Diversity as a Pedagogical Challenge

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Examination question for all of you: “Climb the tree!”
Definition

By diversity, or alternatively heterogeneity we understand the differences between people regarding gender, age, ethnicity, religion, disability, specific characteristics etc.
Statements:

Statement 1
We can all accept that a chain is as strong as its weakest link. The same is true of any modern society caught in the tensions between processes of homogeneous and heterogeneous development. How a society deals with diversity is the question.

Statement 2
In a globalized world we must reckon with people being highly mobile, so every society must plan to see how they will deal with being a multi-ethnic state and how they will deal with migrants.
Statements:

Statement 3
No society can permit itself to waste reservoirs of talent – whatever they may be – which are to be found in all social strata.

Statement 4
Education must and does play a prominent role in its contribution to meeting these challenges.
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Statement 4

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School

- Support is too often poorly structured and too target-oriented.
- Teachers insufficiently learn how to make use of the cultural repertoire of the migrant children.
- The concept of homogenization in teachers’ thinking is especially problematic and often widespread. Changes of attitude are necessary in order to be able to perceive plurality (from gifted to disabled) in a differentiated way and set up structures for ongoing individual support.
- Educationalists in general educational institutions and education managers need to take an intersectional view.
1. Culture of Higher Education: dealing with heterogeneity in personnel and among the students plays an increasingly larger role.

2. Professorial chairs with the denomination “Heterogeneity” or “Diversity” are being filled and own profile courses introduced. Lecture programmes for doctoral students and Further Education courses are being introduced.

We therefore call for:

• The anchoring of all measures regarding Diversity in the development plans of institutions of higher education.
• Diversity must not be seen as a problem, but as a talent-rich resource.
The idea of “landscapes of education” (Bildungslandschaft) describes a concept in youth and education policy, aiming at networking schools and educational institutions outside schools and offering children and young people better conditions for their education through improved cooperation and a plurality of educational opportunities. We distinguish between regional, community and local landscapes of education.
Diversity-Management in Companies

The main idea:
The esteem of the plurality of the workforce serves the economic success of the company.

Diversity is the greatest resource in companies, if the different talents and potentials of the workforce are given effective support and used to the full, and, if this diversity is managed purposefully.
An Inklusive Society

Managing Diversity and using as a resource:
Integration into society

Learning a deal with Diversity:
supporting individuality
recognizing commonalities

The acceptance of diversity as a mind-set:
esteem and recognition of all individuals.
Every human being is susceptible to education
Aims of the Projekt:

- Transnational networking and international orientation of Initial and Further Education courses in Diversity Education and Diversity Management to bring together the Best Practice achievements of the educational institutions.
- Modernization of curricula for the Bachelor level with an educational profile supplied by modularized thematic clusters in Diversity.
- The development of a curriculum for the Master stage: “Educational management in heterogeneous organizations”.
- The development of modules for Further Education in Diversity Education and Diversity Management.
- International tandem supervision of doctoral theses in Diversity.
- Networking in local landscapes of education for the inclusion of marginal groups.
- The creation of an inclusive environment at Institutions of Higher Education.
The International Academy for the Humanization of Education (IAHE)
Double Degree since 2006

Integrated degree course „Educational Science B.A. and M.A. with Double Degree“ in cooperation between the University of Hildesheim and the Novgorod State University supported by DAAD Deutscher Akademischer Austausch Dienst German Academic Exchange Service

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Consecutive university courses in educational management
TEMPUS III: 2006 - 2009

University of Hildesheim

Novgorod State University

University of Dortmund

Danube-University-Krems
Networked and Graded Initial and Further Education for Education Managers

TEMPUS IV: 2009 - 2012

• University of Hildesheim
• University of Bielefeld
• Danube-University-Krems
• Lodz University of Technology
• Novgorod State University
• St. Petersburg Academy of Postgraduate Pedagogical Education
• Smolensk State University
• Dnipropetrovsk National University
• Khmelnitskyi National University
• Brest State University
• Vitebsk State University
Initial and Further Training for Teachers and Education Managers with regard to Diversity
TEMPUS IV: 2013-2016

University of Hildesheim
Novgorod State University
St.Petersburg Academy of Postgraduate Pedagogical Education
Khmelnytskyi National University
Vitebsk State University

Mosyr State Ped University
Academy of Postgraduate Education, Minsk

University of Bremen
University of Helsinki
Link Campus University, Rom
University of Vienna

Tyumen State University
Kuban State University
Ryazan State University
Vologda State Ped University
Kostroma State University
School 122, St. Petersburg

National Pedagogical Dragomanov University, Kiev
Berdyansk State Ped University
Home for Children “Sunshine”