all participants to know something about the country, the structures, the history and the traditions.

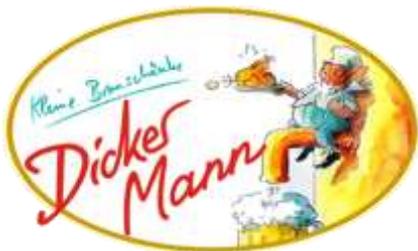
That will be part of the program in five activities:

1. guided tour with the focus on history
2. visit of the historical castle with traditional activities
3. visit of an old outside eating place, to get an impact of the social problems in the past
4. visit of a historical restaurant „Dicker Mann“
5. visit of the new synagoge to understand the actual structures of social welfare and the role of the christian welfare organizations.



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Visit Dicker Mann: To the building: In the middle of the Regensburg old town, in the Krebsgasse 6, was the inn "Zum Blauen Krebs", which dates back to the Middle Ages and gave the alley its name. The traditional restaurant consists of a tower-like Halbgibelbau erected in the 14th century. The northern part of the building has an interesting porch, resting on Tuscan half-columns of the Renaissance. The once spacious passage on the ground floor is supported by two strong beams, the ceiling decorated with a so-called Baroque-style spring pole. The renovation of the house revealed several layers of superimposed murals, the most valuable of which have been uncovered and restored.



About history:

History: With this house, a tragic chapter of the history of the empire and the city combines:

The imperial General Count Ulrich von Schaffgotsch, who was beheaded during the Thirty Years' War in Regensburg, was publicly laid out here for two days. Schaffgotsch had been falsely accused of having conspired against the emperor Albrecht von Wallenstein together with the deposed Generalissimo murdered in the Eger. He was arrested in Böhmen and brought to Regensburg. In a court martial, in which the long-decided death sentence was already established, the count was brought to trial. Since he

steadfastly asserted his innocence, he was led to torture at night in the Still existing Fragstatt of the Old Regensburg City Hall. Despite severe torture, the court could not force a confession. The request of the President of the Court, General Götz, to repeat the torture to a greater degree, however, the Emperor refused. He also pardoned the condemned man for having chopped off his right hand. He gave orders, however, to carry out the execution as soon as possible. On July 13, 1635, the 39-year-old Count Schaffgotsch was beheaded sitting on a stool on the Haidplatz. The count's servants, including his faithful valet Constantin von Wegener, lived during the half-year trial at the "Zum Blaue Krebs" inn. After decapitation, they raised their lord's corpse on the first floor of the inn and held a two-day wake.



Special pedagogy is not a typical initial study, but usually requires an activity in the social, nursing or pedagogical field. Thus, a course of study in therapeutic pedagogy is to be understood as further education and professional qualification. A completed vocational training with subsequent several years of professional experience is therefore required in most cases.

- 1.** Wählen Sie den Text aus. Erweitern sie im Menü „Start“ die Option „Stilkatalog“ und wählen Sie „Formatvorlage erstellen“ aus.
- 2.** Benennen Sie die neue Formatvorlage, und klicken Sie auf OK.



Workshops



There will be five workshops in Regensburg, Germany. All workshops are part of the Learning-teaching-training and will be open to the teachers as well as to some students.

1. Heilpädagogik/special pedagogy and the importance of working with the strengths

Speaker: Luise Kumm, BA Heilpädagogik

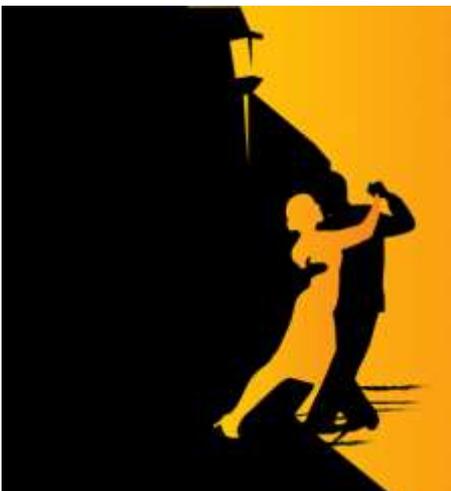
Special educators support people with intellectual disabilities, physical disabilities, senses and multiple disabilities or chronic diseases to facilitate their social and occupational integration. Children and adolescents with developmental disorders, emotional and behavioural disorders are also the focus of therapeutic pedagogy. First of all, special educators diagnose existing problems and disorders. They identify existing resources and skills of the people to be cared for. They then draw up individual treatment plans, e.g. for children in early education, for children and adolescents with school difficulties or for people with intellectual disabilities. Through appropriate pedagogical measures, they strengthen the personality and competences of the people to be cared for. Especially in the case of people with the most severe disabilities, special educators also perform nursing tasks. When they run therapeutic educational institutions, they develop appropriate concepts and implement them. They also investigate the respective processes and plan and implement supervisions/practice guidances for the employees.

(<https://berufenet.arbeitsagentur.de/berufenet/bkb/9129.pdf>)

2. Without communication no inclusion

Communication appears in a wide variety, and the basis of all is the body language. What is Tango, Really? Tango is not dancing, it's communicating.

Speaker: Susanne Schmucker, MA psychology, teacher for tango.



We all can learn that Tango is really a bodily discussion between two people. There is a good way to study body language through tango. It begins by "making eye-contact with a potential dance partner in the same room and kindly inviting her/him or accepting him/her. Then, the two unite and start telling a story through their body movements and facial expressions.

Step 1: Find partner

Step 2: Stand extremely close

Step 3: Follow their lead

That's overly simplified, but really, if you're not the lead in tango all you have to do is follow. The only thing that makes you a good tango follower is to be a good body listener—when they move, you move, when they stop, you stop. This is way harder than it sounds. You can realize that a lot of goals for tango are goals for life.

3. Motopedagogy and psychomotorics as a way to focus on the strengths and to develop resources

This subject is one of the many methods to support people with difficulties in their individual development. The workshop gives insights in the practical learning situation.

Speaker: Sabine Steindl, Motopädin and teacher of the FHP

As a definition of the term psychomotorics one can consider the following statement: it is the connection of the art of movement with the inner soul life.

The term psychomotorism is composed of the words motor skills and psyche.

Psyche stands for soul in ancient Greek. In connection with psychomotor is psyche for the inner soul life of man. This can be targeted, calmed down and generally improved by certain motor exercises and games.

Motor skills are a generic term for:

Movement technology

Movement skills

Movement science

Movement theory

Art of movement

In the daily work with the children, however, psychomotor skills are mostly used preventively. In doing so, perception, experience and action, as well as experience, are placed in connection with movement.

Movement expresses a part of the personality. This psychomotor definition describes the influence of movement on the soul.

4. Practice guidance (Supervision) as a principle to develop individual learning processes.

Speakers: students of the academy, accompanied by their teachers.

By training and practice guidance we mean a learning setting within an apprenticeship, which is accompanied by an external specialist in counselling. It serves the teaching and training of role

and action skills of the profession to be learned. Training supervision is now the norm in the basic training courses of becoming a heilpädagogin/special teacher or educator.

5. positive psychology, especially the strengthening of characters as part of the heilpädagogik in germany

Speaker: Michalea Wegener, MA psychologi, Schwalmstadt

What is Positive Psychology: A Definition

Positive psychology has been described in many ways and with many words, but the commonly accepted definition of the field is this:

“Positive psychology is the scientific study of what makes life most worth living” (Peterson, 2008).

To push this brief description a bit further, positive psychology is a scientific approach to studying human thoughts, feelings, and behavior, with a **focus on strengths** instead of weaknesses, building the good in life instead of repairing the bad, and taking the lives of average people up to “great” instead of focusing solely on moving those who are struggling up to “normal” (Peterson, 2008).

What Positive Psychology Focuses on in a Nutshell

Positive psychology focuses on the positive events and influences in life, including:

1. Positive experiences (like **happiness**, joy, inspiration, and love).
2. Positive states and traits (like **gratitude**, **resilience**, and **compassion**).
3. Positive institutions (applying positive principles within entire organizations and institutions).

As a field, positive psychology spends much of its time thinking about topics like character strengths, optimism, **life satisfaction**, happiness, **well-being**, gratitude, compassion (as well as self-compassion), **self-esteem** and **self-confidence**, **hope** and elevation.

These topics are studied in order to learn how to help people flourish and live their best lives.

(<https://positivepsychology.com/what-is-positive-psychology-definition/>)





Field trips

To transfer the learned in the workshops there will be several field trips to chosen organizations, where inclusion is working.

It is planned to visit:

1. Haus Hermannsberg

People with and without disabilities on the Hermannsberg see their joint mission in creating an atmosphere of well-being for you, our guests. We will meet you unobtrusively, with loving warmth, always endeavored to offer you a pleasant stay.

With their individual nature and their strengths, our employees place the guest at the center of their attention. tranquility and deliberation, happiness and laughter, interest in the guest, care and quality awareness and - the love of people and work are the guideposts of our employees with and without disabilities and make the special atmosphere of this house.

Inclusion is not just a word but directly experiential. 11 women and men with disabilities together with the full-time staff under expert guidance and guidance lead our educational center. Inclusion is experienced in the meeting of our employees with disabilities with our guests. Mutual openness and appreciation are felt and so many entertainment connects. There are many opportunities for an unbiased togetherness

2. Atelier Kunst inklusiv

Film about projects:

<https://www.youtube.com/watch?v=OICu-xjBC9c&feature=share>

Article from the local newspaper:

For Renate Höning a long-cherished wish comes true. For years, the Regensburg artist has been working with disabled artists. So far, the work was limited to a studio in the Father Rupert Meyer Center and various cooperations u.a. with the institute Hartheim in Austria.

Now the co-initiator of the inclusive "Kunst.Preis" has opened her own studio in the renowned Künstlerhaus Andreasstadel together with the Katholische Jugendfürsorge. Together with the current artist in residence, Ludwig Hirtreite, more than 120 guests celebrated the inclusive art project on Friday.

"Art knows no handicap," says studio director Renate Höning. There is good art and bad art, there is provocative and unimportant art, art that is immediately cast in the spell, or instantly forgotten - but: art can never be handicapped. "At most, they are hampered by prejudice against the disabled artists to have. The new artist's studio includes a new way of working.

In the "Art inclusive" studio, people with and without disabilities are creative. Together, they are invited to discover their creative potential. "We print, we build, we paint, we collage and we take pictures," says Renate Höning. Art "only" needs a space to bring people together, says Höning. "People with disabilities are in the middle of our society. Art is our common language because images touch us more directly than words. "



KJF director Michael Eibl underlined the involvement of the youth welfare service. "With their art, disabled people bring liveliness, a love of life and authenticity that will never let us go." Even the pastor of the Diocese of Regensburg, Dr. med. Werner Schrüfer underscored the often confusing effect of art, including the art of disabled artists. "Pictures that offend you should be asked," said Schrüfer, "because they say something about us and our environment." Previously, the clergyman had blessed the studio on the second floor of the barn.

Talk differently about inclusion

Mayor Joachim Wolbergs thanked the KJF. She has always driven the inclusion policy. There is a lot of talk about inclusion ", Wolbergs said and criticized:" We need inclusion, "they say happily, but the others should take care of it and pay for it." "We have to talk differently about inclusion," Wolbergs pointed out. The studio "Art Inclusive" sets a milestone for the inclusion work with its mission statement "Art is our common language".

The first artist in the studio is Ludwig Hirtreiter from the Mitterfels workshop and the Wohngemeinschaft Bogen. His themes are King Ludwig II and "the Beauty and the Beast". "That's both of us," he jokes. The picture was later raffled along with four other pictures of handicapped artists. There will be no exhibitions in the studio. "It's a workroom, a space for projects and personal topics," said studio manager Höning.

Guest of honor was the curator of the "KulturFormunHartheim, Schloss Hartheim", in the Upper Austrian Alkoven. The atelier "Kunst inklusiv" maintains a lively exchange with the Austrian artists. The quartet of the Renner Ensemble provided the musical program.

Contact

Fachakademie für Heilpädagogik
Der Diözese Regensburg e.V.
Gutenbergstr. 20
93051 Regensburg
*49 0941 280 660
info@fachakademie-fuer-heilpaedagogik.de
www.fachakademie-fuer-heilpaedagogik.de