

Soziale Herkunft Und Schulische Förderung Von Hauptschülern - Katharina Hübner

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Infolge der PISA-Studie von 2000 ist die Debatte um Bildungsungleichheit im deutschen Bildungssystem entfacht. Die Kopplung von sozialer Herkunft an den Kompetenzerwerb ist in Deutschland besonders hoch. Verantwortlich gemacht wird vor allem das deutsche Bildungssystem. Dabei ist das dreigliedrige System und insbesondere die Hauptschule in den Blickpunkt gerückt. So wurde in den Medien oft darüber diskutiert, schulstrukturelle Änderungen durchzuführen und die Hauptschule als 3. Stufe im dreigliedrigen System abzuschaffen. Nachdem im März 2006 ein Brandbrief eines Berliner Hauptschul-Kollegiums, in dem es hieß, 'dass die Hauptschule am Ende der Sackgasse angekommen' wäre, zu allgemeiner öffentlicher Bestürzung sorgte, geriet die Hauptschule immer mehr in die Kritik. Sie wurde als Restschule bezeichnet und es wurden 'Fitnessprogramme' zur Sanierung der Hauptschule eingeleitet. Doch in welchem Maße ist die Hauptschule an der Benachteiligung von Jugendlichen aus unteren sozialen Schichten beteiligt? Wie kommt es dazu? Welche Rolle spielt die soziale Herkunft bei der schulischen Förderung im deutschen Bildungssystem? Author: Hübner, Katharina Publisher: GRIN Verlag Illustration: N Language: GER Title: Soziale Herkunft und schulische Förderung von Hauptschülern Pages: 00029 (Encrypted PDF) On Sale: 2010-01-01 SKU-13/ISBN: 9783640780228 Category: Education : General

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