

## **An Analysis of the Practices and Approaches Adopted by a Multi-ethnic School in Bremen (Germany): A Case Study**

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**ABSTRACT** Initially Germany adopted an approach known as Auslanderpädagogik ('foreigner pedagogy') to cater for the educational needs of non-German immigrant children. This later changed to intercultural pedagogy in the 1980s that aimed to prepare all children to adapt to a culturally diverse society. The study aimed to examine the extent to which the practices and approaches adopted by the most multi-ethnic school in Bremen (Germany) represented a piece-meal or a whole school approach to multicultural education. The qualitative case study was conducted at the Brecht Schule in Bremen comprising learners from over 32 countries. The data collection strategies included observation of lessons and the school environment, in depth interviews with the principal and 10 teachers and the administration of open ended questionnaires among 200 learners. The findings revealed that although the school needed to include more teachers from other ethnic backgrounds and that the teachers were sceptical about aspects of the curricular and their ability to assist learners with psychological and emotional challenges, the school was adopting major features of the whole school approach in its quest to make provision for a diverse learner population.