



Pestalozzi Programme

“Summer School”

"Pedagogy makes a difference"

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

www.coe.int/pestalozzi

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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, trainers, educators from the non-formal education sector, etc.) are invited to participate in the third 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 issue the Round Table will address this year is ***“It’s the pedagogy... of course!”***

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

The Pestalozzi Programme Summer School 2015 entitled ***“Pedagogy makes the difference”*** will look at the core of what being a teacher means: our pedagogy, what we feel and think about the relation we have with education, with knowledge, with school and above all with the learners.

If we are to put learners at the centre of our educational undertaking, we also need to focus on teachers, value their expertise and importance and look at the “tools of their trade”, and invest in reflection about pedagogy:

- What makes the role of a teacher so important?
- What happens in the classrooms, what works and what doesn’t and why is this so?
- How to identify basic needs and create conditions to address difficult emotions, frustration, stress, boredom and set the ground for positive relationships, motivation, curiosity, pleasure to learn, etc.
- How can we model democratic values in our daily practice as teachers?
- How to deal with the effects of society on the learning process?
- How can pedagogical principles and orientations such as cooperative learning, task-based and investigative learning, use of social media, alternative assessment, etc., help learning outcomes and positive relationships in the classroom and classroom management?
- What’s the place of learning theories vs. teaching theory (Matetica vs. Didactica)?
- What is desirable and what is less desirable in the process of preparing young people for life in our complex democratic societies in the 21st century?
- What is quality education in the light of the need for democratically minded, creative and innovative citizens?

Participants will have the possibility to choose their personalised learning curriculum from a range of offers. Common activities throughout the eight days will allow participants to work together as a whole group, to learn together and to exchange ideas and experiences.

We expect that after the training course the participants will be in better position to:

- raise awareness for the key importance of the choice of pedagogy within their professional context (school heads, colleagues, parents, learners)
- understand the crucial role that pedagogy plays for the success of their teaching and facilitation of learning, for their classroom and school management
- 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
- reflect on their own pedagogical choices and make changes where necessary
- take action to promote a rethinking of pedagogical practices in their context

The participants will also 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.

We also expect that participants contribute to the dissemination of the work results through online productions during and, above all, after the summer school, but also by sharing their learning with colleagues in ways which are promising and appropriate in their own professional context.

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 – 27 June 2015 – 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!***

Key note

At 9:00 on Sunday – 28 June 2015 - Prof. ***Jón Torfi Jónasson*** will offer a keynote on the main theme of the Summer School and its implications.

Official welcome

On Monday, after the housekeeping, there will be an official welcome of participants by the representatives of the Council of Europe and the Government of Baden-Württemberg. The mayor of Bad Wildbad will welcome the participants at another moment during the week.

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 – 28 June 2014 – 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.

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.).

On Wednesday morning you will also have the chance to visit Bad Wildbad and on Friday afternoon either the town of (to be determined) or the Grünhütte, after a short hike through the Black Forest.

Common activities

1. Open space



Josef Huber



Pascale Mompont-Gaillard

Title of course	Open Space
Working language	All
Duration	6 hours
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
Brief description	During Open Space there will be a chance for everyone to start any discussion, if they have passion for the topic and are willing to take responsibility for the discussion. Furthermore, everyone will be able to attend any of the discussions, which will be started during the Open Space. At the end of the session you will have experienced several discussion and many important topics will have been covered. As they say in Open Space: "Be prepared to be surprised".

2. Base groups



Pascale Mompont-Gaillard

Title of course	Base groups
Working language	All
Duration	6 hours (1 hour per day)
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> ● Engage in self-directed and peer learning ● Identify learning goals ● Develop own and support others' development of transversal attitudes skills and knowledge ● Experience team building and plan for future support
Brief description	<p>Here participants learn together and become familiar with applying the different principles of inclusive and cooperative learning. Almost every day, participants will meet in groups of 5 to discuss what they have learned during the day and support its members' individual learning goals. The group's discussions may orient participants' individual experience and give a specific focus for the whole group to work on.</p>

3. Round table debate



Josef Huber



Karin Steimle-Rohde

Title of course	"It's the pedagogy... of course!"
Working language	English
Duration	2-3 hours
Expected results	<ul style="list-style-type: none"> • Clarification of ideas about the role and function of pedagogy for education • Better understanding of the implications on a practical level of day-to-day teaching and learning
Brief description	The Round Table will offer a moment of exchange and debate between speakers and the audience on the the main focus of this year's Summer School – Pedagogy – and the different opinions people may have concerning the role of pedagogy. A debate that will touch on the relative importance of "process" vs "content" of "medium" vs "message", of "knowledge" vs "construction", etc.

4. Soap box



Josef

Huber

Title of course	Soap Box
Working language	English
Duration	2.5 hours
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
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. After three talks the audience will have the opportunity to briefly react through questions for clarifications and brief comments.</p>

5. Socratic walks



Josef Huber

Title of course	Socratic Walks
Working language	English
Duration	3 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> • Experience the benefits of different styles of education (for example walking outside compared to sitting inside). • Talk and think about a given topic to a greater extent than might be possible during courses.
Brief description	<p>Groups of 4-5 participants will gather around a person acting as “Socrates” to explore a particular issue (s)he proposes. Different walks, topics, and routes will be proposed, in the city, the forest, the park, etc. The walk and talk will last the whole morning.</p> <p>At the end of the walk, each group will summarise the outcome of the Socratic conversation(s) on a piece of paper for display.</p>

6. Evaluation



Pascale Mompoin-Gaillard

Title of course	What did we learn? ...Evaluation
Working language	English
Duration	3 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> ● Be able to inter-relate the different courses and gain perspective of the summer school as a whole. ● Reflect on the progress they have made towards the development of attitudes, skills and knowledge for living and acting in diverse democratic societies ● Share their evaluation of the summer school and what learning took place for them.
Brief description	<p>During this session we will bring it all together, go back to the courses of the summer school and focus on our progress with regard to our values, and transversal attitudes, skills and knowledge for making a difference through the pedagogy we practice.</p> <p>Activities will also be geared towards evaluation and feedback on the overall summer school programme and its implementation in each of our personal and professional contexts.</p>

Long courses

There are four long courses of 15 hours duration on offer. You are asked to select ONE.

7. The being of a teacher: Action research in professional learning communities



Guðrún Ragnarsdóttir



Carolina Gonçalves

Title of course	The being of a teacher: Are we living our values? Action research in Professional learning communities
Working language	English
Duration	15 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand action research as a process for their personal and professional development • Explore the meaning and the role of constructive critical friends, of self-reflection, and critical analysis in action research • Be able to create professional learning communities as a whole school approach and interdisciplinary teamwork towards change • Identify an issue in their practice to develop a plan for improvement
Brief description	<p>Together we will explore and engage in action research (AR) and start to plan future actions towards pedagogical change in our own professional practices and context. Furthermore, we will focus on how professional learning communities can function as a whole-school approach and as interdisciplinary teamwork. Moreover, we will provide support through the online Pestalozzi community of practice and critical constructive friendship that we will establish together during the course.</p> <p>Participants of this course are expected to plan one cycle of action research in the fall of 2015, and write their action research diaries online.</p>

8. The being of a teacher: We are the Pedagogy



Charlot Cassar



Gerrit Maris

Title of course	The Being of a Teacher: We are the Pedagogy!
Working language	English
Duration	15 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> • Engage in a wide range of activities that are experimental, experiential, cooperative, out of the box, engaging, and address all the senses • Become familiar with the Four-Fold Way (Angeles Arrien Ph.D.) as a framework for personal and professional development • Explore techniques for self-investigation, like imagination, storytelling, meditation, personal interviews and group challenges. • Bring aspects of their inner self to expression in diverse activities, (philosophical dialogue, singing and moving, arts and colours, use of social media tools, discussions) • Integrate outcomes into an action plan for personal and professional development in their own professional context to promote change
Brief description	<p>Think of this course as a journey of self-reflection leading to action. We plan to create an environment to explore ourselves as persons in teaching. Who are we? What do our stories say about us? How do we grow and change as persons and as teachers? Who and what inspire us? What do we value? How do we build meaningful relationships? How authentic are we? How do we bring it all together in our specific context? The exploration of diverse aspects of our teacher personality will lead us to concrete actions for change, of ourselves, of the societies we work and live in and the societies we hope to have in the future.</p>

9. The being of a teacher: The Teacher as a Learner



Carmen Becker



Miloš Jeremić

Title of course	The being of a teacher: The teacher as a Learner
Working language	English
Duration	15 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> ● Understand the connection between teaching and learning ● Improve their awareness of their impact in society and the social purpose of professional engagement ● Reflect on whether we are “living contradictions” (J. Whitehead), and critically assess and understand our own and others’ current attitudes, skills and knowledge. ● Assess their pedagogical practices in the light of their purpose in society ● Improve their ability to create a safe and cooperative environment for all types and dimensions of learning ● Explore their purpose, identity, beliefs and values and roles as a teacher/learner ● Experience and learn specific pedagogical approaches such as critical thinking techniques, cooperative principles ● Create an action plan for further development in all their roles as teacher/learner and be better equipped to adjust intention to action
Brief description	<p>In our course we will create an ethos of cooperative learning based on meaningful dialogue, critical thinking and joy of learning and teaching. We will engage activities of in single, double and triple loop learning and feedback; mind and body learning and embark on a journey to find our purpose, identity, values and beliefs. In this light, we aim to critically examine our actions and the impact we truly have on our environment. While assessing the pedagogy we normally use, simultaneously acting as teachers and learners, we will examine our personal and professional roles and further develop our ideas and plans in our personal context.</p>

10. The being of a teacher: Conscious Communication



Maria Sfetkou



Rasa Askinyte-Degesiene

Title of the Course	The being of the teacher: Conscious Communication
Working language	English
Duration	15 hours
Expected result	<p>Participants will</p> <ul style="list-style-type: none"> ● Learn how to communicate more consciously ● Reflect on the way they think/feel/act/communicate ● Try to develop new dimensions of communication ● Realise the ways their inner self is projected into their thoughts/emotions/feelings/speech ● Take responsibility and accountability for their communication ● Identify personal and professional perspectives
Brief description	<p>This course aims to help participants focus on the ways they communicate both with themselves and with others. We will approach the emotions, the skills and attitudes that are engaged when we establish conscious communication. We will explore how to manage the unconscious meanings that are hidden behind our choice of words and become more active as listeners and more responsible as speakers and focus on the role communication has for a teacher.</p> <p>Participants will reflect on specific learning goals and actions related to their own personal and professional context.</p>

Short courses

For the short courses you are asked to select 15 hours of courses. The courses are of different duration and they are presented here in order of decreasing duration.

11. Action research: here and now!



Carolina Gonçalves



Pascale Mompoin-Gaillard

Title of course	Action Research: here and now!
Working language	French
Duration	6 hours (two 3 hour courses)
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> ● Explore what is meant by action research as an emancipatory practice and as a means of putting their values into practice ● Understand action research as a means of professional and personal development ● Engage in 2 cycles of action research here and now ● Identify an area of practice they may wish to improve and devise an appropriate action research plan
Brief description	<p>This course will focus on emancipatory Action Research, (Jean McNiff) 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 guide you in conducting your own action research during the summer school (here and now - during and in between the two courses) and will also help you develop an action research cycle that you may wish to develop in your school</p>

12. Assessment and learning processes towards learners autonomy



Carolina Gonçalves



Guðrún Ragnarsdóttir

Title of course	Assessment and learning processes towards learners autonomy
Working language	English
Duration	3 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> ● Identify and reflect on predominant assessment practices and methods ● Analyse the role of assessments for learning processes ● Reflect on diverse assessment methods and their impact on learning processes ● Identify assessment methods that support learner autonomy and taking responsibility for one's own learning ● Explore how to give constructive feedback to motivate learning
Brief description	<p>In this course, we will focus on our practices, identifying different methods of assessment and situations where students learn most effectively. Then, we will explore the impact of these assessment methods on the learning process in more detail. Furthermore, we will get familiar with alternative assessment methods to promote learner autonomy and map out strategies for improving learning skills</p>

13. Assessment and learning processes towards learners autonomy



Carolina Gonçalves

Title of course	Assessment and learning processes towards learners autonomy
Working language	French
Duration	3 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> Identify and reflect on predominant assessment practices and methods Analyse the role of assessments for learning processes Reflect on diverse assessment methods and their impact on learning processes Identify assessment methods that support learner autonomy and taking responsibility for one's own learning Explore how to give constructive feedback to motivate learning
Brief description	<p>In this course, we will focus on our practices, identifying different methods of assessment and situations where students learn most effectively. Then, we will explore the impact of these assessment methods on the learning process in more detail. Furthermore, we will get familiar with alternative assessment methods to promote learner autonomy and map out strategies for improving learning skills.</p>

14. Relationship: Warm hearts



Guðrún Ragnarsdóttir



Gerrit Maris

Title of course	Relationship: Warm hearts
Working language	English
Duration	3 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> • Develop attitudes, skills and knowledge for effective teaching that promotes positive relationships, atmosphere and respect for human diversity in educational settings • Start to overcome taboos such as the expression of emotions and addressing sexuality in educational settings, focusing on personal development of the teacher • Set the ground for positive relationships in classroom practice
Brief description	<p>Although we live in a hyper sexualised world, talking about sexual matters in a school context often remains taboo. In this course we will start to build up trust, safety and rules for privacy. Then we will turn to ourselves as human beings with feelings and emotions. From that experience, we will focus on overcoming our (eventual) sexual taboos; strengthen our ability to understand the sexual development of our learners as well as their relations, feelings, emotions, and behaviour. Sexuality education (in a holistic approach) can be really fun and respectful and for people of all ages. How much of the taboos lie within our own myths, beliefs and emotional 'system'? Let's have a respectful look at our own boundaries and blocks, and how they influence our relationships and authenticity as a teacher</p>

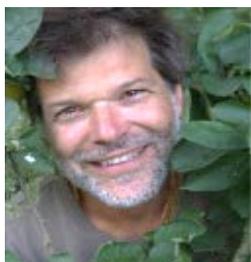
15. Pedagogy and Philosophy of Teaching



Miloš Jeremić

Title of course	Pedagogy And Philosophy of Teaching
Working language	English
Duration	3 hours
Expected result	Participants will: <ul style="list-style-type: none">● Reflect on their philosophy of teaching● Analyse and evaluate influential pedagogical approaches● Recall and recognize effects of different educational approaches● Improve their awareness the philosophy behind their own pedagogical approaches● Further develop their own philosophy of teaching
Brief description	This course will offer a practical overview of traditional and innovative pedagogical approaches and its influence in the classroom. Participants will reflect on the effects of different learning theories and its connection with educational contexts and learning settings. The example of teaching philosophy to children will be used.

16. Imagination techniques



Gerrit Maris

Title of course	Imagination techniques
Working language	English
Duration	3 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> • Explore the inner self with imagination techniques • get basic knowledge about the imagination process in human psyche and theory behind it. • Experience and identify the consecutive steps in order to enter consciously into the field of the subconscious and the unconscious and return from there • Practice their ability to accept and acknowledge and give meaning to their images as part of their selves • Transfer this meaning into concrete action for change on personal/professional level; like how to apply this approach in pedagogical situations
Brief description	<p>In this course you will be invited to go for an exploration of your inner self by softly guided imagination exercises. You will be invited to transfer new insights into a concrete action during the summer school, for your personal or professional life hereafter. The power of the imagination techniques lies in it's simplicity. Just sitting on a chair, closing your eyes -if you want- and relaxing a little... and you are ready to meet some aspects of your personal world of imagination and it's potential. The journeys into the subconscious field are always short. Through the expression of the images, you may deepen your understanding; opening to change and processes of change can be activated.</p> <p>The exploration of the inner self can be continued in the drum journey and/or the sound journey sessions</p>

17. Opening to change: Drum journey



Gerrit Maris

Title of course	Opening to change. Drum journey
Working language	English
Duration	3 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> ● Explore the inner self in journeys guided by the sound of the shamanic drum ● Get basic knowledge about the different imaginative worlds in the sub- and unconscious level, the specific ways of getting there and returning and the theory behind it ● Process their experiences in the journeys into individually desired expression (writing stories, observations or quotes, painting, dancing, ...) ● Give meaning to the outcomes and share it with others if they wish. ● Transfer this meaning into concrete action for change on personal/professional level, with focus on pedagogical implications
Brief description	<p>As the shamanic drum's buzzing vibration stimulates your brain into alpha frequency, you might enter into our subconscious and unconscious worlds and travel there to find solutions for problems, healing, soul retrieval etc. Although you can enter the unconscious world, you do this consciously: you are always in control and can return whenever you want. We'll work on the formulation of effective questions about (e.g. pedagogical, personal, societal,...) problems we face. Going on a shamanic drum journey can be a great way for making the journey from our mind to our heart and it can even be a life changing experience.</p>

18. Conflict resolution



Carmen Becker

Title of course	Conflict resolution
Working language	German
Duration	1,5 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> Recognize the difference between “reacting” and “responding” to conflict Learn techniques to cut through the cycle of blame, resentment and the need to be right Attend to & befriend difficult emotions Become aware of unmet needs Express their ‘truth’ in a blame-free way
Brief description	<p>Managing conflicts in a positive way is a fundamental capacity for all teachers. We perceive conflict as something that is triggered from the outside, yet the emotional pain is felt deep inside of us. By directing our attention inwards, we can decode the message contained in the emotions, the pain of which often points to old wounds and doesn’t necessarily have anything to do with the actual conflict partner. Connecting with your “Self” holds surprising solutions.</p>

19. Conflict resolution



Carmen Becker

Title of course	Conflict resolution
Working language	English
Duration	1,5 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> ● Recognize the difference between “reacting” and “responding” to conflict ● Learn techniques to cut through the cycle of blame, resentment and the need to be right ● Attend to & befriend difficult emotions ● Become aware of unmet needs ● Express their ‘truth’ in a blame-free way
Brief description	<p>Managing conflicts in a positive way is a fundamental capacity for all teachers. We perceive conflict as something that is triggered from the outside, yet the emotional pain is felt deep inside of us. By directing our attention inwards, we can decode the message contained in the emotions, the pain of which often points to old wounds and doesn’t necessarily have anything to do with the actual conflict partner. Connecting with your “Self” holds surprising solutions.</p>

20. From power to empower



Guðrún Ragnarsdóttir



Carolina Gonçalves

Title of course	From power to empower
Working language	English
Duration	1.5 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> • Analyse and uncover unequal power relations, power of structures and the power of object-orientations in educational practice • Reflect on the power teachers exert in different dimensions • Map and develop strategies to create democratic educational environments
Brief description	<p>In this course we will analyse and uncover unequal power relations in educational practices including the power of educational structures and object-orientation in educational settings. Furthermore, we will dive deep into the position of power of the teacher and discuss how to deal with it in a positive way and to change where necessary. Relinquishing power involves risks, the more we feel self-confident the more we can take these risks.</p>

21. Getting in the learning zone



Carmen Becker

Title of course	Getting in the learning zone
Working language	German
Duration	1,5 hours
Expected result	Participants will: <ul style="list-style-type: none">• learn about comfort zone, learning zone, and the red alert zone• practise attitudes that help learning• increase awareness of inner resistance and learn techniques to deal with this resistance• use techniques to ensure whole brain and body learning
Brief description	In this course we will practise effective strategies that help beam our whole being into the learning zone. We will look at signs indicating inner resistance and get to know strategies to turn its occurrence into a learning opportunity. We'll also look into ways to quickly move out of the red alert zone (freeze - fight - flight) should we happen to find ourselves in it during the summer school.

22. Shared identities?



Guðrún Ragnarsdóttir

Title of course	Shared identities?
Working language	English
Duration	1,5 hours
Expected result	Participants will: <ul style="list-style-type: none">• Focus on their personal and professional identities• Analyse whether the profession has “shared identities”• Be empowered to make changes when entering their practice
Brief description	We will focus on our own personal and professional identities and see if our development as persons belonging to a profession changes our identities. Then we will analyse if the profession of educators have shared identities. Furthermore, we will discuss if the fact of us being here together as learners has had an effect on our identities and empowered us to make a difference when going back to our educational practices.

23. Active listening - Now!



Maria Sfetkou

Title of course	Active Listening -Now!
Working language	English
Duration	1,5 hour
Expected result	Participants will <ul style="list-style-type: none">● Practise short activities that help them realize their awareness of active listening● Practise active listening to the full message of what is said by others● Try to discover the secret meanings beside the words● Try to identify the feelings and the emotions that are not described by actual words● Pay special attention to body language and its messages
Brief description	During this session we will have the opportunity to practise listening actively with each other. We will focus on ways we are receiving the messages and how we can improve our listening ability. We also will focus on the feelings and the hidden messages beyond the words or double messages and try to establish a clearer and more effective communication.

24. Living in the learning zone



Carmen Becker

Title of course	Living in the learning zone ...
Working language	English
Duration	1,5 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> ● experience physical exercise (yoga), deep relaxation (consciously let go of any control) and meditation (reset and tune the mind) ● reflect on how this kind of mindful practice can increase openness to learning and flexibility to accept change
Brief description	<p>Come in comfortable clothes as we'll be doing yoga together. There are yoga mats and blankets in the academy. Be sure to bring some token (which could be something you find in the park), for 'whoever comes with empty hands, will leave with empty hands'. As physical exercise and breathing (pranayama) accelerate detox processes on cellular level, it's also important to drink, so bring a bottle of water.</p>

25. Wear your shoes and walk my steps



Maria Sfetkou

Title of course	Wear your shoes and walk my steps
Working language	English
Duration	1,5 hour
Expected result	<p>Participants will</p> <ul style="list-style-type: none"> ● Experience empathy ● Have the opportunity to get into another person's perspectives ● Be challenged to develop empathy in their school life
Brief description	<p>Empathy is not only ability, a skill or an attitude. Empathy is a way of living. Within this course participants are asked to leave aside their own personal perspectives and slip into the other person's reality without criticising or judging him/ her but observing and experiencing the same context as s/he does. We will reflect on the importance of empathy in the practice of the teacher.</p>

26. Giving and following instructions



Rasa Askinyte-Degesiene

Title of course	Giving and following instructions
Working language	English
Duration	1,5 hour
Expected result	Participants will: <ul style="list-style-type: none">• Understand the importance of giving clear instructions• Develop a willingness to identify and accept their own shortcomings and an understanding of others' difficulties to follow instructions
Brief description	This course will offer a possibility to play games, based on giving and following instructions. We will talk about the purpose of instructions, reasons for possible misunderstandings and ways how to avoid them; we will analyse instructions for creating instructions.

27. Persuasion techniques



Carmen Becker



Pascale Mompoin-Gaillard

Title of course	Persuasion Techniques - simple tricks to make people do what YOU want
Working language	English
Duration	1,5 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> ● Understand that language makes the difference ● Learn techniques to increase their teaching effectiveness significantly ● Learn ways to get others on board for cooperation ● Develop their knowledge about how people react when presented with options and requests
Brief description	<p>As you are reading this, you could begin to wonder about all the ways in which these persuasion techniques could be truly helpful in your daily work with learners, colleagues, head teachers and school heads. Wouldn't it just save so much of your energy if others would cooperate the first time around? This course is based on techniques such as NLP, and initiate you to some of the practices advertisers use to obtain your consent</p>

28. Team Building Activities



Maria Sfetkou

Title of course	Team building activities
Working language	English
Duration	1,5 hour
Expected result	<p>Participants will</p> <ul style="list-style-type: none"> ● Perceive the necessity of team cohesion ● Be able to engage short empowering activities to their students ● Develop and share confidence and trust
Brief description	<p>We will experience short, fun and empowering activities that help team cohesion and establish security, confidence and trust between the classmates. Teachers can use them in order to improve their class management skills, alleviate difficulties in their classes, avoid the individualisation of problems and develop shared feelings among students</p>

29. Project Based Learning



Guðrún Ragnarsdóttir



Carmen Becker

Title of course	Project Based Learning (PBL): Tapping into pupils' diverse learning dimensions
Working language	English
Duration	1,5 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> ● Learn about the theory of PBL and how to integrate learners personal interests in the teaching and finding space in the curricula to do so ● Experience PBL ● Discuss the possibility to implement PBL in their practice
Brief description	<p>We will focus on how can to design lessons that tap into various learning dimensions of our pupils' whole being instead of only focusing on their cognitive mind. We will explore possibilities to integrate PBL in our professional practice as well as suggesting it as a whole school approach to school leaders.</p> <p>"Projects that come out of project-based learning classrooms are like snowflakes and fingerprints - no two are ever alike. They may share characteristics, topics, subjects and titles, but they'll always be different. The proposal will be different. The path the student takes to complete the project will be different. The advice from teacher to student will be different. And, of course, the end result will be different". (www.project foundry.org accessed on 09/03/15)</p>

30. I like to MOve it, mOVE IT!



Carmen Becker

Title of course	Movement to help learning
Working language	English
Duration	1,5 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> ● understand how exercise affects cognition ● reflect on how movement is implemented in the various Summer school courses ● reflect on the effects experienced during Summer school ● explore possibilities to implement movement in their own lessons
Brief description	<p><i>If the body moves, the mind groves!</i> Many of us intuitively know that this is true and research affirms it too; yet pupils are still mostly asked to “<i>sit and git</i>”. We’ll look at research, recollect and compare our personal experience and try to find ways to implement movement into our teaching.</p>

31. Social Media Tools for Learning



Charlot Cassar

Title of course	Social Media Tools for Learning
Working language	English
Duration	1.5 hours
Expected result	Participants will: <ul style="list-style-type: none">● Explore social media tools for the classroom● Explore social media tools for networking and online collaboration.● Use at least one tool on site.
Brief description	The social web is impacting the way we learn. This course will encourage participants to look beyond the web as some glorified workbook or content repository and explore social media tools and opportunities for learning as and networking with colleagues and online collaboration. We will look at blogs, collaborative calendaring, editing and project management, social bookmarking and social networking sites as a treasure trove of opportunities that can support pedagogy and enrich the learning experience.

32. Philosophy for Children



Charlot Cassar

Title of course	Philosophy for Children
Working language	English
Duration	1.5 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> ● Experience Philosophy for Children, first hand and explore different approaches to PFC and engage in a community of enquiry ● Develop their readiness to strive for meaningful dialogue and their aptitude to elicit and respond to other's beliefs, values, feelings and behaviours ● Develop their aptitude to cope with complex issues and avoid one dimensional answers ● Develop their ability to use intuitive and lateral thinking
Brief description	<p>This course will provide a taster session of Philosophy for Children (PFC), which can be equally appealing and engaging for grown-ups. The grasshopper whiled the summer away. Come winter, he had to ask the ants for help or die of hunger... What happened then? What could have happened? What are the philosophical issues addressed?</p>

33. Take Fun Seriously!



Charlot Cassar

Title of course	Take Fun Seriously!
Working language	English
Duration	1.5 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> ● Explore fun and games as decisive elements that can help set the tone and support the development of meaningful relationships in the classroom. ● Identify how fun and games can have an impact on learning, particularly through debriefing. ● Explore the importance of assessing the needs of the target group and to choose the appropriate fun game that matches these needs. ● Develop their ability to learn in a variety of ways from participation in groups ● Develop knowledge about the relationship of self and group.
Brief description	<p>The intrinsic motivational power of fun and games is often underestimated in the classroom context. We're just too busy with the more important stuff to "waste" time building trust and developing healthy relationships through play!</p> <p>This course invites participants to take fun more seriously!</p>

34. Change the rules



Rasa Askinyte-Degesiene

Title of course	Change the rules
Working language	English
Duration	1,5 hour
Expected result	Participants will: <ul style="list-style-type: none">• Reflect on the fact that their actions can reflect personal values and beliefs more authentically than words.• Develop their disposition to be empathic to enhance living and acting together within society.
Brief description	This course will offer a possibility to participate in a simulation-game on decision making processes. We will reflect on power issues, possible obstacles and ways for achieving convivencia, the value of cooperation instead of competition.

35. Nature as teacher



Gerrit Maris

Title of course	Nature as teacher
Working language	English
Duration	1,5 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> • Intone to the frequencies of (their own) nature • Identify a personal question (linked to the theme) • Go into nature with intention and be patient for the answers to show up through the natural law of attraction • Exchange about the experience of the pedagogical power of nature and the options for teacher practice this opens
Brief description	<p>For this short course we will spend all our time in nature. “The ability of people to work with nature is directly related to our personal relationship with her and our willingness to let her transform us and instruct us.” (Calvin Rube, Yurok-elder. Cited in ‘They leave footprints in your hearts’ by Gary Morris). Every human being can develop, remember, this capability. It’s always the right time to start reconnecting to Nature and to our natural frequencies, to restore our disrupted relationship. We’ll use sound, movement, sage and tobacco. We’ll finish the course with a talking stick circle to share our experiences and reflect on the pedagogical power of nature.</p>

36. 'Me, the stranger!' A personal overview about acceptance



Maria Sfetkou

Title of course	'Me, the stranger!' A personal overview about acceptance
Working language	English
Duration	1,5 hour
Expected result	<p>Participants will</p> <ul style="list-style-type: none"> ● Experience the feelings behind inclusion/exclusion ● Discover personal unconscious ways we use to exclude someone ● Identify ways to promote inclusion and help oneself to be included ● Develop awareness about acceptance and avoid bias and discrimination
Brief description	<p>In this session participants will discover, by experiential methods, how a person could feel, think and act when s/he belongs to a team or when s/he experiences exclusion. The session focuses on the unconscious behaviour about acceptance, positivity and openness to what is new, unusual and possibly unfamiliar.</p>

37. Power of human voice



Gerrit Maris

Title of course	Power of human voice
Working language	English
Duration	1,5 hours
Expected result	<p>Participants will:</p> <ul style="list-style-type: none"> • Create a group sound with their voices and start to open up for the observation of subtle energy that’s created by this unique sound • Experiment with the combination of sound, focused intention, unconditional love and their healing effects through sympathetic resonance. • Practice toning and sounding for health • Reflect and discuss about transfer of this kind of sound work into personal and professional context, and their daily educational practice
Brief description	<p>“Since the dawn of time, human beings have used sound to receive information from their environment, to communicate with each other, and to heal and transform. Almost all ancient cultures and indigenous peoples believed and still believe, that sound is the creative generative force which brought the Universe into being.” (Nestor Kornblum)</p> <p>No singing skills or musical knowledge required. It’s all about your authentic natural sound, accepting it as it is and playing around with it. Free your voice, free your self!</p>

38. Arts! Bring it back



Maria Sfetkou

Title of course	Arts! Bring it back
Working language	English
Duration	1,5 hour
Expected result	<p>Participants will</p> <ul style="list-style-type: none"> ● Become familiar with different uses of arts in the school context ● Feel empowered to apply art activities in their classes
Brief description	<p>In this session the participants will choose a spontaneous and artistic way to present themselves to each other. Working collaboratively in small groups, 4-5 members each, they will choose the medium they prefer in order to 'describe' their team to the group, between drawing, singing, writing, playing theatre, craft working. They will chose an activity that they would like to do with learners, in their own context.</p>

39. Creative writing



Rasa Askinyte-Degesiene

Title of course	Creative writing
Working language	English
Duration	1,5 hour
Expected result	Participants will: <ul style="list-style-type: none">• Develop the aptitude to search for information through different channels and from diverse sources.• Develop the ability to communicate across all types of borders and to negotiate meaning.
Brief description	This course will offer a possibility to explore the world, reflect on different processes in ourselves and around us. We will approach creativity as a skill, which can be developed. We will try to create another version of well known “stories” in a new way and from another point of view.

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 28 June 2015 till Sunday 5 July 2015.

ARRIVAL AND DEPARTURE DATES AND TIMES

Participants should arrive on Saturday 27 June before 7pm (dinner is at 6 pm). Departure is scheduled on Monday 6 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 ». Here is an [illustrated description](#) of the way.

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 28 June, or leave after Monday 7 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

37 € 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 The Pestalozzi Programme by 26 July 2015 at the latest. After this date your reimbursement cannot be guaranteed.

The 'bank transfer form' should be filled out electronically and sent before the Summer School to Bogdana.buzarnescu@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 €.

<http://www.bad-wildbad.eu/black-forest-spas/vital-therme/>

<http://www.bad-wildbad.eu/black-forest-spas/palais-thermal/>

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!**