
TABLE OF CONTENTS

INTRODUCTION

- | | |
|--|-----|
| i. Preliminary Remarks by the German Editors | iii |
| ii. Foreword to the Original German Edition | v |
| iii. Foreword to the Australian Edition | vi |
| iv. A Brief Survey of the German School System | ix |

SECTION I. A DIFFERENT WAY OF TEACHING AND LEARNING

- | | |
|--|----|
| 1. An Insider's View from the Outside:
The Theoretical Basis and Pedagogical Practice of TSG
Wolfgang Keim | 1 |
| 2. Holweide - A School Makes History
Barbara Neißer and Anne Ratzki | 17 |
| 3. Where Everything Is Interconnected - The Internal Structure of the School
Anne Ratzki | 29 |

SECTION II. FOCUS ON THE GROUP

- | | |
|--|----|
| 4. Teamwork - Together Instead of Alone
Anne Ratzki and Gudrun Schulz-Wensky | 37 |
| 5. Learning in Groups - Much More Than the Transmission of Knowledge
Gudrun Schulz-Wensky | 47 |
| 6. The Work of the Tutors - A Change in Teachers' Roles
Hermann Wübbels | 55 |
| 7. Integrated School Consulting Service - Available to All
Gudrun Schulz-Wensky and Hermann Wübbels | 59 |

SECTION III. INTEGRATED LEARNING

- | | |
|---|----|
| 8. Separate Subjects - Integrated Instruction
General Comments:
Barbara Neißer | 65 |
| 9. German
Irene Ockenfels | 69 |
| 10. English
Anne Ratzki | 73 |
| 11. Art
Peter Cipa | 77 |
| 12. Natural Sciences
Wilfried Hüsch | 81 |
| 13. Social Studies
Diderk Wirminghaus | 85 |
| 14. Just Using Their Heads? - Living Learning in the Uppermost Year Levels
Michael Mönkemeyer and Barbara Neißer | 93 |
| 15. Learning What They Feel Like Learning? - Project and Independent Learning
Volker Harthun and Anne Ratzki | 99 |

TABLE OF CONTENTS

16. The School As A Place to Live In - All Day School Inge Kremer	109
SECTION IV. NOT ONLY FOR THE SCHOOL	
17. What I Want To Be Someday - Career Orientation Bernhard Klein-Barthel	115
18. Creativity and Precision - Circus Zappelino Paul Büßer	121
19. An Unappreciated Colossus - The School and the Neighbourhood Wolf-Peter Balzer, Wolf Ellerwald and Horst Kriebeler	127
20. For Their Children's Success and Happiness - Parental Involvement Brigitte Hogrefe et al.	131
SECTION V. A SCHOOL FOR ALL CHILDREN - PROBLEMS WITH EQUALITY	
21. Different But Not Strange - The Integration of Ethnic Students Eva Glattfeld and Hermann Wübbels	137
22. The Small Difference Taken Seriously - Coeducation Anne Ratzki et al.	143
23. Must Turtles Learn To Fly? - Integration of Disabled Children Ulrike Harth	149
SECTION VI. THE AUSTRALIAN EXPERIENCE	
24. Introduction to the Australian Edition Louise Laskey	163
25. Introducing Team Small Group to Australia: The National Schools Network Vivienne White and Rod Moore	167
26. Team Small Group and Transition: Middle Years Research and Development Ian McKenzie	179
27. Creating a Climate for Change and Engagement: Maryborough Regional College Sara Glover, Ian Kemp, Celia Godfrey, Judy Goldby, Tony Mace & Lyndal Bond	183
28. Team Small Groups: A Personal Reflection Steve Miolin	191
29. Supporting Team Small Group: Administrative and Professional Solutions Karen Moore	195
30. Establishing Team Small Group: Lessons from Experience Louise Laskey	201
REFERENCES	209
AUTHORS	210
GLOSSARY	214
CONTACTS	215

CHAPTER 1

SECTION 1

A DIFFERENT WAY OF TEACHING AND LEARNING



AN INSIDER'S VIEW FROM THE OUTSIDE: THE THEORETICAL BASIS AND PEDAGOGICAL PRACTICE OF THE TEAM/SMALL-GROUP MODEL¹

Wolfgang Keim

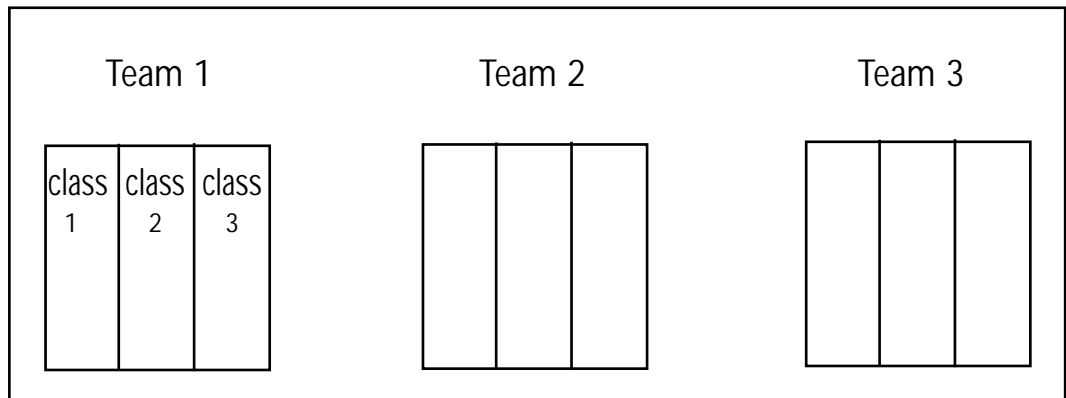
The Comprehensive School of Cologne-Holweide (like its twin sister in Göttingen-Geismar) ranks as one of the best-known comprehensive schools of the Federal Republic of Germany and is among those most frequently mentioned in publications. The reason it draws broad public interest in the field of education is the Team/Small-Group Model (TSG), practised there for over 20 years now, having been developed between 1973 and 1975 by the school's planning group as an alternative conceptual plan for comprehensive schools.

By 1973, critique of ability streaming as it was practised in nearly all comprehensive schools of the first generation, had reached its peak. Included in the criticism was the flexible streaming piloted primarily in Fröndenberg, to which high hopes were tied for a brief period. Both streaming plans exhibited negative effects, especially on socialisation processes and students' social learning.²

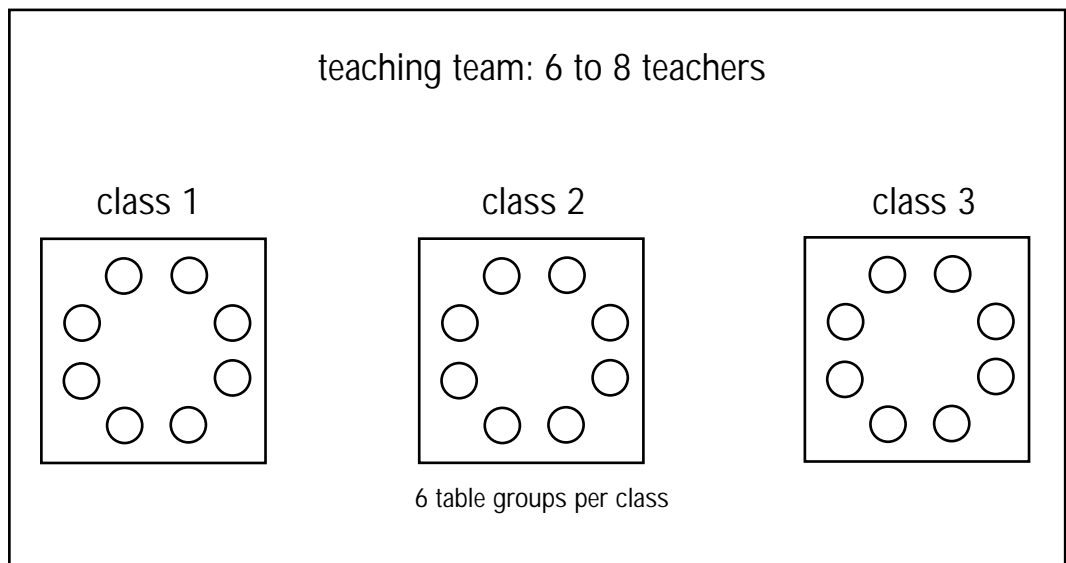
Overcoming this problem became a cause emphatically taken up by particularly those teachers, researchers, and educational policy-makers joined together in the Comprehensive School Association (GGG), who called for streaming which "neither runs counter to the objectives of social learning" nor "serves to separate students", but rather a type which "promotes social learning" and "brings together students of all social backgrounds."³

As a step in this direction, the experiment in Fröndenberg—initially restricted to just a few classes—in which small groups of 4 to 8 students worked together for at least certain phases of instruction, had already proved worthwhile.⁴ This positive experience led the Comprehensive School Association to demand that the "smallest unit of reference for teaching to different abilities" generally be, in the future, as opposed to the individual student, "the small group of students."⁵ The basic idea behind it, that of stabilising the social interrelations of the students through appropriate institutional measures, was extended to apply to the entire school organisation in Holweide: there the students of all classes comprise long-standing table groups of 5 or 6. Furthermore, the 3 classes of each year level are joined to form a composite group which is assigned to a team of 6 to 8 teachers sharing the sole responsibility for providing these students with instruction and guidance. This can be graphically illustrated as seen on the following page.

STRUCTURE OF A
YEAR LEVEL



STRUCTURE
OF A TEAM



Streaming has been reduced to a minimum so as to avoid breaking apart these table groups too often. The first elective subject is offered in the 7th grade, the second elective in the 9th grade; only the instruction of English, beginning with the 7th grade, and mathematics, with the 9th grade, is streamed on two ability levels.⁶

But this is, above all, an organisational framework that is supposed to make social learning possible for students. Every educator, especially every teacher, knows, however, that there is considerably more to changing and improving school. Whether and how this happens in Holweide is what I set out to determine in a week of participation in lessons, free time activities, student group discussions, teacher team meetings, department and school-wide conferences, and parent evenings, as well as my own discussions with students and teachers.⁷ It became clear to me that the Team/Small-Group Model as it is practised in Holweide is indeed more than a mere system of organisation; it is built upon an intrinsically consistent pedagogical concept of school to rival those of the Waldorf, Peter Petersen, or Montessori schools. By pedagogical concept, I mean a *pedagogically grounded theory* of school education (in the sense of the effective values, objectives, and rationales derived from developmental psychology and learning theory) as well as the practice oriented to it (in the sense of the institutional/organisational, curricular, and staffing measures which are necessary to implement these values and objectives, etc.).

1. THE THEORETICAL BASIS OF THE TEAM/SMALL-GROUP MODEL

In order to describe the theoretical basis of TSG, one must surely begin with what is considered to be the central task in Holweide, that of *social learning*. Since this term has been used in the literature of educational research to mean very different things during the past 20 years⁸, I will first clarify it by describing an episode observed during my visit to Holweide depicting what I consider to be typical of the work at this school, namely a conference of table group representatives from the 9th grade. The 5 table group spokespersons have the task of developing a new table group distribution for their class. Gaby, their teacher and tutor, whom the students address by her first name as with all other teachers in the school, reminds the four girls and one boy as they are sitting on the carpeted floor of the hallway:

“Keep in mind that there must be a helper for mathematics, English, and German at every table, that there should be a mix of boys and girls, and most importantly: that you create 5 groups that can work effectively!”

Then Gaby gives the students slips of paper, each with the name of one student (boys: black, girls: red). The students begin immediately with the first group, but before long problems arise:

- “We need another good one in this group!”
and:
- “Karin always flips out when Robert asks her questions. We need somebody who is relaxed and knows what they’re doing!”
- “Maybe Michael, I swear, when Michael says he’s working, then he really is!”

The first groups are rapidly assembled, but a few problem students remain:

- “What’ll we do with Cornelia? Her mouth goes the whole day. She’s so stupid! You can’t work with her!”
- “Man, we have to put her somewhere so that a good group comes out of it. We always have to ask ourselves if we would want to work in a group like that.”