PESTALOZZI

Council of Europe training Programme
for education professionals

EUROPEAN MODULES
FOR TRAINER TRAINING
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FOR TRAINER TRAINING**

COUNCIL   CONSEIL
OF EUROPE   DE L'EUROPE

DGIV/EDU/PEMOTT(2010)P-CORE A.2_EN

CoE 2010-IV.A

PESTALOZZI CORE KNOWLEDGE, SKILLS AND ATTITUDES FOR ALL TEACHERS

MODULE B
11-13 May 2011

General Report

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Pestalozzi core components module series

The training course focuses on an exploration and discussion of the Pestalozzi core components, on the development and piloting of appropriate training resources for all teachers in pre-service and in-service training contexts. It is hoped and anticipated that the training resources will provide trainers with an increased repertoire of tools to provide training opportunities that promote the core elements of knowledge, skills and attitudes which are common to the themes and values of the Pestalozzi Programme and Council of Europe.

Aims of Module B were:

- To reflect, review and evaluate the short list of 'Catalogue of Core Components to contribute to education for sustainable democratic societies', produced in Module A.
- To review and pilot activities, prepared between the modules.
- To prepare a learning tool for Pestalozzi beginners, based on activities, developed by participants (covering 15 basic components, selected in Module A).
- To build a network of education professionals equipped to continue the training on an international, national, regional and local level with a shared view of the competences which need to be developed and of the appropriate methodology of training and teaching

Team of facilitators:

Rasa Askinyte Degesiene
Arthur Ivatts
Patricia Garouste
Pascale Mompoint Gaillard (General Rapporteur)

Programme overview:

Day 1	11 May 2011 (Sharing our experiences between module A and B)
Session 1	

- Welcoming and opening
- Warming up
- General feedback on training materials, produces by Module B (Arthur Ivatts, the team)

Expected outcome: participants to get a feedback on the teaching material they have prepared between modules A and B.

Session 2
• Piloting of activities I *Expected outcome: participants to pilot their selected activities and to get concrete feedback (weak points, suggestions for improvement) from peers and facilitators. Each participants had 30 minutes to pilot his/her a activity and 15 minutes to discuss about the methods and content.* • Input – "School atmosphere and containing function in teachers" (Patricia Garouste) *Expected outcome: facilitators to give short theoretical input. In evaluation of module A participants asked for theoretical inputs. In preparatory meeting team decided each team member will give 15 minute lecture on the topic he/she works and feels strong.*

Session 3
• Piloting of activities II *Expected outcome: participants to pilot their selected activities and to get concrete feedback.*

Session 4
• Short presentation of a project co-funded & implemented by the Council of Europe "Interculturalism and the Bologna process" (Veton Sylhasi). • Sum up and evaluation of the day

Day 2	12 May 2011 (Reflecting on education for sustainable democratic societies)
Session 5	
• Piloting of activities III *Expected outcome: participants to pilot their selected activities and to get concrete feedback.*	
Session 6	
• A revised list of core components *Expected outcomes: participants to reflect, review and evaluate the short list of 'Catalogue of Core Components to contribute to education for sustainable democratic societies', produced in Module A.* • An apology to the Roma is still a long way off! (Arthur Ivatts) *Expected outcome: facilitators to give short theoretical input.*	
Session 7	
• Culture and identity: a context dependent, dynamic process subject to negotiation *Expected outcome: participants to reflect on concept of culture (and related ICE concepts).*	

- Teacher recognition: what challenges are we faced with, what assets for the profession? (Pascale Mompoint-Gaillard)

Expected outcome: facilitators to give short theoretical input.

- Reflection - Diary

Session 8

- Piloting of activities IV

Expected outcome: participants to pilot their selected activities and to get concrete feedback.

- Sum up

Day 3	12 May 2011(Looking ahead and joining the community of practice)

Session 9

- Mapping out and contributing to a 'Pestalozzi Modules series for beginners'
- *Expected outcome: participants to reflect on the core components list and the activities they have produced, trying to map out, which activities help to develop which components. To prepare a learning tool for Pestalozzi beginners, based on activities, developed by participants (covering 15 basic components, selected in Module A).*

- What is the right thing to do? (Rasa Askinyte-Degesiene)

Expected outcome: facilitators to give short theoretical input.

Session 10

- Improving our materials

Expected outcome: participants reflect on feedback and inputs they got during the module, and to plan the final version of on activities they are going to develop.

Session 11

- Networking and cascading: joining the community of practice

Expected outcome: participants to be explained the possibilities to join a network of education professionals equipped to continue the training on an international, national, regional and local level.

Session 12

- Looking ahead

- Evaluation, closing

Revised list of Core Components

In preparatory meeting team worked on the list, prepared in module A, clarified few components. The main change in the list team have done is - reformulated components for educators to actions. The last version of the list now consists of 15 basic components and set of actions for educators, what teachers should do to help each individual to obtain certain savoirs – learning to be, to do and to know.

The aim of Module B was to reflect, review and evaluate the short list of 'Catalogue of Core Components to contribute to education for sustainable democratic societies', produced in between Modules A and B. Participants proposed to add or change some details in the list for further polishing.

This is the new, revised list of core components, for which the participants are developing appropriate training material (with the aim to prepare a learning tool for Pestalozzi beginners).

Pestalozzi core list of transversal attitude skills and knowledge

The affective dimension: learning to be

"Learning to be" refers to the development of attitudes; it includes values on which our behaviour and attitudes are consciously or unconsciously based; a part of education for "learning to be" consists of making this link apparent and conscious It is not enough 'to know' and 'to do'. Individuals must then move on to interiorise this knowledge and these skills and apply them in a consistent manner, in other words experience them in one self and in situation. The core components of 'learning to be' are:

- I believe that sharing values of Human Rights, mutual understanding and democratic citizenship positively influence people's attitudes and behaviours

- I recognise diversity as a positive value for the enrichment and persistence of our world

- I accept to see things from different perspectives and put my own "world views" into question

- I believe human cooperation has a central role for social cohesion and respect for the rights of individuals

- I develop empathy as a personal value to prevent discrimination

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As an educator these attitudes translate into the following actions:

- I encourage learner's critical thinking skills and allow them to take responsibility in their learning process

- I cooperate through team work, group work, student councils, joint initiatives with students and parents, local, national and international projects, etc.

- I base my learning and teaching on equality and on the right to be different.

- I am aware of my behaviour, verbal and non-verbal language, and realise that they translate my values () into actions.

- I am convinced of the need to empower learners and, in the classroom, and accept to relinquish some of my power as a teacher.

- I implement formative evaluation: self-evaluation, peer evaluation, self-reflection and group debriefing.

- I be aware of the impact of fast developing internet tools on young people's cognitive experience as well as the consequences this development has on learning today and address these issues through specific activities.

The pragmatic dimension: Learning to do

Learning to do' is more than acquiring skills. It means learning to activate motivation and apply knowledge in a strategic way to respond to real life situations.

- I experience and accept the challenge of doubt and uncertainties and understand that there are no one-dimensional answers for complex issues

- I manage conflicts and discrimination through the application of conflict resolution techniques, problem solving strategies, and the use of positive discipline techniques

- I learn in a variety of ways and seek a respect for formal, non-formal and informal education

- I act to reinforce sustainable democratic societies through community based citizenship initiatives

- I seek to prevent the marginalization of any individual or group

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As an educator these attitudes translate into the following actions:

- I promote learning by doing and apply teaching methods based on real-life, on skill oriented tasks, and active involvement

- I create a safe learning environment and develop my own and learners' self-esteem, self-worth and self-confidence

- I develop critical thinking skills in learners: encourage debating, discussing, listening and asking questions, to build assertiveness based on constructive argument; teach about generalisations and their limitations, giving examples, establishing connections, coming to conclusions, finding causations

- I seize opportunities for regional and international mobility ()

- I identify explicit and implicit hostile attitudes towards people who are perceived as "different" and develop strategies to engage learners to actively oppose all types of discrimination in, and also outside of, the classroom to ensure the inclusion of vulnerable individuals and or groups

- I develop personalised learning and use a variety of teaching methods adapted to different learning styles

- I use the concept of multiperspectivity in teaching and demonstrate continuously how one must distinguish fact from interpretation

The cognitive dimension: learning to know

'Learning to know' comprises *more than the knowledge about* (for example factual knowledge about countries and their traditions, about international frameworks for Human rights, about interpretations of historical events, etc…). It refers to all knowledge that helps us to *understand* and *appreciate* each other and learn to live together and developing respect, equality, and justice.

- I develop an understanding of cultures and identity as a context dependent, dynamic and negotiable process

- I understand that knowledge is a mere construction that remains incomplete and subject to continuous questioning and revision

- I understand the key concepts related to diversity (culture, identity, equality, prejudice, stereotype, discrimination, racism, etc)

- I have general knowledge of the key social actors and resources of my community, (NGOs, social and cultural services, political actors and educational institutions) to support democratic society

- I have general knowledge related to positive discipline and conflict management techniques

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As an educator these attitudes translate into the following actions:

- I get acquainted with up-to-date research and know about a variety of teaching approaches, methods and materials for promoting diversity

- I develop up-to-date knowledge on cognitive development, multiple intelligences and learning styles and how teaching must accommodate them

- I demonstrate that knowledge, is always an investigation, a reconstruction of the reality by using diverse and preferably contradictory sources

- I understand the relevant concepts (e.g. values, culture, identity, diversity, nationality, citizenship, global interdependence, sustainability) and use precise terminology when teaching and learning for HR and ICU and GE

- I integrate the new technologies in teaching and learning with students for effective and critical empirical strategies

- I know the national or school curriculum so as to work collaboratively with other colleagues in cross curricular approaches.

Summary of P-Core list amendments from Module B participants

- Shorten the list 5 component 5 actions per ASK
- Everything should be formulated in positive way. (ex: take out "hostile attitudes')
- Talk on 2 level: individual and institutional level
- Another structure to the list could be Pestalozzi principles/ policy/practice
- Present the list as a matrix

- Take out the acronyms or reference them

- Confusion of terms: 'empathy' can't be measured through the unique aspect of discrimination. Same with 'marginalization'
- 'Empathy': it's too narrow to link empathy only to discrimination.
- It difficult to understand #1 (doubt)
- Add something about the impact of internet + use in teaching

- The Pestalozzi glossary group should help in re-writing the components so that everyone understands the same way

- Need to see how to get this going on national levels; a meeting with the NLO with the Pestalozzi national network for example could design and promote an action plan, apply for grants.