



Pestalozzi Programme
"Summer School"

"Understanding diversity"

Organised by the Pestalozzi Programme of the Council of Europe in cooperation with the Academy of Bad Wildbad*

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Course book

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Professional development – Community of Practice – Training

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*Landesakademie für Fortbildung und Personalentwicklung an Schulen

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Introduction

Teachers of all subjects from all types of schools (6-19) and other education professionals (school heads, parent representatives, community representatives, school psychologists, educators from the non-formal education sector, etc.) are invited to participate in the first Summer School of the Pestalozzi Programme in cooperation with the Academy of Bad Wildbad.

Common activities throughout the eight days allow participants to work together as a whole group, to learn together and to exchange ideas and experiences. A public round table debate offers the opportunity to address and reflect on important educational issues and to interact with a wider audience. The questions the Round Table will address this year are “*Does school have a future?*” “*Which schools for a diverse and truly democratic society?*”

For the remaining time, participants have the possibility to choose their personalised learning curriculum from a wide range of offers.

The training activities deal with various aspects of the overall theme “Understanding diversity”. In particular they focus on topics such as intercultural competence development, ethics of diversity, inclusive education and schools, prevention of discrimination and history of all and for all. Further aspects of the overall theme will also be taken up as well as pedagogical and methodological issues such as cooperative learning for democratic education, innovation and creativity, fostering motivation and curiosity, education for personal development and the multiple purposes of education, the role of teachers and schools for democratic societies, etc.

After the training course the participants will be in better position to

- Promote a better understanding of diversity in their professional practice
- Raise awareness in teachers and learners, in their families and communities of the importance of a positive attitude towards diversity in all its forms
- Take action to counter discriminatory attitudes and actions
- Contribute in their teaching and training practice to the development of the transversal attitudes, skills and knowledge necessary for living in diverse and democratic societies

The participants are also invited to join the Community of Practice of the Pestalozzi Programme, 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.

Participants commit themselves to actively participate in all phases of the work: from the preparatory tasks (online or offline) before the Summer School and active participation throughout the whole duration of the Summer School to reporting, follow-up and dissemination after the Summer School.

The following pages give a brief overview of the different parts of the programme and provide practical information.

Supporting programme

Informal get together

On Saturday evening – 29 June 2013 – after dinner there will be the opportunity to meet each other in an informal setting. From 19:00 onwards the main meeting room (B 153 on the first floor) will be open and arranged for an evening of first contacts and informal conversations. Also those who do not arrive in time for the start are welcome to join us there at any time later.

Welcome and introduction and housekeeping

On Sunday morning we start at 8:30 in the main meeting room (B 153) with a brief welcome and introduction to the Summer School. On the following days we will start at 8:00 with housekeeping. This will be the moment for any news and other information, which needs to be announced. This will also be the moment to clarify issues and answer questions. Don't miss it!

Opening and closing party

The main meeting room and the adjacent social space will also be the venue for the opening and the closing party. On Sunday evening – 30 June 2013 – after a long day of work, please bring along your good mood and whatever else you wish to share to room B 153. The same goes for the closing Party on the following Sunday. Music instruments and hifi equipment will be available as well as some beverages to quench our thirst.

Official welcome

On Monday morning – 1 July 2013 – at 9:00 (after the housekeeping and the introduction to the courses) there will be an official welcome. *Ms Snežana Samardžić-Marković*, Director General for Democracy at the Council of Europe and *Ms Marion von Wartenberg*, Secretary of State in the Ministry of Education, Youth and Sports Baden-Württemberg will welcome the participants.

Cultural and sports programme

Bad Wildbad offers many opportunities to relax in the time before or after the courses and on the free morning and afternoon. There are two thermal baths “just around the corner” and several opportunities for optional outings will be announced (visits, walks, etc.)

Filming and photos

The Pestalozzi Programme wants to take the opportunity offered by this Summer School to document its orientation, message and working procedures in photo and film. Many sessions will be filmed and a range of video clips will be prepared in the months following the Summer School (promotional videos but also clips which document particular pedagogical approaches and methodology). A form will be circulated asking you for permission to use video footage on which you appear for educational purposes.

Common activities

1. Open space



Aart Franken

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| Title of course | Open Space |
| Working language | English |
| Duration | 6 hours |
| Brief description | <p>Using “Open Space Discussions” several issues will be addressed. It is possible to discuss any topic anyone would like. As long as there is a person who has passion for the topic and is willing to take the responsibility to facilitate a discussion, the topic can and will be raised. By the end of the session, all topics will have been raised and we will have a full overview of the topics, which were discussed; so it is possible to read up on things one could not attend.</p> <p>Most importantly, everyone is responsible only for himself or herself. During the discussions, everyone should experience how it is to follow their interests and desires. Everyone is invited to bring up (as many) topics at the beginning of the session, and by the end of the session all these topics will have been discussed. It is possible to be flexible in attending sessions, dropping in when you would like and leaving when it feels you are not learning or contributing. It is impossible to explain this in more detail; I invite you to experience it yourself.</p> |
| Expected results | <ul style="list-style-type: none">• Identifying and following own interests through taking ownership• Taking responsibility for one’s learning process• Presentation and discussion of issues which are of great interest to oneself• Sharing of concerns and better mutual understanding |

2. Base groups



Pascale Mompoin-Gaillard



Ana Boa Ventura, Ferenc Arató



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| Title of course | Base groups |
| Working language | All |
| Duration | 6 hours |
| Brief description | <p>Here participants learn together and become comfortable applying the different techniques of working together cooperatively. Almost every day, participants will meet in groups of 5 to discuss what they have learned during the day and support its members' <i>individual learning plans</i>.</p> <p>These discussions may orient participants' experience and give a specific focus for the group to work on. <i>Groups will be heterogeneous from the language aspect (multilingual).</i></p> <p>Each group will produce <i>one 'social media happening'</i> per day.</p> |
| Expected result | <ul style="list-style-type: none"> • Learning from each other through the creation of a common learning space • Focus learning through the documentation and sharing of learning outcomes • Network and team-building through the creation of connections |

3. Round table debate, Socratic walks, Soap Box



Josef Huber



Karin Steimle-Rohde

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|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | “Does school have a future? Which schools for a diverse and truly democratic society” |
| Working language | English and German with simultaneous interpretation |
| Duration | 2-3 hours |
| Brief description | <p>A public round table discussion on the question “Does school have a future? Which schools for a diverse and truly democratic society?” Five prominent speakers will take position on the questions and engage in an exchange.</p> <p>Moderator</p> <p>Mr Michael Hermann (Sociologist, Radio Journalist, Ministry of Education, Youth and Sports Baden-Württemberg, Germany)</p> <p>Guests</p> <p>Ms Eva Moreno Sánchez (Director of Curricular Development to Preschool Education of the Ministry of Public Education, Mexico)</p> <p>Ms Kristin Narr (Educational Media Specialist, Internet & Gesellschaft, Berlin, Germany)</p> <p>Ms Olöf Olafsdottir (Director, Directorate of Democratic Citizenship and Participation, Council of Europe, Strasbourg)</p> <p>Ms Margret Ruet (Administrative Head of the Ministry of Education, Youth and Sports Baden-Württemberg, Germany)</p> <p>Mr Pavel Zgaga (Director of the Center for Educational Policy, University of Ljubljana, Slovenia)</p> |
| Expected results | <ul style="list-style-type: none"> • Clearer ideas about the role and function of school for our society. • Better understanding of the implications on a practical level of day-to-day teaching and learning |

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| Title of course | Socratic walks |
| Working language | All |
| Duration | 4 hours |
| Brief description | <p>Groups of 4-6 participants will gather round one lead person (round table speakers, facilitators, organisers) and explore a particular issue for which the lead person can offer a particular expertise or experience.</p> <p>The exploration will take place outside the academy. The lead persons will propose the question and the route and nature of the walk.</p> |
| Expected results | <ul style="list-style-type: none"> • Exploration and in-depth learning in an informal setting |

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| Title of course | Soap Box |
| Working language | English |
| Duration | 2.5 hours |
| Brief description | <p>Participants and facilitators have the opportunity to present a topic, which is important for them in a concise and convincing manner.</p> <p>A list of speaking slots will be circulated and people enter their name and topic. They have 5 minutes to present their thoughts on the topic and to share their enthusiasm for it.</p> <p>After three talks the audience will have the opportunity to briefly react through questions for clarifications and brief comments.</p> |
| Expected results | <ul style="list-style-type: none"> • Learn about a wide range of issues participants feel strongly about • Express ideas in a concise and convincing manner |

4. Evaluation



Pascale Mompoin-Gaillard

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| Title of course | Evaluation |
| Working language | English |
| Duration | 3 hours |
| Brief description | <p>During this session we will go back to the sessions of the summer school and focus on the progress participants made with regard to the transversal attitudes skills and knowledge for living in diverse democratic societies.</p> <p>Activities will also be geared towards evaluation and feedback on the overall summer school programme and its implementation.</p> |
| Expected results | <ul style="list-style-type: none">• Participants will reflect on the progress they have made towards the development of attitudes, skills and knowledge for living and acting in diverse democratic societies• Participant will share their evaluation of the summer school and what learning took place for them. |

Morning courses

For the morning sessions participants attend 18 hours of courses. There are five courses on offer.

5. Intercultural competence development



Ildikó Lázár



Susana Gonçalves

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| Title of course | Intercultural competence development |
| Working language | English |
| Duration | 18 hours |
| Brief description | The course offers insights, tools and resources through learning by doing as well as through discussion time for reflection to help participants achieve the expected results. Concepts covered and challenged include culture, identity, diversity, and communication. Activities are based on role-play, simulation, debate, fieldwork, film, and cooperative tasks. |
| Expected results | <ul style="list-style-type: none">• Participants understand the concept of intercultural competence and its components: attitudes, skills and knowledge• Participants experience teaching-learning situations in order to acquire the knowledge as well as the teaching skills and strategies needed to incorporate intercultural competence development in their lessons and courses regardless of the subject matter |

6. Prevention of discrimination in classroom practice



Ferenc Arató

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|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | Prevention of discrimination in classroom practice |
| Working language | English |
| Duration | 9 hours |
| Brief description | <p>This three-part course will lead participants in activities around the issues of prevention of discrimination in classroom practice.</p> <p>The first part approaches discrimination and prevention from the aspect of HEART (feelings, emotions). The second from the aspect of HAND (actions, methods), and the last from the aspect of HEAD (deepening knowledge).</p> |
| Expected result | <ul style="list-style-type: none"> • A clear understanding of the differences between “education about discrimination” and “education for the prevention of discrimination” • Reflected experience of classroom practices for different forms of prevention of discrimination |

7. Ethics of diversity



Rasa Askinyte-Degesiene

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|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | Ethics of diversity |
| Working language | English |
| Duration | 9 hours |
| Brief description | During this session we will reflect on questions: Are values objective or subjective? How values became our personal values? Why peace in the world and in our personal surrounding is the highest value? Why we make decisions we make? What affects our choices in life? What are our moral criteria for making choices in complicated situations? |
| Expected result | <ul style="list-style-type: none"> • Readiness to take responsibility and to be accountable for my actions and choices. • Willingness to question my own and others' views, beliefs and theories. • Ability to discover facts about other people's beliefs and practices. • Understanding of the relativity of knowledge, that theories are social constructs that remain incomplete and unfinished. |

8. Inclusive education and schools



Leah Davcheva

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|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | Inclusive education and schools |
| Working language | English |
| Duration | 9 hours |
| Brief description | The goal of this course is to look into the future of your work in the field of inclusive education and schools. You will examine inclusive education and its rationale and engage with key concepts and theories. By combining theoretical explorations and the study of your own experience and that of your colleagues and other practitioners, you will build knowledge and arguments for inclusive schools. You will look at evidence about learners' well-being and academic progress in inclusive schools and analyse practices for inclusion. You will discover new ways to make inclusion happen. |
| Expected result | <ul style="list-style-type: none">• Basic knowledge of the different aspects of diversity we encounter in every classroom• Ability to organise inclusive education in diverse settings• Capacity to use methods that have been developed for individualisation in classes• Practice focusing on different needs of pupils in class |

9. History for all



Richard Harris

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| Title of course | History for all |
| Working language | English |
| Duration | 9 hours |
| Brief description | <p>To examine how history can help address the issue of stereotyping and ‘othering’ and to examine the stereotypes that exist, why they exist and how they can be broken down through knowledge of the past. To appreciate that a simplified view of the past is potentially dangerous and can promote prejudice and misunderstanding. The session looks at using individual stories, woven together with contextual knowledge to produce a more rounded view. To explore how the past is represented and used to support particular views, and ways that students can be taught to see the contested nature of the past.</p> |
| Expected result | <ul style="list-style-type: none"> • Exploration and understanding own stereotypes and why these stereotypes exist; comparison of pedagogical approaches to examining stereotypes and how these can be broken down • Exploration of the problems of teaching a simplified past, the challenges of teaching a complicated past and understanding of what constitutes an acceptable level of simplification • Identification of different ways in which we live with representations of the past and understanding of how representations of the past shape how we see/remember the past • Critical understanding of pedagogical approaches to teach this area |

Afternoon courses

For the afternoon sessions participants select between 13 and 16 hours of courses. The courses are of different duration (from 5 to 1 hours) and they are presented here in order of decreasing duration.

10. Crafts



Višnja Rajić



Carmen Becker

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| Title of course | Crafts |
| Working language | All |
| Duration | 5 hours |
| Brief description | <p>To develop understanding is a question of character, will power and character. Changing our affective side (attitudes, values and beliefs) can sometimes be a very slow and difficult task, same as the change that we undergo when producing a piece of art.</p> <p>It is through our work together we pursue a goal of building understanding – in this case building a sculpture that represents our understanding diversity.</p> <p>The effort that is put into a building of a structure will represent the effort that we are willing to put into understanding diversity.</p> |
| Expected result | <ul style="list-style-type: none"> • Ability to draw on other's diverse expertise and experience for the benefit of the group's work • Knowledge about the relationship of self and group • Willingness to work together with others and become actively involved • Aptitude to evaluate situations and issues to look for solutions with all parties involved |

11. The forms of covert racism



Ferenc Arató

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| Title of course | The forms of covert racism |
| Working language | English |
| Duration | 3 hours |
| Brief description | This course concentrates on the covert forms racism such as stereotypes. The group will analyze own attitudes towards the Roma minority and learn about four forms of covert racism that are very widespread among 'majority' groups. We will discuss possible ways to support the prevention of discrimination in education regarding the uncovered stereotypes. |
| Expected result | <ul style="list-style-type: none"> • Identification of forms of covert racism towards Roma people • Development of a critical view of how prevention strategies in education can help to address racism |

12. Using social media to promote diversity in Education



Ana Boa-Ventura



Liene Jurgelāne

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|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | Using social media to promote diversity in Education |
| Working language | English |
| Duration | 3 hours |
| Brief description | <p>The social media – and ‘rich media’- platforms available to the teacher today do not equally promote a <i>diversity-responsive education</i>. When critically used, though, they have tremendous potential in realizing this fundamental notion: the foundation of a diversity responsive pedagogy is not technological but relational: it is about building relationships and connections.</p> <p>This course looks at online environments and suggests roadmaps to explore these in the schools.</p> |
| Expected result | <ul style="list-style-type: none"> • Understand that, much like mass media, social media are not neutral in the way they deal with ethnicity, class, gender, sexual orientation • Identification of the potential offered by social media for a responsive education through relationship and connection building • Experience of online learning environments and social media spaces that can drive a <i>diversity responsive education</i> |

13. Social Justice in a gender perspective



Liene Jurgelāne

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|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | Social Justice in a gender perspective |
| Working language | English |
| Duration | 3 hours |
| Brief description | Participants will be encouraged to develop critical reading and analytic skills to examine the role of media in the representation of gender, including questions of objectification, power and politics, cultural appropriation, media ownership and other. |
| Expected result | <ul style="list-style-type: none">• A deeper understanding of gender perspective regarding social justice• Understanding of the role of media in the representation of gender• Personal reflection on one's perception of gender identities, representation of gender and how those perceptions have developed (the power of context) |

14. Social and Economic Justice



Liene Jurgelāne

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|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | Social and Economic Justice |
| Working language | English |
| Duration | 3 hours |
| Brief description | <p>The course focuses on uncovering and analyzing social and economic justice issues through various experience-based learning methods.</p> <p>Through various practical and self-reflecting tasks participants will explore the distribution of resources, power, and status in society.</p> |
| Expected result | <ul style="list-style-type: none">• Understanding the concept of justice and examination of various perspectives on justice• Identification of issues of power and privilege• Deeper understanding of oneself regarding various social justice issues |

15. L'histoire ? Quelle histoire ? Comment l'apprendre et comment l'enseigner ?



Danielle Leclercq

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|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | L'histoire ? Quelle histoire ? Comment l'apprendre et comment l'enseigner ? |
| Working language | Français |
| Duration | 3 heures |
| Brief description | A partir d'activités menées en sous-groupes, nous réfléchirons aux défis que pose l'enseignement de l'histoire dans une société démocratique et multiculturelle. Nous examinerons quelle image de l'autre l'enseignement de l'histoire véhicule, quels sont les personnes, les groupes, les sujets présents et absents dans les manuels utilisés dans nos différents pays. Nous tenterons, ensemble, de dégager des pistes de réflexion et des méthodes concrètes pour relever ces défis. |
| Expected result | <ul style="list-style-type: none"> • Prendre conscience de notre représentation du passé et du cours d'histoire (Awareness of the fact that we have a particular representation of past and history teaching) • Réfléchir à quoi sert l'enseignement de l'histoire (Reflected understanding of the function of history teaching) • S'interroger sur les contenus et les méthodes à prendre en compte dans une société démocratique et multiculturelle (Understanding of contents and methods to use in a democratic and multicultural society) |

16. Teacher Manifesto



Maria Brown

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| Title of course | Teacher Manifesto |
| Working language | English |
| Duration | 2.5 hours |
| Brief description | A collaborative hands-on session that targets the formulation of a teacher's manifesto for enhanced (i.e. quantity + quality) diversity in education. The stages of the manifesto's formulation include brainstorming; critical discussion of stimuli from literature; synthesis of main manifesto points (action plan/strategies); identification of resources required to put manifesto into effect. |
| Expected result | <ul style="list-style-type: none"> • Understanding of the need to reorient educational practice • Development of strategies for enhanced diversity in education • Identification of resources required to put strategies into practice |

17. Action Research



Richard Harris



Višnja Rajić

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|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | Action Research |
| Working language | English |
| Duration | 2.5 hours |
| Brief description | This short course will focus on Action Research, outlining what it is (and what it isn't!) and exploring how you might use it within your own professional context. These two sessions will explore some of the challenges of using Action Research. The sessions will be practical, exploring the value of Action Research through real case studies, and will help you identify aspects of your own practice that you may wish to develop. |
| Expected result | <ul style="list-style-type: none"> • Understanding of what action research is (and is not) • Awareness of criticisms of it as an approach and to be able to counter such criticisms • Understanding why action research is an effective means of bringing about change • Awareness of issues relating to the implementation of an action research approach • Knowledge of the steps necessary to carry out an action research project • Identification and refinement of a possible area for action research |

18. Principles of cooperative learning – English



Ferenc Arató

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|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | Basic principles of cooperative learning |
| Working language | English |
| Duration | 1.5 hours |
| Brief description | In this course, participants experience how structures of learning influence the outcomes and results of educational practice. Through active learning experiences they reflect on the structural conditions of cooperation in the classroom, and learn 8 basic principles of cooperative learning. |
| Expected result | <ul style="list-style-type: none"> • Knowledge and understanding about the 8 principles of cooperative learning • Experience of the cooperative structures and understanding of the importance of structural approaches in educational and classroom practice |

19. Principles of cooperative learning – French



Carolina Gonçalves

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|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | Principles of cooperative learning |
| Working language | French |
| Duration | 1.5 hours |
| Brief description | In this course, we aim at creating cooperative work situations from which teachers identify the basic principles of cooperation. From this, the group reflects how cooperative principles can create equal participation and an inclusive environment. Finally, teachers are encouraged to develop learning communities based on the principles of cooperation. |
| Expected result | <ul style="list-style-type: none">• Identification of the principles of cooperative learning• Reflected understanding of the importance of cooperative principles for equal participation and inclusive classroom• Ability to promote cooperative learning communities |

20. Principles of cooperative learning – German



Carmen Becker

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| Title of course | The principles of cooperative learning |
| Working language | German |
| Duration | 1.5 hours |
| Brief description | In this course, participants experience how structures of learning influence the outcomes and results of educational practice. Through active learning experiences they will reflect on the structural conditions of cooperation in the classroom, and learn 4 basic principles of cooperative learning (PIES). |
| Expected result | <ul style="list-style-type: none"> • Knowledge and understanding about the 4 principles of cooperative learning • Experience of cooperative structures to understand the importance of structural approaches in educational and classroom practice • Recognition of the principles used • Evaluation of their application in relation to transversal attitudes, skills and competences |

21. Developing creativity



Rasa Askinyte-Degesiene

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| Title of course | Developing creativity |
| Working language | English |
| Duration | 1.5 hours |
| Brief description | The aim of this session is to reflect on questions: How to foster creativity in the classroom and what for? Does creativity help to understand diversity, to understand each other and prevent conflicts? |
| Expected result | <ul style="list-style-type: none">• To develop acceptance of diversity as a positive value for the environment and the survival of humankind.• To develop ability to discover facts about other people's beliefs and practices.• To develop self-knowledge and introspection.• To develop understanding the changing nature of identities and cultures. |

22. Democratic classroom culture



Maria Brown

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| Title of course | Democratic classroom culture |
| Working language | English |
| Duration | 1.5 hours |
| Brief description | A task-based, problem-based session, based on Augusto Boal's <i>Games for Actors and Non-Actors</i> , whereby through the use of interactive standstills, group work, dialogue and reflection, participants formulate classroom strategies that target enhanced democratic practice in the classroom setting. |
| Expected result | <ul style="list-style-type: none">• Understanding of group power structures and development of group cohesion• Understanding of the roles and functions of social and political actors• Development of classroom strategies that enhance democracy |

23. Working with parents



Aart Franken

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|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | Working with parents |
| Working language | English |
| Duration | 1.5 hours |
| Brief description | <p>The aim of this session is to understand the importance of parent involvement in schools, and to explore options on how to increase parent participation. This issue will be viewed from multiple perspectives (parent, child, teacher, school), and strategies will be developed to facilitate parent involvement in schools.</p> <p>During this session we start off working in small groups, to explore what differences there are in parents' involvement in schools. Afterwards, for each actor (parent, child, teacher, and school) strategies to facilitate the parent involvement are discussed. The session ends with several proposals to facilitate parent involvement in schools; based on the perspective of all actors.</p> |
| Expected result | <ul style="list-style-type: none">• Understanding of why it is important to involve parents in the school• Understanding how this can be done.• Understanding of multiple perspectives (parent, child, teacher, school)• Strategies to facilitate parent involvement in schools |

24. Storytelling – Literature-promoted inclusion – German



Carmen Becker

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| Title of course | Storytelling – Literature-promoted inclusion |
| Working language | German |
| Duration | 1.5 hours |
| Brief description | In this course, teachers develop a dialogical relationship between the "I" and the Other. They exchange personal examples from their experience with storytelling and express personal experiences from children's literature and / or youth. This course also focuses on the importance of the story / narrative as a way to give voice to each individual and create an atmosphere of inclusion in a group of people from different backgrounds (linguistic, cultural, social...). |
| Expected result | <ul style="list-style-type: none"> • Active listening skills and reflection on its value • Reflection on own experience and sharing of thoughts, feelings and emotions of stories from children's literature • Understanding of the importance of storytelling as a means to create an atmosphere of inclusion |

25. Storytelling – Literature-promoted inclusion – French



Carolina Gonçalves

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|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | Storytelling – Literature-promoted inclusion |
| Working language | French |
| Duration | 1.5 hours |
| Brief description | In this course, teachers develop a dialogical relationship between the "I" and the Other. They exchange personal examples from their experience with storytelling and express personal experiences from children's literature and / or youth. This course also focuses on the importance of the story / narrative as a way to give voice to each individual and create an atmosphere of inclusion in a group of people from different backgrounds (linguistic, cultural, social...). |
| Expected result | <ul style="list-style-type: none"> • Active listening skills and reflection on its value • Reflection on own experience and sharing of thoughts, feelings and emotions of stories from children's literature • Understanding of the importance of storytelling as a means to create an atmosphere of inclusion |

26. Power of Context



Carolina Gonçalves

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|-------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | Power of Context |
| Working language | French |
| Duration | 1.5 hours |
| Brief description | <p>Firstly, this course aims at re-thinking resistance to change in our teaching practice, and then we invite teachers to identify and inquire their reasons.</p> <p>Secondly, we focus on the context and understand what the influence of the context in which we teach is (on our practices and beliefs) and how we can overcome that. We focus on some discriminative practices that reflect the influence of context (for example: assessment).</p> |
| Expected result | <ul style="list-style-type: none"> • Reflected understanding of resistance to change • Understanding of the influence of the context on our practices • Identification of benefices of change |

27. Language diversity



Ildikó Lázár

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|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | Language diversity |
| Working language | English |
| Duration | 1.5 hours |
| Brief description | An interactive session on the role of language in the topic area of living in diversity: language awareness, multilingualism and plurilingualism, socio-cultural diversity and languages, language as the most important tool for successful intercultural communication. |
| Expected result | <ul style="list-style-type: none">• Awareness and better understanding of the role of languages in intercultural communication |

28. Purpose of Education



Višnja Rajić

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|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | Purpose of Education |
| Working language | English |
| Duration | 1.5 hours |
| Brief description | Analysing the purpose of education from different perspectives (Preparation for the labour market; Preparation for life as active citizens in democratic societies; Personal development; Development and maintenance of a broad knowledge base) stressing the necessity for opportunities in the educational process that enable personal development of individuals, allowing them to become citizens of the world. |
| Expected result | <ul style="list-style-type: none">• Critical thinking• Understanding of different purposes education has today• Understanding of the benefits of personal development for the individual pupil and the society as a whole |

29. Students' voice



Višnja Rajić



Richard Harris

| | |
|-------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | Students' voice |
| Working language | English |
| Duration | 1.5 hours |
| Brief description | Through problem solving activities the participants explore Roger Hart's ladder of participation of children and youth in the classrooms. The session develops participants' critical thinking on students' participation and helps develop understanding on diverse possibilities and opportunities for student participation (ranging from creative projects development e.g. Room 13, to student council and school management e.g. Summerhill). When does education stop being manipulation? |
| Expected result | <ul style="list-style-type: none"> • Critical thinking • Understanding of the importance of student participation • Understanding of the opportunities that student participation brings to the whole community |

30. How to influence with language



Carmen Becker

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|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | How to influence with language |
| Working language | English |
| Duration | 1 hour |
| Brief description | Teaching is communicating. Therefore, language is the teacher's most important tool. In this course we look at language tools that are used by excellent communicators and borrowing from them will revamp our toolbox in terms of attitude, body postures and verbal output. |
| Expected result | <ul style="list-style-type: none">• Awareness of how we communicate as teachers• Alignment of our communication to the purpose of our teaching |

31. It's TEA time



Carmen Becker

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|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | It's TEA time |
| Working language | English |
| Duration | 1 hour |
| Brief description | Sometimes conflicts can have such an overwhelming impact on us that our brains (stem) recede into survival mode and the only response we are capable of mustering is "strike-back". In this course we get to know a tool that helps us access and employ our problem-solving capacities (frontal lobes), so we are able to find constructive solutions to difficult problems and thereby step out of the spiral of violence. |
| Expected result | <ul style="list-style-type: none"> • Use of the TEA model (Thought-Emotion-Action) to analyse challenging problems • Multiperspectivity of perceptual positions: own perspective – perspective of other person involved – detached observer • Use of information received while in different perspectives to solve problems |

32. Bag of Ideas – English



Leah Davcheva

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|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | Bag of Ideas |
| Working language | English |
| Duration | 1 hour |
| Brief description | This is a short course to help you discover more about the variety of teaching and learning materials developed within the Pestalozzi Programme training units. You select a particular activity or a teaching unit and consider its usefulness for your particular context of work. You then collaborate with your fellow participants in exploring the rationale and practicalities of delivering the unit / activity. You obtain team coaching and give feedback through community learning interactions. |
| Expected result | <ul style="list-style-type: none"> • Discover more about the Pestalozzi programme training resources • Understanding of how various teaching tools and methodologies work • Identification of the value of specific teaching tools related to diversity and appropriate for your own context • Designing learning activities inspired by and using the Pestalozzi programme training resources • Work collaboratively and creatively in an emerging community of practice |

33. Bag of Ideas – French



Carolina Gonçalves

| | |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | Bag of Ideas |
| Working language | French |
| Duration | 1 hour |
| Brief description | This is a short course to help you discover more about the variety of teaching and learning materials developed within the Pestalozzi Programme training units. You select a particular activity or a teaching unit and consider its usefulness for your particular context of work. You then collaborate with your fellow participants in exploring the rationale and practicalities of delivering the unit / activity. You obtain team coaching and give feedback through community learning interactions. |
| Expected result | <ul style="list-style-type: none"> • Discover more about the Pestalozzi programme training resources • Understanding of how various teaching tools and methodologies work • Identification of the value of specific teaching tools related to diversity and appropriate for your own context • Designing learning activities inspired by and using the Pestalozzi programme training resources • Work collaboratively and creatively in an emerging community of practice |

34. Bag of Ideas – German



Carmen Becker

| | |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | Bag of Ideas |
| Working language | German |
| Duration | 1 hour |
| Brief description | This is a short course to help you discover more about the variety of teaching and learning materials developed within the Pestalozzi Programme training units. You select a particular activity or a teaching unit and consider its usefulness for your particular context of work. You then collaborate with your fellow participants in exploring the rationale and practicalities of delivering the unit / activity. You obtain team coaching and give feedback through community learning interactions. |
| Expected result | <ul style="list-style-type: none"> • Discover more about the Pestalozzi programme training resources • Understanding of how various teaching tools and methodologies work • Identification of the value of specific teaching tools related to diversity and appropriate for your own context • Designing learning activities inspired by and using the Pestalozzi programme training resources • Work collaboratively and creatively in an emerging community of practice |

35. Tools for intercultural competence development and assessment



Ildikó Lázár



Leah Davcheva

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|-------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of course | Tools for intercultural competence development and assessment |
| Working language | English |
| Duration | 1 hour |
| Brief description | An interactive presentation of intercultural competence development and assessment tools such as the Intercultural Competence Evaluation Tool and the Autobiography of Intercultural Encounters |
| Expected result | <ul style="list-style-type: none"> • Getting familiar with intercultural competence development and assessment tools |

5 Practical information

VENUE

The Summer School will take place at the In-Service Teacher Training Academy of Bad Wildbad in Germany. The postal address and contact details of the Academy are as follows: Landesakademie für Fortbildung und Personalentwicklung an Schulen Baetznerstrasse 92, 75323 BAD WILDBAD, GERMANY; Telephone-Reception: ++ 49 (0) 7081 9259 0; Ms Karin STEIMLE-ROHDE: ++ 49 (0) 7081 9259 209; E-mail: Karin.Steimle-Rohde@aka-wb.kv.bwl.de; Fax: ++ 49 (0) 7081 9259-10
Website: <http://lehrerfortbildung-bw.de/lak/wb/>

DATES OF THE SUMMER SCHOOL

The Summer School will last from Sunday 30 June 2013 till Sunday 7 July 2013.

ARRIVAL AND DEPARTURE DATES AND TIMES

Participants should arrive on Saturday 29 June before 7pm (dinner is at 6 pm). Departure is scheduled on Monday 8 July after breakfast.

TRAVEL ARRANGEMENTS

GETTING TO BAD WILDBAD:

The nearest airports to Bad Wildbad are Frankfurt and Stuttgart (Germany) and further away, Strasbourg (France), Basel and Zurich (Switzerland). From all airports, participants can reach Bad Wildbad by train. For further information on train schedules to Bad Wildbad, participants should consult the Deutsche Bahn website: <http://bahn.hafas.de/bin/query.exe/en>.

****Please buy return tickets where possible! The train station is called Bad Wildbad Kurpark and it is the end of the line****

From Frankfurt airport, you take the train to Karlsruhe (main train station: Hauptbahnhof) and then the train to Bad Wildbad Kurpark.

From Stuttgart airport (Echterdingen), you have to take the train (S-Bahn) to the main train station of Stuttgart (Hauptbahnhof) and take the train to Pforzheim, and then take the train to Bad Wildbad Kurpark.

GETTING TO THE ACADEMY:

The Academy is a 5-minute walk from the railway station "Bad Wildbad Kurpark". When you come out of the train station, pass by Hotel « Quellenhof » and then turn left up the hill to the « Vital Therme » (spa). The Academy is located behind the « Vital Therme » in the street called « Baetznerstrasse ».

ACCOMMODATION

1) Arrival on Saturday and departure on Sunday / Monday

Participants will be the guests of the Academy of Bad Wildbad for the duration of the Summer School (accommodation and meals). They will be accommodated at the Academy in single rooms with bathroom (hairdryer included). Sheets, bedding, hand towels and shampoo are supplied by the Academy. On the day of departure, you should leave your room at 8 am (suitcases may be left in a room near the reception). Please don't forget to leave your keys and badges at the reception when you leave.

2) Arrival before Saturday and departure after Monday

Should you arrive before Saturday 29 June, or leave after Monday 8 July, you will have to book a hotel room yourself. We recommend the following hotel in Bad Wildbad:

BERGFRIEDEN HOTEL, Baetznerstrasse 78, 75323 Bad Wildbad Tel: ++49-7081-17040; Fax: ++49-7081-170416 ; Email: Empfang@HotelBergfrieden.de; Website: www.HotelBergfrieden.de

35 € per night (without breakfast). Special price for the hosts of the Academy of Bad Wildbad: at the reception, you should indicate that you are participating in an event organised at the Academy in order to benefit from this special price! Bergfrieden Hotel is on the corner, between the Vital Therme and the Academy. Please note the Reception closes at 11pm.

VISA

It is your responsibility to check if you need a visa for Germany. The invitation letter should be enough to apply for this visa, however we can also provide a 'note verbale' support letter if requested. Please keep receipts should you have to pay for your visa and submit them with your travel documents for reimbursement.

INSURANCE

Specific travel-related risks are covered by a CHARTIS insurance policy (number 2.004.761), which provides cover for persons up to their 76th birthday. The round-the-clock helpline number is +32 3 253 69 16. It is not necessary to take out a supplementary insurance policy and such a policy will not be reimbursed by the Council of Europe.

PROCEDURE FOR TRAVEL REIMBURSEMENT

(For participants whose travel costs are reimbursed by the council of Europe)

Please bring all the documentation outlined on the 'Compulsory documents for reimbursement' checklist with you. In the first few days of the Summer School this documentation will be collected and photocopies made if necessary.

If you do not have all documentation with you at the Summer School, you have the opportunity to send it by post to Lesley by 26 July 2013 latest. After this date your reimbursement cannot be guaranteed.

The 'bank transfer form' should be filled out electronically and sent to Lesley before the Summer School (Lesley.king@coe.int). Reimbursement will be by bank transfer within two months of receipt of your completed Claim form and supporting documentation.

WORKING LANGUAGES

The Summer School will be held in English. Courses will be offered in French and German as well.

PARTICIPATION

Participants must attend the whole Summer School: Certificates of Attendance will, on no account, be provided to participants who have not, for personal reasons, attended the whole event. Furthermore, the reimbursement of travel expenses cannot be guaranteed to participants who have not attended the whole event.

WELCOME PARTY

A welcome party is planned for Sunday evening. The purpose of this activity is for everyone to become better acquainted with the diversity of our group.

Each participant is warmly invited to contribute to this party by bringing something small from their country (e.g., biscuits, chocolates, drinks, souvenirs, etc).

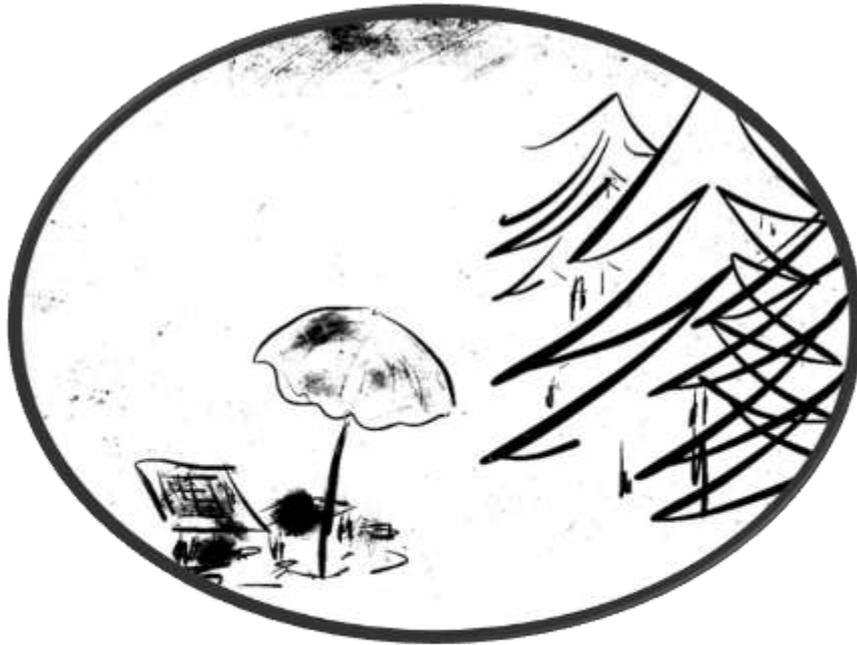
MISCELLANEOUS INFORMATION

Bad Wildbad is a place with spa resorts in the Northern Black-Forest (Baden-Württemberg). There are 2 well-known spas located within 5 minutes walking distance of the Academy. If you want to take advantage of this during your free time entrance is at your own expense: about 8 to 14 €.

WEATHER: http://www.foreca.com/Germany/Bad_Wildbad_im_Schwarzwald

PLEASE BRING:

- Your **laptop or tablet** with you if you have one. **Plugs** in Germany are 220-230 voltage.
- Something small from your country (e.g., biscuits, chocolates, drinks, souvenirs, etc.)



WELCOME TO THE PESTALOZZI PROGRAMME SUMMER SCHOOL!