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PESTALOZZI CORE KNOWLEDGE, SKILLS AND ATTITUDES FOR ALL TEACHERS

MODULE A
12-15 October 2010

General Report

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The background

The general aim of the training activities of the Pestalozzi Programme is to train education professionals to become multipliers for Council of Europe standards and values in education.

The work is based on three main pillars

- Content : standards and principles as well as project results of the Council of Europe
- Methodology : learner-centred, peer-training, collaborative work on issues of common concerns to find fit solutions for diverse contexts
- Four-fold concept of competences development : developing sensitivity and awareness, knowledge and understanding, individual practice, societal practice

The project to work on Pestalozzi core elements (or components) stems from the shared idea of the network of trainers involved in the Pestalozzi Teacher training programme that teacher education and training (as much as all learning) should be based on the development of specific components – attitudes, skills and knowledge - with a vision of supporting tomorrow's sustainable democratic societies. These components apply to all teachers (and learners) in all subject matters. Thus we can envision a transversal approach to teacher training.

The analysis of the materials that were developed within the Pestalozzi modules between 2006 and 2008, (36 teacher training units), and of descriptions of competences developed in other Council of Europe education projects in areas such democratic citizenship, intercultural education and socio-cultural diversity, as well as history teaching, show that there is a body of components that are common to all themes or areas of interest.

During 2009 the Pestalozzi Network of Trainers has attempted to identify these overlapping components and classify them in three categories: knowledge, skills and attitudes. They apply to all teachers in all subject matters and are intended as the basic educational contribution to the maintenance and further development of democratic societies.

The Pestalozzi Modules

The Pestalozzi modules are trainer training courses consisting each of a series of modules. Each series of modules comprises 5 stages: planning and preparation, Module/Workshop A, development and piloting, Module/Workshop B, editing and dissemination of resources. The process is facilitated via a web platform to ensure communication between facilitators and participants.

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.

During this process the participants and facilitators will:

- ▶ revise and improve the 'Catalogue of Core Components to contribute to education for sustainable democratic societies'
- ▶ exemplify the identified core components and develop teacher training materials and/ or classroom materials that can support the development of these components.
- ▶ share, co-develop, test and critically review training materials
- ▶ start a cascading process
- ▶ create an online database of training material
- ▶ create open-ended network of trainers

Programme overview

Day 1	Tuesday, 12 October 2010 (Transversal skills and attitudes)
<p>Session 1 – Presentations, Introduction</p> <p>Team presentations, Participants presentations (for those not present the day before) Presentation: history of the project, explanation of aims of the module, Walk through the programme</p> <ul style="list-style-type: none"> • Appointments activity <p><i>Expected outcome: participants to reflect on questions and problems, discussed in sessions, on methodology, etc. Working in pairs participants have to decide on one or few questions. for general debriefing in the end of each working day.</i></p>	
<p>Session 2 - Core components in real contexts (based on pre-task)</p> <p>For pre-task participants were asked to think about their own professional situation in particular and your country's educational system in general, and identify just one issue or 'problem' which causes this concern. Then turn to the catalogue of components select only one component from each of the three lists, which appears to you to be the key priority for best addressing the issue or problem which you have identified.</p> <ul style="list-style-type: none"> • Group building powerpoint, based on Pre-task <p><i>Expected outcome: participants to reflect on core components list, trying to connect certain components with issues in their reality. Facilitators to gain knowledge about how participants understood the catalogue of core components, are they capable to connect certain components with issues in their reality.</i></p>	
<p>Session 3 - How ICE, HRE, etc can fit into the curricula?</p> <p><i>Expected outcome: participants to reflect on the place of ICE , EDC/HRE in regular school curricula</i></p>	

Session 4 - Working on theoretical underpinnings

Session was based on THEO documents Team prepared 5-10 quotations, participants had to create small performance, illustrating and explaining certain quotation, and play them in groups.

Expected outcome: participants to reflect, why Core components are important and relevant in education today.

Evaluation day 1

Teatime, Reflection, sum up and evaluation of the day

Day 2	Wednesday, 13 October 2010 (Catalogue of Core Components for Individuals)
Session 5 – How to develop transversal savoirs in activities	
<ul style="list-style-type: none">• Example of the Pestalozzi activity Taxi driver by Robert Etlinger	
<i>Expected outcomes: participants to reflect on how certain skills, attitudes and knowledge may be developed in an activity</i>	
Session 6 – Creating revised list of components	
<ul style="list-style-type: none">• Explanation of our expectations for sessions 6	
Prioritizing components : Individual components	
The aim of session 6 was to create a list of irreducible minimum attitudes, skills and knowledge each individual needs everywhere in the world. Participants were asked to overview the list of Core components, and choose the 5 most important components from each list – 5 attitudes, 5 skills and 5 knowledge components, put components in hierarchical order (individually, after in groups).	
<i>Expected outcomes: participants to understand the 3 dimensions of competences: ‘savoir-être’, ‘savoir’ and ‘savoir-faire’; to consolidate knowledge and understanding of core components, to create revised list of individual competences</i>	
Session 7 – Use of various educational tools	
Movie – “The eye of the storm” and debriefing	
<i>Expected outcomes: participants to reflect on the use of audio-visual materials and research/experiences as an educational tool</i>	
Session 8 – Pestalozzi resources	
<ul style="list-style-type: none">• Pestalozzi resources - being informed on the CoE work on the transversal A/S/K (reflecting on posters on all units, produced in previous modules, short discussion).	
<i>Expected outcomes: being informed on the CoE work</i>	

Evaluation of Day 2 Teatime, Reflection, sum up and evaluation of the day

Day 3	Thursday, 14 October 2010 (Catalogue of Core Components for Teachers)
Session 9 – Creating revised list of components	
<ul style="list-style-type: none"> • Explanation of our expectations for sessions 9 <p>Prioritizing components : Components for educators</p> <p>The aim of session 9 was to create a list of irreducible minimum attitudes, skills and knowledge each educator needs everywhere in the world. Participants were asked to overview the list of Core components, and choose the 5 most important components from each list – 5 attitudes, 5 skills and 5 knowledge components, put components in hierarchical order (individually, after in groups).</p> <p><i>Expected outcomes: participants to understand the 3 dimensions of competences: 'savoir-être', 'savoir' and 'savoir-faire'; to consolidate knowledge and understanding of core components, to create revised list of competences for teachers</i></p>	
Session 10 - presentation of group lists	
<i>Expected outcomes: participants to present and explain revised lists of Individual and professional components for teachers</i>	

After session 10, the team collected the lists of components for individuals and educator from each group and tried to systematise the responses into a new list of core components.

Day 4	Friday, 15 October 2010 (Focus on Action)
Session 11 – Dealing with subjectivity	
<p>Why the best for one seems the worst for the others? Example of the activity based on fairytale</p> <p><i>Expected outcome: participants to reflect on the subjective criteria of evaluation; participants to reflect on how certain skills, attitudes and knowledge may be developed in activity</i></p>	
Session 12 – DESIGNING OUR MATERIALS	
<p>Presentation and explanation of the revised catalogue Guidance, template for the teaching units Planning design of materials.</p> <p><i>Expected outcomes: participants to plan on activities they are going to develop</i></p>	
Session 13 - Action plan & Looking ahead	

Timeline, next steps, networking
Session 15 – evaluation of day 4 & Module A Teatime, Reflection, sum up , Evaluation of Module A

Revised list of Core Components

The aim of Module A was to revise and improve the ‘Catalogue of Core Components to contribute to education for sustainable democratic societies’.

Between modules A and B participants are asked to exemplify the identified core components and develop teacher training materials and classroom materials that can support the development of these components.

This is the new, revised list of core components, for which the participants are developing and testing appropriate training material in the coming months. They will be supported online by their peers and by the team of facilitators. In module B in May 2011, the experiences will be exchanged and evaluated and lead to a set of improved training materials.

To BE:

INDIVIDUALS	EDUCATORS
I am convinced that sharing values of Human Rights, mutual understanding and democratic citizenship can influence people’s attitudes and behaviours.	I am willing to encourage learner’s critical thinking skills and allow them to take responsibility in their learning process
I recognise diversity (environmental and cultural) as a positive value.	I realise the importance of cooperation through team work, group work, student councils, joint initiatives with students and parents, local, national and international projects, etc.
I am aware of my own “world views” and their limitations and put them to question I accept to see things from different perspectives	I am convinced that learning and teaching processes should be based on equality and on the right to be different
I believe cooperation has a central role for social cohesion and respect for the individual	I am aware of my behaviour, language and body language, and realise that they all translate my values (authenticity)
I develop interest and empathy for the “other’s otherness”	I am convinced of the need to empower learners and, in the classroom, I accept to relinquish some of my power as a teacher
	I realise the importance of participative and formative evaluation: self-evaluation, peer evaluation, self

	reflection and group debriefing.
	I am 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.

To DO:

INDIVIDUALS	EDUCATORS
I am able to experience doubt, accept uncertainties and understand that there are no one-dimensional answers for complex issues I am able to learn from challenges	I am able to promote learning by doing, teaching methods based on real-life, on skill oriented tasks, and active involvement
I am able to manage conflicts through the application of conflict resolution techniques, problem solving strategies, and the use of positive discipline techniques.....	I am able to create a safe learning environment and develop my own and learners' self-esteem, self-worth and self-confidence
I am able to use formal and non-formal learning	I am able to develop critical thinking skills in learners: encourage debating, discussing, teach about generalisations and their limitations, giving examples, establishing connections, coming to conclusions, finding causations
I am ready to seize opportunities for regional and international mobility	I am able to 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.....
I act to reinforce sustainable democratic societies through community based citizenship projects	I am able to develop personalised learning and use a variety of teaching methods adapted to different learning styles
	I use the concept of multiperspectivity in teaching and I know that one must distinguish fact from interpretation
	I use methods for group dynamics that model respect and equality, by incorporating learners' IC competence and ADC development in the curricula and learning objectives

To KNOW:

INDIVIDUALS	EDUCATORS
I develop an understanding of cultures and identity as a context dependent, dynamic and negotiable process	I get acquainted with up-to-date research and know about a variety of teaching approaches, methods and materials for promoting diversity
I consider that knowledge is a mere construction	I develop up-to-date knowledge on cognitive

that remains incomplete and subject to continuous questioning	development, multiple intelligences and learning styles and how my teaching must accommodate them
I have knowledge of the key concepts related to diversity and intercultural understanding (culture, identity, equality, prejudice, stereotype, discrimination, racism, etc)	I know that teaching is, like social science, a research, an investigation, a reconstruction of the reality using diverse and often contradictory sources
I have general knowledge of the main social actors and resources of my community, (NGOs, social and cultural services, political actors)	I understand the relevant concepts (e.g. values, culture, identity,sustainability) and use precise terminology when teaching and learning for HR and ICU and GE
I have general knowledge related to positive discipline and conflict management	I am able to integrate the new technologies in my teaching and learning with students for effective and critical empirical strategies
	I have general knowledge of the socio-cultural background of my students and their families
	I know the curriculum so as to work collaboratively with other colleagues