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The Pestalozzi Programme Council of Europe Training Programme for education professionals



The Professional Image and Ethos of Teachers

THE
PROFESSIONAL
IMAGE AND
ETHOS OF
TEACHERS

24-25 April 2014, Council of Europe
Strasbourg

” The conference will highlight the importance of education for preparing our youth for a life as democratic citizens in diverse democratic societies and for their personal development.


Report

Prepared by the Secretariat of the Pestalozzi Programme

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THE PROFESSIONAL IMAGE AND ETHOS OF TEACHERS

!!! The conference will highlight the importance of education for preparing our youth for a life as democratic citizens in diverse democratic societies and for their personal development.

Foreword

The conference took place on 24-25 April 2014 at the Agora Building and at the European Youth Centre in Strasbourg. It was organised together with the Education and Culture Committee of the conference of international non-governmental organisations of the Council of Europe and supported by the Centre européen Robert Schuman, the European Wergeland Centre, the Academy of Bad Wildbad and the Pedagogical Institute of Rheinland-Pfalz.

From over 1300 applicants about 230 were invited and 200 actually attended the conference. About 60 of the participants also participated in the Janusz-Korczak Seminar “Children at the Centre” the day before the conference. The 200 participants were present and active in all phases of the conference over the whole duration. Some grants towards travel and accommodation could be awarded thanks to partners and a small number of participants were covered by the Pestalozzi Programme. However, the majority of participants covered their own travel and subsistence costs. Furthermore and thanks to live-broadcast of all the plenary sessions and the opportunity to react through Twitter, a wide European public could participate online.

The conference wanted to give a public voice to teachers and this was appreciated by all participants. Judging from the interest before and during the conference as well as from the feedback received we can say that the conference came at the right moment and provided an important forum for debate on the future professional image and ethos of the teaching profession.

This report presents the main issues discussed at the conference in chronological order

- ✓ A paper based on the keynote speech “The professional image and ethos of teachers – Why do we care, and what can it mean?”
- ✓ Résumés of the thematic discussion tables
- ✓ Contributions to the Round Table “What is the perfect teacher for you”
- ✓ The discussion of the Manifesto “Education for change – change for education”
- ✓ In the appendices you will find the list of participants as well as a list of links to all the multimedia resources available.

This conference would not have been possible without the commitment and the support of the organising committee, the partners, the speakers and moderators and the Secretariat and above all, without the great interest and motivation of the participants. A big Thank You is due to all of them.

We hope that this is just the beginning of a necessary public debate on the purposes and directions of our educational practice.

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Introduction

There is a need for a fundamental change of mind-sets and beliefs concerning education. This concerns as much the question of what we are doing – and why – as it concerns the way we are doing it. This need is also reflected in a call for a balanced development of the different purposes of education. Two of them - the preparation for the labour market and the development and maintenance of a broad knowledge base – seem to be in the forefront of current educational thinking and practice. Though important, there is a need to put a stronger focus on two other aspects if we seek to support a balanced development: preparation for life as active citizens in democratic societies and education for personal development.

Are we doing the right things in and with education? Does our practice of education reflect and represent the vision of the society we are promoting? Do learners learn what is important for them... and for the society of tomorrow? The world is constantly changing; some say at an unprecedented speed. What the world looks like today has little to do with what it looked like in the centuries which gave birth to current education provisions. To face the challenges our global world faces we will need people with strong and well developed competences for creativity, divergent thinking, out-of-the box thinking and innovation, critical observation and the ability to solve problems, collaborative learning and working, the ability to live and work in diverse teams and social settings, etc. Such *savoir-être, savoir-faire and savoirs* figure prominently in public discourse about competences we need to master the challenges that lie ahead. Schooling, however, and to a large extent, still focuses on the transmission of set knowledge relegating the development of transversal skills, attitudes and dispositions to a marginalised existence.

Are we doing things right in the day-to-day educational practice? This question is less about efficiency and numbers and more about the quality of what we are doing and the effectiveness of the pedagogy in relation to our goals. What we teach, the content of education provisions, is one side of the coin. The other side is “How we teach”, how learning is facilitated. Pedagogy and methodology are not neutral; they need to reflect the values, principles and orientations of what we seek to transmit or to develop in the learners in order to effectively reach these goals. School as a place of teaching, of didactics, and education as a function of being taught may need to be replaced by school – and by extension all places of non-formal and informal learning - as a learning space, as a place where learning is facilitated.

The conference will highlight the importance of education for the preparation of a life as a democratic citizen in diverse democratic societies and of education for the development of one's full personality. It will focus in particular on the implications this has for the image and ethos of the teaching profession, the competences of teachers and their day-to-day practices and on the beliefs teachers, parents and the public in general may have regarding what education - good education - is and which outcomes it ought to produce.

The conference will also discuss a Manifesto for Teachers of the 21st century which is intended as a declaration of views, motives and intentions pointing towards the necessity of a fundamental change of mind-sets and beliefs about education. This Manifesto shall serve as inspiration, orientation and guidance for teachers, but also for all those concerned by education: children, parents, teachers, schools, (local) authorities and society as a whole.

Last but not least, the conference will explore what future actions can be envisaged to support this change of mind-sets, of policies and practices in cooperation and partnership with all stakeholders. This also includes the question of how education systems can be/should be designed so that they encourage the development of transversal attitudes, skills and knowledge necessary for the future of our democratic society such as critical thinking, creativity, cooperation, etc.?

The professional image and ethos of teachers – Why do we care, and what can it mean?

Jón Torfi Jónasson

A Manifesto for the profession

The mission of teachers has some fundamental characteristics that need to be constantly brought to the fore in order to be reasserted and acknowledged. Even though we come from widely varying cultures, with different traditions and histories, these issues may fruitfully be discussed with the conviction that there are very important generic invariants that unite our thinking. We should also make it worth our while to discuss the fundamental characteristics and values of education and of teaching as a professional task.

The aspects of professionalism I want to emphasise are that we as professionals know what we want to do, we know why, we know how to do it and we know how to develop and engage in change or perhaps transformation of education. We are also dedicated to our task as teachers or educators. If some of these features of our professional makeup are lacking, the professionals both as individuals and as a collective group must immediately and constantly act to remedy these potential weaknesses. Thus we construct our professional image both towards our collective self and towards our environment. The professional ethos or the moral nature which underlies our guiding beliefs must also be elucidated. This is important for us in order to clarify, preferably in a Manifesto, the nature of the responsibility we accept by taking on the task of teaching but also to clarify the working environment we must be afforded in order to successfully undertake our task.

By clarifying, the professional identity and ethos teachers as a professional group are empowered with new knowledge, good arguments and a vocabulary to continuously define or redefine the character and agenda of their profession. Politicians and the general public will also benefit from explanations on why the teachers and schools must be provided with good working conditions and be fully trusted as professionals to engage in their tasks.

I will mention three parts of the proposed Manifesto that I think are both very important but also sufficiently complex as to merit special attention. These concern the aims of education and how these need to reflect the challenges of a rapidly changing global society, the challenges to teachers as professionals and finally the actions that are needed, collectively and individually, in order to ensure the necessary development of education.

The aims of education

The discussion about the role or purposes and, following from this, the aims of education should be a fundamental part of any educational discourse. But it is normally marginalised as if there was no need to talk about it. I will here eschew the problem that the details of the discourse depend heavily on which level of the educational system we may want to focus on. But today's discussion about methods, pedagogy, technology, evidenced based practice, assessment, testing, accountability, choice, PISA etc. etc. often ignores, neglects, or skirts around the role of education. However, this is an issue, that should be right at the centre of the discussion, being constantly clarified and elaborated on, from which all the other issues should be derived in a transparent and understandable manner. Thus we could ask: on what basis do we determine our stance on accountability, testing, how schools should be run, the importance of different subjects being taught, what new tasks or subjects should be introduced, what material, - subjects and aims - should be taken out, which new methods should be adopted, why we should introduce new technology, why we should be concerned about inclusion, multicultural education, PISA, and we could extend this to a very long list.

Why would we, for instance, be concerned with using the most recent technology or new sophisticated pedagogical methods to teach content that might be obsolete? Indeed, we must ask when does content become obsolete and when do we accept this?

All this depends on what education is for; what the purposes of education are, - purposes of schools at the different levels. Have these changed and will they change, and if so in which direction? Who decides and who determines how it shall be done? How do we bring this issue to its rightful place, right at the centre of the educational discourse? There are at least two approaches we can use to understand education, and use as a basis for our forward thinking about its aims; the historical - and the analytical approach. I think they are equally valuable and should both be used to understand our systems and practices of education and to determine where we want to go from here.

Using history to understand the aims of education

Education has a long history and very deep roots and its rationale has been thoroughly discussed in previous times. Well known treatises on education from Plato and Aristotle, through Erasmus and Rousseau and of course from a host of influential writers, were concerned with two principal issues. One was the role education might or should play in forming a good and just society and the other was about its importance in developing virtuous, competent humane individuals. For most of historical time these were considered to be fundamental tasks of education. Thus these issues are not new and we should ask why they have been pushed away from the centre of educational discourse in recent times. There have of course been many and different forces moulding education. In recent times the reformist emphasis was on reading, a profoundly egalitarian idea; the enlightenment placed its

emphasis on knowledge and of course on literacy, perhaps with a somewhat elitist bias and the rise of compulsory schooling placed emphasis on social compliance and general competence influenced by the two other agendas. There have been a host of developments throughout the 20th century and into the 21st such, as the call for placing the child at the centre of education during the decades around the early 1900s, but more recently the human capital arguments, demanding to be placed at the centre of the educational field during the third quarter of the 20th century, followed by education for work and education for PISA prowess at the beginning of the 21st century. But there are endless other strategies and calls; those for sustainability and multiculturalism are two well-known examples. Given a historical approach it is obviously relevant to reconsider long lived and profound ideas related to virtues, character, empathy and social formation. This, of course, requires serious thinking about what is important, and why and how to achieve it in different settings; as is endeavoured in the [Pestalozzi Programme](#) promoting “democracy, respect for human rights and dignity and the rule of law”- or in [Character education](#), promoted by the Jubilee Centrum in the UK.

Analytical determination of the aims of education

Unesco’s valuable contribution, the Delors report *Learning: The Treasure Within* (1996) proposes a holistic and integrated vision of education based on the paradigms of lifelong learning, and the four pillars of learning *to be, to know, to do, and to live together*. An analytic approach is used to define the educational agenda. Woven into such pillars we suggest that education for the individual and society more generally should respect the *past*, where our roots lie and our values and cultures; we should attend to the increasingly complex *present* and prepare for the combination of a foreseeable and unpredictable *future*.

In the present context we conclude that the past is relatively well attended to at least in very general terms. The present and its place in the educational system, is much more open to debate. The world is (becoming) very complex and there are a host of current ethical, individual, social, financial, multicultural, environmental, technological, local and global issues that urgently need to be addressed by the educational system. These are issues of today, not only of tomorrow and they are troublesome for the present, but we also constantly gain new knowledge about them that should be translated into education. Thus there are ample reasons why we have to constantly rethink how we deal with our present within our system of education. We have to focus on this task much more than we have done before.

Focusing on the future is even more complex. The world is moving, hopefully developing, very fast – along many dimensions and we have to decide to what extent it is the role of education to prepare people, both young and old, to become partners in creating it, shaping it, and be competent in dealing with the challenges it presents.

There is no doubt that the future and preparing for it should definitely be a major aim of our system of education. In order to address this in a competent manner we have to tackle at least three classes of problems:

- 1) We have to dispel or correct serious misconceptions about our knowledge of the future.

There are of course many things we cannot predict, we don’t know how many important aspects of our world will evolve - but there are still many things one can predict and thus there exists potentially a lot of knowledge about the future. This knowledge can be used to rethink our educational task. We know, for instance, how fast many things change and also what is not changing!

- 2) We must understand how much there is to know, appreciate the vastness of constant new knowledge, and how difficult it is to assimilate it and create from it, not only for the students but also for the education system as a body.

Because of the enormity and speed of on-going change along many dimensions, it becomes more and more difficult to follow and appreciate, even in a very general sense, the powerful and often incredible developments. Also to appreciate the affordance they offer and the challenges they present to education. Far too many people, also within the arena of education, are mostly oblivious

to much of the developments taking place. These include wide ranging social, economic, cultural, scientific, technological and environmental changes with vast implications for practically all aspects of our lives as private and public and working individuals, but also as local and global citizens.

- 3) We must also understand and address an enormous inertia to change both outside and within the educational system and a lack of knowledge about the mechanisms of change.

There are some seemingly good or valid reasons not to change; there are also many reasons for not moving that can be traced to strong vested interests or systemic inertia. A culture of change which recognizes (even respects) these problems and deals with them is lacking.

Using both the historical and the analytic approaches to understand and think about education, I conclude that within the arena of education there is a world to rethink – and it should be done.

Important challenges for teachers as professionals

The challenge for the education system and for the teachers as professional individuals and as a group is enormous. Our point of departure is that education is an increasingly complex task that must rely on the operation, co-operation, initiative and judgement of professionals with diverse foci of expertise. More specifically, the task of educating, in its essence is that of a professional, and cannot be outsourced or delegated to external agencies such as testing or accountability mechanisms. These have no chance of tackling neither the complexities of the purposes and thus the diverse aims of education, nor the enormous contextual intricacies that affect every individual, be it a pupil or a teacher, or a class or a school.

Teaching is a profession which must be empowered by a purpose and by competence, which in unison create its identity. Teachers must also be encouraged to act, *inter alia* to continuously develop their practice, both as individuals and as active participants in perhaps more than one community of practice. Such professional development is becoming a major and an integral component of the profession of teaching.

This creation and development of the teacher's professional identity is, however, more complicated than it appears at first sight; the purpose of education needs to be seriously and urgently reconsidered and thus its aims; some of the modern competences should probably be very different from what the last centuries have defined, and there are serious interest and identity conflicts within the field which hamper important developments.

The teacher as a proactive agent of change

Among the most important considerations for the education system is the notion and culture of change, - a change outside schools occurs very fast and should be taken much more seriously than hitherto within the field of education. Dramatic technological developments, with a huge potential impact on both learning and teaching, are only one face of this change. The role of education is changing, so are its cultural and social settings, e.g. the ingredients and culture of the labour market, but changes occur also along other dimensions. The ethos, content, tools and operations of education and also the expression of its aims should be changing much faster than it is generally accepted; much of the change outside schools is accelerating at exponential rates, this includes the students themselves. The culture of change also demands a thorough understanding of the enormous resistance to change (sometimes quite legitimate) among important vested interests held by the stakeholders moulding the system. This culture must be nurtured and understood within the system. The teachers cannot just be pawns in these developments, they must be the proactive agents. And this is very demanding.

Thus it becomes important to list a number of challenges for the teacher as a professional educator and an agent of change. These include reflecting on the responsibility of being a professional, determining and elaborating aims of education and determining the role the teacher should have in making the substantive decisions. It also involves deciding how to act within the educational setting, i.e. determining the *modus operandi* of teaching, in particular how to truly involve the students and deal with their diversity. Further challenges involve having a productive dialogue with close partners, in particular parents, but also, and more distant ones, such as the PISA discussants, politicians and other stakeholders.

Reflecting on the responsibility of being a professional is the overarching challenge as it demands that we know what we want to do, that we know why, that we know how to do it and that we know how to develop and engage in change. Being a professional teacher also carries with it the particularly heavy demand that we are dedicated to our task as teachers or educators.

An example of a curious problem for the professional teacher is what I have called “Rousseau’s dilemma” and it focuses on the question of how much, or in what sense should the teacher teach. Rousseau takes this up in *Emile* when he notes: “Young teacher, I am setting before you a difficult task, the art of controlling without precepts, and doing everything without doing anything at all.” And later: “Take the opposite course with your pupil; let him always think he is master while you are really master” (Rousseau, *Emile*, [Book II](#), 1762). Similar discussions are to be widely found, e.g. in the works of Montessori and Dewey. The point is that even though the teacher accepts the responsibility for and engages in educating someone; this does not demand that the teachers transmit directions or information all the time. But it may still require endless planning and attention by the teacher, even though the pupil is seemingly, but also sometimes literally, left alone in particular circumstances. There is no question that to an important extent, all aims and all contexts demand special planning and action that has to be determined by a professional all the time.

Professional development of teachers

The rapid changes taking place in our world have been a constant backdrop to our discussion. Three interwoven dimensions of these changes have been implicated. One is the change of the social and cultural environment of the students, who constantly change their views towards being in school and towards how they view education and the society in which they live and will continue to live in. Thus the students’ motivation and dispositions are changing.

Second are the changes in the societies which the schools are a part of and the present and future they prepare for. Third are the changes in demands to the teachers, the constantly new mandates, constantly changing aims and even content knowledge that they have to master in addition to various pedagogical and educational knowledge they constantly need to update. Thus, one of the most important challenges facing teachers as a profession is to move the focus towards the constant, ambitious and energetic professional development of the teaching profession, implicating the institutions of higher education but ensuring that a number of different venues are being used, also emphasising the cultures of initiative and change (and what hampers these), of reflective observation and thinking and of co-operation and teamwork. It is absolutely imperative that the opportunities for professional development increase in number and strength, reflecting the changes that have been discussed. From the beginning of initial teacher education and throughout professional development, the idea of trust must be a major guiding principle with its profound ramifications being accepted by all parties concerned.

The Manifesto - Professional ethos - Why do we care?

Education requires a complex set of competencies, values and virtues from a teacher. The task has strong moral and social ingredients and requires empathy and a longing to help individuals to develop themselves and a desire to build a democratic society that respects both social and humane values.

It should also be clear, to ourselves and to others that we care because we have chosen the profession of being educators and have accepted the professional responsibility for this foremost public enterprise within our society.

It means that we understand the professional obligations inherent to our task as educators and expect to be given the proper operational space to carry it out in an open forum.

We should have a Manifesto for the teaching profession in order to clarify the discourse about education both for ourselves and for others. We should be proficient at explaining our task and *raison d'être* to ourselves and to others. We should also be able to present our wishes or demands very clearly and present convincing arguments for our case, both to those within the educational arena and to those outside it. It is a part of the professional task of the teaching profession to initiate and constantly uphold such discourse.

Round Table: "What is the perfect teacher for you?"

The purpose of the round table with speakers from different walks of life was to highlight different views of the qualities and competencies the perfect teacher should have. The debate was broadcast over the internet so that a wider audience could follow and participate in the debate through Twitter.

Gabriela Bergan

European Students Union

The importance of having good teachers has become more and more relevant as there is a sense that teaching today is not anymore in adequacy with this fast changing world. There is no perfect teacher, this is an ideal and it should be the teachers' motivation to be a perfect teacher. There is no such thing as one model of a perfect teacher. Teachers evolve in many different contexts and they should aim to be perfect in each of their context.

More adequacies between teaching methods and the evolving society

It seems that we are stuck with an obsolete way of teaching within the academic community. This is probably due to the fact that changes happening in our societies happen faster than the reforms of our education systems. The challenge then is to have good teachers who are able to prepare students for an ever faster evolving world and teachers who are able to keep up with this evolving world. Whether it is on primary, secondary or tertiary education level, the image of a classroom is one where the teacher is the one who is allowed to speak, the one who has all the knowledge and where students are listeners. This way of teaching and learning is obsolete and does not allow to respond to the different purposes of education: develop skills for a job in adequacy with ones' interest and field of study, personal development, active citizenship and knowledge-based society.

A good teacher should have these purposes in mind at all times and develop teaching methods that respond to these objectives. The focus of teaching today should be more on attitudes rather than on content. Changing attitudes, autonomy, critical thinking, analytical skills, and transferrable skills is what allows students to learn by doing and be prepared to take an active role in their jobs but especially in society later.

The student is put in the centre of learning methods

This shift in the teaching method can be justified by the fact that today knowledge is everywhere. Parents and teachers are no longer the sole providers of knowledge. With the increasing role of ICTs and the Internet, knowledge comes in different forms and different quality. We can easily be overwhelmed with this constant flow of information. Teachers need to accept the fact that he or she is not the only one anymore to have the knowledge in the classroom and that students might be more ICT-literate than him or her, for example. A good teacher guides students to navigate this flow of information and teaches how to be critical towards this information. The role of the teachers shifts to comply more with the role of a guide or a facilitator.

This allows us to look more deeply into which teaching methods allow the creation of a community where teachers and students are equal, share the knowledge and all actively participate in the learning process through peer learning and assessment for example. Student centred learning is a teaching method able to address these expectations, providing better quality education and responding best to the idea of learning by doing. Indeed on average when students teach each other, they retain 90% of the content taught, whereas they retain only 10% of the content taught through a lecture. According to the "Time for Student-Centred Learning (T4SCL)" toolkit developed by the European Students' Union in 2011, «Student-Centred Learning represents both a mind-set and a culture within a given higher education institution and is a learning approach [...] characterised by innovative methods of teaching which aim to promote learning in communication with teachers and other learners and which take students seriously as active participants in their own learning, fostering transferable skills such as problem-solving, critical thinking and reflective thinking.» A good teacher then is one who listens to its students and involves them in the process of teaching and learning.

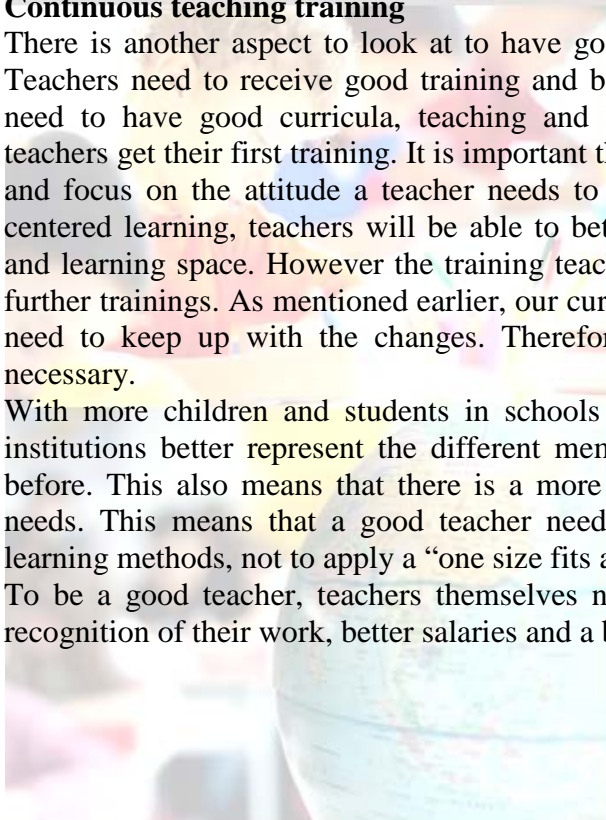
Student centered learning builds inter-dependence between the teacher and the learner and mutual respect. Good communication is key to foster a good learning and teaching relationship and is key to foster active citizenship within the school, university and society. Communication is not limited between teachers and students but there must be a good communication among the academic community at large. It is only this way that students will be able to participate, be listened to and practice democracy within their education institution. Here once again, the teacher can take the role of a facilitator and adopt teaching methods with incentives students to get more involved.

Continuous teaching training

There is another aspect to look at to have good teachers and maybe even perfect teachers. Teachers need to receive good training and be active in their own training. First there is a need to have good curricula, teaching and learning methods at university where future teachers get their first training. It is important that universities apply student centered learning and focus on the attitude a teacher needs to have. If teachers are trained through student centered learning, teachers will be able to better implement this approach in their teaching and learning space. However the training teachers receive at university is only the basis for further trainings. As mentioned earlier, our current environment is changing fast and teachers need to keep up with the changes. Therefore mandatory and better quality training are necessary.

With more children and students in schools and universities than ever before, education institutions better represent the different members of society and are more inclusive than before. This also means that there is a more diverse population of students with different needs. This means that a good teacher needs to be trained to try different teaching and learning methods, not to apply a “one size fits all” approach.

To be a good teacher, teachers themselves need to have higher incentives. Indeed, better recognition of their work, better salaries and a better status in society are also needed.



” The conference will highlight the importance of education for preparing our youth for a life as democratic citizens in diverse democratic societies and for their personal development.

Oren Gostiaux

European Parents Association

What a complex challenge - How to transform young people from different backgrounds with different talents to a group of citizens who can succeed and flourish in their own way, in our modern society? Our future and the progress of our system obviously depend on the success of our school systems. If for decades teachers and men of faith were the only "representatives of knowledge" in our society, today we have a much higher proportion of graduates with the development of the course of study (which may be the source of some tensions between parents and teachers).

But in a world where knowledge and information are everywhere (thanks to the net), we often suffer from problems of communication and collaboration. This fragility may penalize the installation of trust between various parties - essential to strengthen the success rate.

The development and evolution of our world requires increased training and skills for teachers to enable them to obtain the maximum of tools to bring their students to success. In a world often guided by economic reality, we can see many difficulties in the implementation of this. During the first cycles of the educational system, we can find a pretty good collaboration between teachers, often developing a team spirit, also facilitating collaborative relationships with parents... But these collaborations are often more complicated from high school. The "success" of the education of our children will necessarily need to strengthen collaboration between "blood educators" (parents) and "professional educators" (teachers), but the trade deficit of the teacher image and professional concerns of parents cause difficult relations.

We all want to build a democratic society based on human rights, a world where it is good to "live together". The school must meet its primary place in our communities, to become a true place of trade, development, interculturalism, dynamism and hope.

Building a flexible and adaptable system for the changes in our society is essential, taking into account the developments of our time:

- ✓ Changes in family structure
- ✓ Adaptation to the labour market and to the economic environment
- ✓ The changing world of media
- ✓ Increased migration of people...

Teachers in the 21st Century must be a vector of social dialogue and openness and school should not be afraid to open its doors to families. Our schools are the primary sources of investment in our society, we must be careful that the search for efficiency is not detrimental to their development, since our success and growth require everyone's success....

During the round table, our exchanges have enabled us to see that the intentions, motivations and visions (parents, teachers, students) are quite similar, but the bureaucracy of the system discourages many of us ... we can certainly get there with more collaboration and joint efforts, hence the need to strengthen dialogue, a climate of mutual trust often allows better results...

Ida Kreutzmann

Organising Bureau of European School Student Unions

To me, to start with, the question in itself is very difficult. There are people who have competences that make them good teachers. These people should be adaptable, possess skills in the subject but also in pedagogy, be good at human relationships and see the individual in the big group of students. To me the question was however also a trick question, as a teacher in an educational system with fund, support and opportunities will often be a better teacher in a system that is not.

In a world where education systems are being changed and where the mindset around education is also changing, there is not much individual teachers can do. But there are still opportunities, especially in the classrooms and in the everyday communication with the students.

In the panel I raised the point that it is important that education is adaptable and keeps being updated in a fast evolving world, but also that teachers themselves need to be open for change. Another important thing was school democracy, and the important supportive role teachers play in enabling students to have a say concerning their education and their education environment. Through school democracy, you do not only affect the education you know the best as you are in it as a student, you also gain useful skills and competences and get a practical hand on experience of what decision making and democracy is. OBESSU and ESU strongly underlined the importance of involving the learners in decision making, and also in methods used in the classroom through a learner centered approach to teaching. This was also questioned by the audience, and the panel was asked how to, as a teacher, deal with students who simply have no interest in taking part in their education. The answer I gave was that it is the responsibility of everyone involved in education, and ultimately the teachers', to make sure the education system and the teaching methods used include the learners enough to make them feel engaged and interested in their education, and to give them a sense of ownership in what is happening in the classroom. A learner centered approach also means that educators see students as individuals and treat students as such. I also pointed out that there are no good and bad students (as this was a wording used repeatedly), instead there are many different types of learners and that the current mainstream way of teaching simply does not serve everyone. Everyone is able to learn. This is another argument why teaching methods need to be varied, constantly developed and why teaching needs to be individualized.

The discussion around assessment was also opened. In my opinion, it is important that students are not simply graded, but there has to be an open communication between learner and educator and assessment of students' performance has to be based on giving feedback and support. Grading in itself is dangerous, as ranking of students, schools and education systems can lead to a greater competition which does not see to the individual cases in different schools. Education and teaching have to be developed in order to answer the needs of the learners, and not solely in order to reach higher scores in national or international ranking systems.

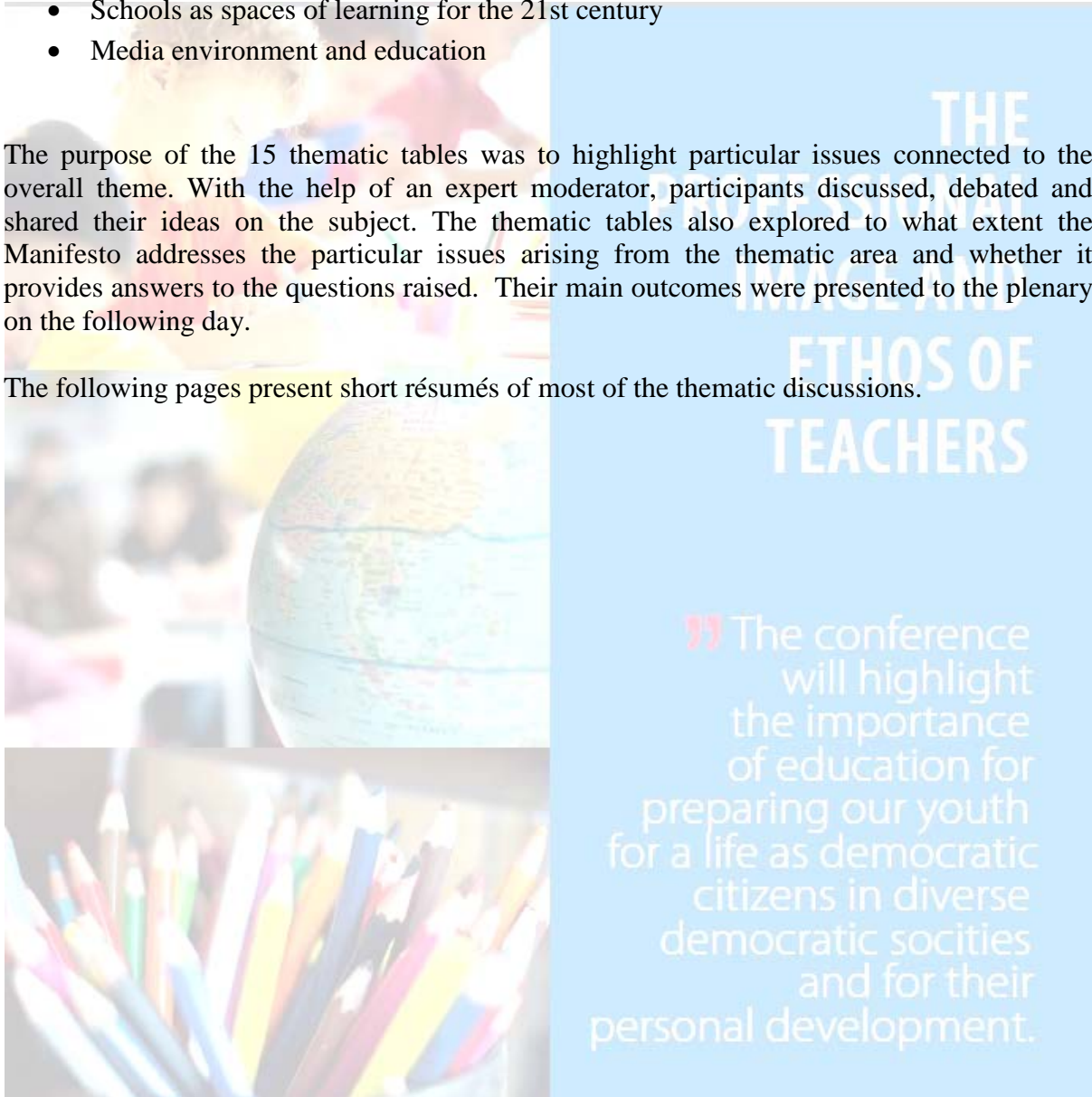
Thematic Tables - Aspects of the theme

Five major themes were addressed in 15 thematic discussions:

- The world changes - Education needs a new paradigm
- Teacher today – Teacher in the future
- Pedagogy: what works, why it works and how it works
- Schools as spaces of learning for the 21st century
- Media environment and education

The purpose of the 15 thematic tables was to highlight particular issues connected to the overall theme. With the help of an expert moderator, participants discussed, debated and shared their ideas on the subject. The thematic tables also explored to what extent the Manifesto addresses the particular issues arising from the thematic area and whether it provides answers to the questions raised. Their main outcomes were presented to the plenary on the following day.

The following pages present short résumés of most of the thematic discussions.



The impact of social, economic, cultural and political context on learning and teaching

Carolina Gonçalves

This paper aims to report the discussions during the thematic tables about the impact of social, economic, cultural and political context on learning and teaching. The report will have 2 parts: first, the summary of some topics discussed in the two rounds; and second, the suggestions made by the participants about the Manifesto.

Summary of some topics

The whole school constitutes the educative team. It includes all structures and all stakeholders, but at the moment it doesn't work. How to make it work? How to lead with the "closed" structures? We need to have more collaborative structures. The curriculum should be open.

Parents are not involved in education? How the organization of the school can be more participative? This participation is important because lifelong learning is beyond the learning disciplines.

Students need to be able to answer to the projects in their daily life. To provide multidisciplinary projects from a concrete problem of environment. Citizenship means making a choice concerning which actions to take and finding the resources.

The ICT cannot replace the socialization, but plays an important role in student involvement.

Comments/Suggestions to the Manifesto

Introduction could refer macro-economic analysis in education; learning by learning; emphasize the lifelong education/learning if they have received a good basic education → active citizenship.

It is important to focus on: (i) early intervention; (ii) different curriculums; (iii) different styles of teaching.

The school as a whole where the digital environment plays a very important role.

Physical space encourages participation.

Providing a reference to socio-economic status of the teacher. At the moment, the profession of teaching is not valued neither social nor economically. For this, maybe it is important to refer to this aspect in the Manifesto.

Building a common project means restoring the debate and the controversy.

What comes first?

Jón Torfi Jónasson

What comes first? The change of education systems or the change of the practice - Or perhaps the change of aims?

In the two round tables there was a lively and wide ranging discussion, with participants coming from different cultures and different sectors. It is difficult, however to report a consensus on issues, not because people necessarily disagreed, but because the discussion went in many directions.

The discussion came repeatedly back to the issue of teachers. They had to be empowered, respected and given the motivation and encouragement to develop. They have to be given or be able to understand the imperative to change. They need to expand.

There were examples of complacency, ranging from a situation where students were doing very well in a well nurtured environment – why should anybody change? – to very impoverished environment where the teachers were reluctantly teaching – why should they bother?

But the general feeling among the participants was that a large body of teachers were motivated and willing to develop, but lacked the opportunity to talk, to interact with their colleagues on substantive or truly educational issues. This was in probably the overwhelming message of both discussion groups: the major pre-condition for teacher well-being and motivation to develop was an opportunity to talk, to interact with colleagues: The importance of a community of practice, which encourages professional discussion.

But it was not only important to connect within the arena of the school; there should be a connection to the homes of the children, to industry and many other facets of the current world or society external to the school yard.

Thus the issue of communicating, came in many different disguises, many more recounted here.

Another issue, also related to change was to involve more the children or pupils, to allow them to have a voice. The teacher should be encouraged to have a vision and be given freedom to develop; this would be a good way to stimulate change.

Perhaps the discussion may be summarised under the two headings, which lead to the third:

Concurrency

- Changes have to be initiated at many levels, and it is very important that the teachers are involved and at least partly owners of any change taking place. Therefore, it is not a question which comes first.

Connection - collaboration

- Ensure that all levels of the system are responsive to new tasks (e.g. education for democracy, sustainability, etc.); thus any threat of isolation of the educational system from other parts of the social world should be avoided
- A space should be created for collaboration within the schools among peers, but also with other expertise at the edges of the school system
- A dynamic connection should be created with the world outside schools, e.g. the labour market, the world of culture, technology, leisure, ...

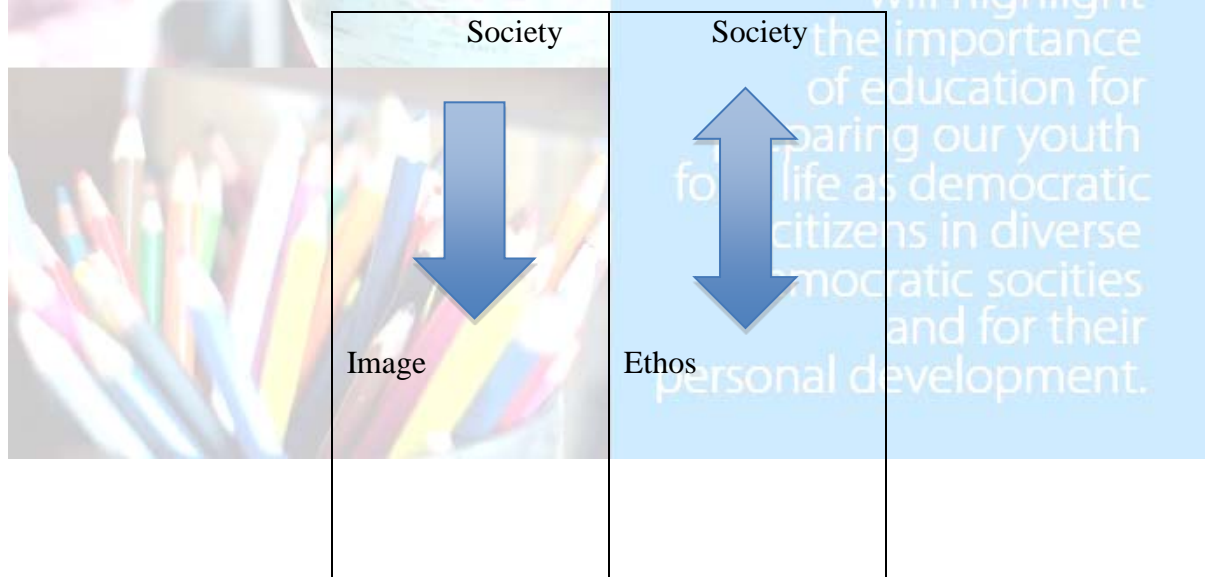
These major themes of concurrency and connection should be the pillars for the Manifesto as a tool for Communication; it has to reach many different audiences, but respect the above themes.

New Ethos for the teaching profession

Rasa Askinyte-Degešiene

The question “What means Ethos?” was the starting point of a lively discussion. It was considered to be important that all participants have the same idea about the meaning of the word Ethos and about the difference between the words Ethos and Image. The discussion showed that such was not (or not yet) the case. The discussion also gave rise to a common opinion on the word Ethos and the relation with the word Image.

- ✓ Ethos
- ✓ Values
- ✓ Ideas
- ✓ The way how she/he works
- ✓ Our attitude
- ✓ Our profession value



After the consensus about the word “Ethos” the participants were asked to note their opinions about:

- ✓ what they want or advice to forget about an ethos of teacher (what worked in the past but did not work now),
- ✓ what they want or advice to keep about an ethos of teacher (what worked in the past and what works now and could work in future),
- ✓ what new aspects teachers need to add to their ethos.

Some examples:

Old to forget	Old to keep	New
	<p>Respecting and understanding the child</p> <p>As a teacher I'm responsible to make students think</p> <p>To create a good atmosphere in the classroom</p> <p>Professional knowledge</p> <p>Caring</p> <p>Responsibility for lifelong learning, for a democratic society (our responsibility for the next generation)</p> <p>Give support to students who live in a broken family or without family support</p>	<p>New technologies as supplement</p> <p>Teacher as a moderator, not “god”</p> <p>To train the ability for changes (social, economical)</p> <p>Vision: clear aims and objectives</p> <p>Changing behaviour of teachers which makes students to feeling bad (discrimination, beating, etc.)</p> <p>To train the ability for changes</p>

The group considered the following three points to be the most important. These points should be mentioned in the Manifesto.

1. Teachers have to understand who they are and what they seek personally and as professionals to help students become aware of who they are and have their purpose in life.
2. To consider the importance of humanity as a value and as an attitude and the way of living as a teacher in educational settings and in society.
3. Teachers need constant critical self-evaluation as attitude and skills.

Improving the status image of the profession

Haldis Holst

The countries represented were:

- (1) United Kingdom, Spain, Belgium, Greece, Germany, Andorra, Norway, Finland, Bulgaria
- (2) Portugal, Iceland, United Kingdom, Serbia, Finland, Germany, Romania, Italy, Norway

Both thematic tables started with a brief presentation of the participants. As a moderator I then gave a short introduction on different elements which could be seen as determining a profession's status image: (in short)

- ✓ Public opinion as measured in different opinion polls (trust)
- ✓ Media monitoring of how the profession is reported on (portrayal)
- ✓ Proportion of young people who apply for teacher education (popularity)
- ✓ Salary levels compared to other comparable vocations (economic status)
- ✓ Government's and politicians support or criticism (political status)
- ✓ How are teachers commented on in informal settings (popular status)

Then there was a free discussion on their own impression of the status image of the teaching profession in their country. From there we moved on to what they believed could be done to improve the status image and ended up prioritizing three points. The second group was presented with the priorities from the first group as a starting point for their priority discussion.

All participants described a situation where there definitely is room for improving the status image of teachers. There were several examples of how teachers tend to get the blame for a long range of issues – from youth unrest to PISA results. The problem of stereotyping teachers in the press, films and commercials was also discussed. Lowering the bar for entering into the profession was also mentioned, even to the extent of no longer requiring a teaching certificate. Several participants also highlighted the rapid changes in society which put new demands on teachers which they have not been trained for or have the time and tools to deal with (especially in relation to absent parents, whether they are forced to leave their children in search of work or just believe the school should deal with most of the upbringing). Low economic status was also highlighted. In some places, the salaries were reported to be too low to live off in a decent way.

Priorities for improving the status image

1. **Involvement** – the goal being creating transparency leading to trust and commitments. This would involve identifying **allies** among students, parents and other stakeholders in society, creating **partnerships** with them including employers, politicians and authorities where it is possible. **Social dialogue** mechanisms should also be used, in order to involve and engage teachers in educational policy development and its implementation at all levels.

2. Qualified teacher status – secure systems which define standards for qualification. This could include both quality assurance of initial teacher education and standards and recognition systems for continuous professional development. Supportive assessment systems which involve the profession should also be a part of this.
3. Economic status – salary levels which enhance the recruitment and retention of quality teachers and conditions of service which make it possible to do a good and professional job.

Teacher education for change: content and processes

Richard J. Harris

The discussion was prompted through a short presentation of ideas, which posed a number of questions:

- ✓ Is change needed?
- ✓ If so, what needs to change?
- ✓ If education is about values (whether explicit or implicit) what values matter?
- ✓ If we need to introduce change, how do we do this?

Firstly we needed to be clear whether change is needed. The consensus was that change is needed. There was a concern that students increasingly feel disconnected from school/education and that this is associated with both the process of being taught and a failure to make the curriculum relevant to the needs of young people. However there was a sense that stability is also needed, as there is little time for ideas and innovations to ‘bed down’.

Change was needed at several levels. One participant said that teacher education needs to be ‘mind-blowing’ – it needs to inspire, challenge and excite people about teaching.

Pre-service teacher education – there were a number of criticisms of ITE for being too theoretical, lacking opportunities to gain practical experience in the classroom, and for lecturers at university advocating innovative teaching methods but teaching in traditional ways. There is a need to educate teachers to a high standard (and coming from the UK where there is a large proportion of time spent in schools, I would not necessarily advocate a reduction in ‘theory’ per se, as the division between theory and practice is a false dichotomy) with a desire for more practical experience (although this puts additional pressure on schools who need to take this role seriously). There was a call to stress it is a process of teacher education and not training – education is a more organic, developmental process, whereas training implies a more instrumentalist approach to teaching.

In-service teacher education – ITE is about preparing teachers for a career (not simply to pass the course) and there need to be processes in place to strengthen teacher development. As such there was a strong desire for much greater opportunities for teachers to collaborate and learn together and from each other. There is also a role for outside ‘experts’ to support change in schools, over a long period of time (e.g. look at the impact of the London Challenge programme on student attainment and engagement). Teachers also need time and space to learn and reflect; there was a feeling that the conditions of service mean teachers spend too much time teaching and not enough time developing. Sabbaticals and opportunities for professional educational would support this process.

The curriculum – there is a tension between education as a ‘process’ and education as a ‘product’. At present it was felt there was too much emphasis on education as a ‘product’, with the result that there is too much emphasis on results. The assessment system is dictating what is taught and how it is taught (so the ‘tail is wagging the dog’).

Values in education - there was a sense that if we wish to promote democratic values, schools and classrooms need to reflect these in practice. This in turn needs a change of mind-set; in particular there needs to be a move from teaching to learning – teachers spend too much time teaching, when the emphasis needs to be on learning, and how the teacher can take a background role and set up opportunities to enable learning.

Change is a challenge and there is resistance to change, but the reasons for this need to be examined. At one level this is related to attitudes and beliefs (which requires a process of challenge, experience and reflection to enable teachers to examine their practice critically). There also needs to be an ethos in education systems and schools which encourage change. High stakes testing can act as a deterrent to change, because the fear of failure makes change a high risk strategy. There needs to be an ethos to encourage open-mindedness and creativity for teachers, and where teachers are trusted (and not denigrated in the media and in public discourse).

TASKs, Subject-specific and transversal competences

Pascale Mompont-Gaillard

I was the moderator for the thematic table on TASKs, subject-specific and transversal competences.

7 participants attended the first roundtable, and 17 attended the second one.

As moderator, I proposed a cooperative structure to answer the questions we were to focus on: how does this topic permeate the Manifesto and what are the changes to the Manifesto that could be proposed, to better address the issue of transversal competences in the text.

After short introductions, the group was presented a summary of previous work done on the topic at the CoE since 2006. Then, participants were asked to break up in groups to first work individually and then to share their findings in their groups before coming back to the whole group to present their results.

For this work they were presented with slips of papers showing:

A selection of attitudes, skills and knowledge for democracy taken from the TASKs list with a few indicators of TASKs, in terms of observable action individuals, and namely teachers, can take to demonstrate a certain level of mastery of questions from the field: what teachers say about how to implement the development of TASKs in their practice, and obstacle they voice in doing so.

The groups came with conclusions that I list below:

- The Manifesto is an opportunity for teacher to start a self-evaluation of their practice. All these ideas are already in the education documents. The difficulty lies in the implementation of these competences. If teachers don't possess the competences they will not be able to develop them in learners.

- If the atmosphere in the classroom is aggressive, discriminatory, I cannot expect children to learn, I will not be an effective teacher. Developing the TASKs is a way to be an effective teacher. A discriminative teacher, albeit unintentionally, can provoke student aggressiveness by their behaviour. TASKs are not easy to evaluate. This is a major hurdle and obstacle for their implementation and development in teachers and students.

- The most urgent thing to do is to promote the sharing of good practices. They exist all over, but they are not spread enough throughout schools. The action part of the Manifesto should be developed.

Who is this Manifesto for? The target group is not very clear. If it is for teachers, it should talk more about practice and less about the generalities.

- Teachers voice should be more present in the text. Teachers may be willing to transform their practice but they experience obstacles and have questions. If we want action we should give space to these questions and resistances.

- There is teacher burn out during these troubled times, the salaries don't reflect the amount of work and the responsibilities of teachers. Developing an ethos and a profession can help valorize the profession.

- Many teachers don't accept to play these different roles, they see themselves as transmitters of knowledge not facilitators for TASKs! They say things like: 'I am a teacher not a psychologist'; 'I am not a social worker, this is not my responsibility'... the Manifesto should give them reasons to do it.

Teachers are not the only ones who are responsible for the development of these competences. There is a need to raise awareness of these issues with school heads, parents, all stakeholders should be taking responsibility and acting together. There is a shared responsibility and this should be clearer in the text.

- It's important that transversal competences are developed in pre-service training so that means that higher education institutions are involved and influenced to change THEIR practice.

Non-formal education: many of the transversal skills are best learnt in non-formal settings (camps, scouts...). This is why schools need to open up and teachers need to get out and link with other sectors of education.

- This Manifesto should involve teacher networks, syndicates, through social media and other ways. Often teachers' action for change concerns only salaries; the question of the ethos of the profession should be more present.

- The Manifesto should be shorter.

- The terms 'transversal', 'competence', 'inclusive', 'political' are easily interpreted differently and hard to understand. We need to find clearer terminology.

- Cooperation is not stressed enough in the text. Teacher will not do it alone. Cooperation needs to be an explicit part of the solution.

Forward looking

This conference was an important and very appealing opportunity to discuss with many teachers from different backgrounds and walks of life. There is much to gain (for the CoE proceedings and their impact on the teaching profession) by focusing on practice alongside policy development: the voice of practice stands as a reality check as well as a chance for breakthrough and innovation.

How Can We Dislodge the Hierarchical, Antidemocratic, and Discriminative Structures of Our Educational Heritage, Educational Practice?

Ferenc Arató

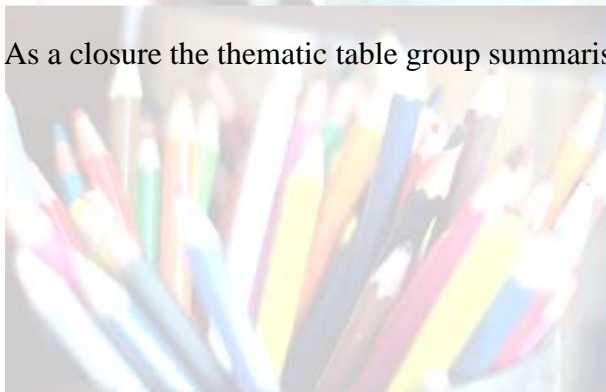
How can we launch learning processes in which the needed transversal attitudes, skills, and knowledge for living in a democratic society could be developed? How can we deconstruct existing discriminative and anti-democratic structures in our everyday classroom practice by the means of cooperative structures? How can we imply cooperative structures within our educational institutions? Can we imply cooperative approaches to system level thinking and practice? Participants of this Thematic Table will discuss, debate and share their ideas on the questions offered above. We also will explore to what extent the Manifesto addresses the particular issues arising from this thematic area of cooperative paradigm. Can we find some interesting answers together from the cooperative aspect? - this question would be the guiding question for the debriefing of this Thematic Table.

The process of the thematic table

Participants in a jigsaw structure remind or learn shortly the basic principles of cooperative learning reflecting on the experienced activities during the jigsaw.

Participants in an another jigsaw structure get items of TASKs from the Manifesto in pair or individually with the task of arguing how cooperative learning could help to develop the given TASKs item.

As a closure the thematic table group summarise the findings.



THE
PROFESSIONAL
TEACHERS

!!! The conference
the importance
of education for
preparing our youth
for a life as democratic
citizens in diverse
democratic societies
and for their
personal development.

Results of the thematic tables

15 and 6 participants took part in these thematic tables. The summaries of the two tables were very similar. Participants have listed the elements of the TASKs list cited in the Manifesto which could be developed effectively and efficiently by the means of cooperative structures.

Attitudes
● Considering cooperation as crucial to social cohesion and respect for the rights of individuals
● Valuing diversity and pluralism of opinions and practices
● Valuing equity
● Willing to seek opportunities to engage and cooperate
● Willing to empathise with people who are perceived as different
● Accepting to question what is generally assumed as "normal" according to their prior knowledge and experience
● Tolerating ambiguity and uncertainty
● Developing an awareness of one's own use of verbal and non-verbal communication
Skills
● Finding information and interpreting various sources (multiperspectivity)
● Decentring from own point of view, taking views of others into account (decentration)
● Changing and adapting own way of thinking according to the situation or context (cognitive flexibility)
● Applying linguistic, sociolinguistic and discourse skills, including skills in managing communication breakdowns
● Negotiating with learners assessment criteria before all evaluations of learner achievement
● Willing to act as a "mediator" in intercultural exchanges, including skills in translation, interpretation and explanation
Knowledge
● Knowing about some beliefs, values, practices, discourses of others

In the debriefing part of the thematic tables there was a consensus about the importance of these competences and the implementation of cooperative structures for enhancing the development of these competences.

Putting the learner at the centre

Mercè BERNAUS

The participants in the workshop were given the following questions to be answered individually and then to be discussed in cooperative groups:

- ✓ What does putting the learner at the centre mean to you?
- ✓ Does the educational practice in your country focus mainly on the role of learners as autonomous learners and/or as cooperative learners in the teaching and learning process?
- ✓ What changes would you propose in order to emphasize even more the role of the learners in our educational practice?
- ✓ Could learners' views and actions help mobilise staff, parents and the stakeholders of education in favour of a meaningful educational change in our country? How?
- ✓ To what extent does the Manifesto address the issues we identify as important for the future of our democratic societies?

Putting the learner at the centre means:

- ✓ to listen to the learners' experiences, to get to know their social and cultural background, their abilities, their feelings, their multiple intelligences (diagnostic assessment) in order to identify their strengths and weaknesses and to detect their needs
- ✓ to believe in the learners' autonomy
- ✓ to improve communication and cooperation between teacher and learners
- ✓ to make teacher and learners work and learn together as partners
- ✓ to facilitate learning by doing
- ✓ to make learners active in their process of learning
- ✓ to give learners the role of leaders and owners of their learning
- ✓ to make learners responsible of their process of learning
- ✓ to give learners more choice in the curriculum
- ✓ to adapt the curriculum to the learners' needs by project work and cooperative work among different disciplines (Maths and Music, for example)
- ✓ to focus on critical thinking
- ✓ to give meaning to learning
- ✓ to make educators aware of their role as facilitators of learning rather than providers of knowledge
- ✓ to challenge the PISA system that does not seem to really assess the quality of teaching and the specific context of students and leads to skimming elite
- ✓ to train students to be involved in formative evaluation/self-evaluation to help the learners to acquire more knowledge
- ✓ to change the image of the evaluation for learners, parents and teachers
- ✓ to give the learners voice for possible changes at their institution and to develop a feedback culture

- ✓ to disseminate the Manifesto through the Pestalozzi platform to be discussed on line and in seminars organised by the international institutions members of the Council of Europe or not and also seminars organised by the schools.
- ✓ to change the pre-service teacher training system to select the students future teachers mainly based in interviews (personal and in group)
- ✓ to make the students future teachers aware of the need to put into practice what the Teachers' Manifesto proposes.

Philosophy with children

Marinus Hazekamp

During the two thematic tables "Philosophy with children" we talked a lot about the added value of using Philosophy with Children for the benefit of the teachers and the students.

The leading ideas for the discussion were:

- ✓ Schools should become places where teachers guide pupils in their personal development and encourage them to think creatively, critically and caring. The recognition of the uniqueness of each and every child should be in the educator's mind. (Janos Korczak)
- ✓ It is important to shift priorities in education from more learning to thinking, judgment and reasonableness, not only to equip children with the knowledge, but also with critical tools that will enable to reflect for themselves, to generate social relationships and help to improve their thinking skills in a multidimensional way. (Matthew Lippman)

The role of the teacher in this process is very important. The question is how we can prepare the students for the world of the future and how the teacher can help the students to realize the possibilities to give them the skills and tools.

For the future the students need of course knowledge, but also skills and tools to explore the world and to develop their own personality.

The teacher will be more and more a coach and a guide in the learning process.

To help the students grow to critical, creative and caring thinkers it is essential that they do philosophy in the classroom.

During philosophy (and that is not the knowledge about Aristoteles, Sophocles and other famous philosophers) the students learn to think in terms of possibilities. That is liberating and exciting. They began to realize how different the world can look from different perspectives.

By doing philosophy with children the teachers also learn a lot about themselves. It is very important that teachers learn to reflect on themselves and their acting in the group of teachers and in the classroom.

Philosophy with children is one way that the next generation will be prepared socially and cognitively to engage new dialogue, judging and questioning what is vital to existence for a democratic society.

When we put philosophy with children in the curriculum we also have to inform all the stakeholders in this process. Parents, teachers, directors and students can take part on an equal level with mutual respect.

During philosophizing, the search for wisdom, the supervisor (teacher) brings a group thinking process. Questioning, critical listening, reasoning, argumentation and summarizing skills are the most important.

By philosophizing regular students learn more and better to ask questions and out-of-the-box thinking, skills that come in handy for all classes.

Preparing children to live in a global world and a pluralistic society requires educational change.

Philosophizing is a possibility for the teacher to enrich himself and the students.

Students learn to take responsibility for their own learning process.

It is all about the teachers and students' engagement and wellbeing.

What to learn: subject-specific and transversal competences

Ildikó Lázár

At this thematic table, there were only four participants in the morning and as few as two in the afternoon. The two in the afternoon only joined me because they had not been able to find the room with the discussion they had originally signed up for. One of the reasons for the low attendance may have been that there was another thematic table with a similar topic.

Nevertheless, the discussions were very interesting and quite different with the two sets of participants. As the assigned rapporteur did not show up, the main points were summarized by the moderator with the participants' help:

We might not share the same vision for the future of our societies, so it would be important to discuss and agree on a common vision (and goals) for education in each school community and then talk about what to do, how to do it and when.

Do we (teachers, trainers, policy makers, politicians) really want active and critical citizens and democratic societies or do we just pretend that we want this but in fact, we are happiest if our power is not threatened and inequalities remain and nobody criticizes the current state of affairs?

But if we really want active pupils and critical thinkers, we need active teachers who are always ready to learn and implement new methods instead of following previous models and paths and then we will have teachers who do what they preach.

In teacher education, professional development in subject-specific and transversal competences should be promoted not only as essential but also as enjoyable and rewarding. Otherwise, teachers will just sit back and relax because they are overworked.

It would be ideal to combine subject-specific and transversal competences but teachers need to be motivated to attend professional development workshops to learn how to do it.

How to learn: beyond subjects

Arthur Ivatts

Following introductions and time management issues, a brief presentation was given by the moderator in line with the previously drafted summary of three major current factors and forces which have serious implications for the image and ethos of teachers and the learning of pupils/students beyond the current range of traditional school curricular programmes.

Given that human potential is unlimited and that human populations always deliver the ecology driven skills demanded, it is inappropriate and unworthy of the teaching profession to talk of children as 'bright' [and by implication dull], 'able' [less able], 'gifted' [stupid], 'academic' [practical] etc.

This particular topic stimulated only modest discussion and much of it focused on pupils with special educational needs.

The second topic on the agenda was the implications for the school curricular in the light of children living in an environment of aggressive capitalism. In the social context, human beings are viewed as objects of manipulation, exploitation and consumerism with seeming little responsibility of public health and wellbeing. What should children be taught in school to be able to protect themselves against such immoral commercial trickery on a daily basis?

The group discussed these ideas but felt that they were more political than professional. One participant said that it represented a very accurate picture of the world that children now have to cope with.

The third topic considered was to question the credibility of the teaching profession when so many teachers across Europe are willingly abusing human rights by supporting and colluding with the exclusion and segregation of Roma children into special schools or classes.

This topic stimulated a good deal of discussion surrounding the complexities of education for minorities. There was a general view that the situation in many Member States was unacceptable in terms of the way it treated Roma communities. Considerable interest was expressed in the long and successful experience of policy, provision and practice for Roma, Gypsy and Traveller communities in the United Kingdom over a forty year period. An exchange of information was arranged.

Other issues raised and discussed

Teacher training was seen as undermining the self-esteem of teachers and is archaic and inadequate in many respects.

The status of teachers is too frequently attacked by politicians with teachers being called lazy and troublesome. This is seen as a conspiracy to increase teacher's workloads and reduce pay and pensions. For example in Italy, it was reported that no teachers now have permanent contracts of employment. Moves are being taken in some Member States to prevent teachers going on strike.

This led onto a view in the form of a general question which was seen as pertinent to the image and status of teachers. The Manifesto lacks political basis. Do the teachers have the right political power and representation to claim and defend for their professional rights? Are teachers enough politically aware and actively involved?

This discussion linked to the group talking about the power of the teaching profession to defend its professional ethos and image. Powers were being stripped away and new ways had to be found so that teachers have a united voice.

Participants felt that there should be a stronger focus on early childhood education and an enhancement of status and qualifications. An example was given of Austria which dropped a plan because of economic considerations to give equal pay to kindergarten teachers and to raise the bar in terms of required qualifications.

Teachers' practice should routinely involve assessment aimed at identifying pupils' learning needs and not focused on identifying slow learners.

There was an agreement on the view that if education is about learning for democratic citizenship, then government should give far more attention to early childhood education so that children's full potential can be developed.

The Manifesto was generally considered by the groups to be a very valuable document, but at times it is too long and complicated. As a Manifesto, for the sake of its wide dissemination, it should be more clearly structured and more concise, with key notes and messages. In addition it was felt that the bibliography should be more widely based on relevant literature and updated research.

It was felt that the Manifesto under-emphasised the importance of non-discrimination against children with disabilities, special needs and those with very disadvantaged backgrounds. It was felt that teachers should call for the necessary resources and strategies for their inclusion.

It was also felt that there was a need for local, national and international supervisors to audit teachers' work against international conventions of human rights.

Teachers have a key role in helping children define their dreams and realise them.

A view was also expressed that the draft Manifesto should give greater emphasis to educational inclusion and non-discrimination within specific reference to the evil of pupil segregation based on ethnic background.

Discussion was courteous but honest with people feeling able to raise issues relevant to the theme and the main plenary sessions of the conference.

Schools as learning communities: schools, parents, community

Claudia Lenz

10 participants in the first session and 8 in the second.

The sessions were organised as follows:

- 1) All participants presented themselves, their professional background and interest in the Conference.
- 2) The moderator gave a short introduction, highlighting that schools are the most important arenas where the educational vision discussed at the Conference are at stake each single day. What is needed, so schools can become supportive environments for teacher's personal and professional development, their cooperation and development of democratic educational practice?

The different levels of the “whole school approach”, promoted in the Council of Europe approach towards EDC/HRE were shortly introduced:

- ✓ Personal/professional development
- ✓ Class room practice
- ✓ School governance and school culture
- ✓ School-community links

The participants were then asked to reflect on what needs to be in place at these different levels, so that schools can become “democratic learning communities” and to write their ideas on post-its.

- 3) The participants presented their ideas and all post-it were collected and clustered on a table.



From this, a discussion evolved on:

- ✓ The elements that need to be in place to make schools “living laboratories of democracy”

Discussion: In both groups, the picture which emerged through collecting and clustering ideas, pointed to the need for a holistic approach. In order to create democratic class room environments and learning processes in which students “learn to learn”, to collaborate and respect each other, teachers need the support from school leaders, freedom given to develop innovative forms of educational practice and collaboration on professional development among colleagues.

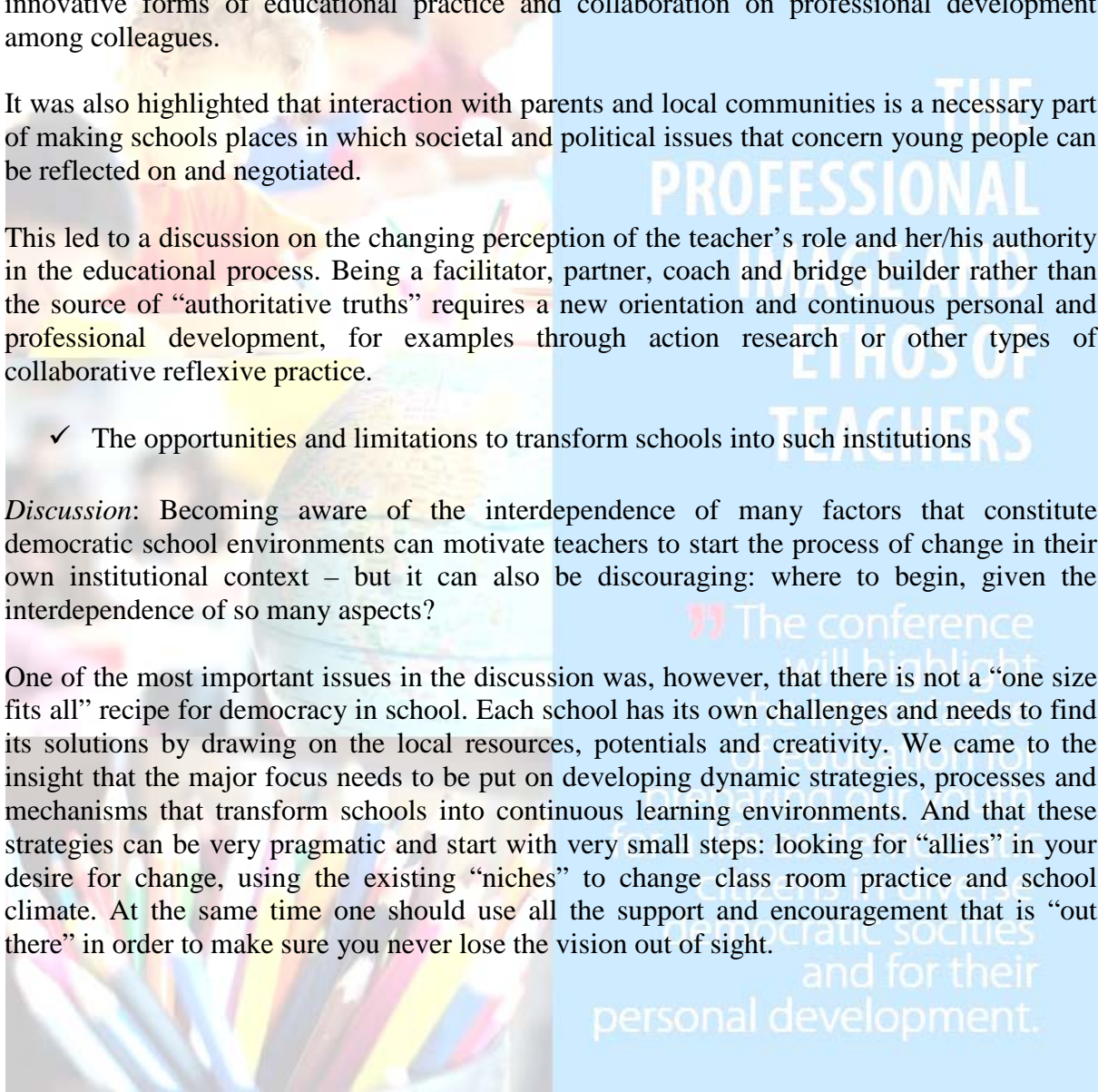
It was also highlighted that interaction with parents and local communities is a necessary part of making schools places in which societal and political issues that concern young people can be reflected on and negotiated.

This led to a discussion on the changing perception of the teacher’s role and her/his authority in the educational process. Being a facilitator, partner, coach and bridge builder rather than the source of “authoritative truths” requires a new orientation and continuous personal and professional development, for examples through action research or other types of collaborative reflexive practice.

- ✓ The opportunities and limitations to transform schools into such institutions

Discussion: Becoming aware of the interdependence of many factors that constitute democratic school environments can motivate teachers to start the process of change in their own institutional context – but it can also be discouraging: where to begin, given the interdependence of so many aspects?

One of the most important issues in the discussion was, however, that there is not a “one size fits all” recipe for democracy in school. Each school has its own challenges and needs to find its solutions by drawing on the local resources, potentials and creativity. We came to the insight that the major focus needs to be put on developing dynamic strategies, processes and mechanisms that transform schools into continuous learning environments. And that these strategies can be very pragmatic and start with very small steps: looking for “allies” in your desire for change, using the existing “niches” to change class room practice and school climate. At the same time one should use all the support and encouragement that is “out there” in order to make sure you never lose the vision out of sight.



4) Both group discussed about how the topic of school culture and school governance is covered in the draft Manifesto and what should be changed/added in order to do so. This resulted in these three points:

- I.) p 20/21 – Section on Teacher education: include a paragraph on schools as learning communities and arenas for continuous cooperative professional development (e.g. through action research)
- II.) p 24 – Actions for change; “Considering School as a whole”: Additional point “Giving schools the necessary autonomy for context-sensitive planning, teacher recruitment and decision making”
- III.) p 24 – Actions for change; “Considering School as a whole”: Additional point “Developing procedures and mechanisms for dealing with arising problems in democratic ways”.



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How to integrate the media into the learning process?

Hanspeter Hauke

Teachers as a key factor for change in teaching and learning were in the focus of the discussion. How can we help teachers and learners to develop competences of creativity, divergent thinking and critical observation and the ability to solve problems and learn and work in diverse teams and social settings? And can the media be of any help?

The table focussed on the role of educational media in teaching and learning. Starting from the thesis that the “traditional” teacher tends to use chalk and blackboard rather than new media in classrooms, the following aspects were discussed:

- ✓ The use of new media in classroom has an impact on the process of teaching and learning. If the process of teaching and learning is the result of the teachers personal ideas of the process, the changes in the process will interact with the teacher’s personality and thus change the teaching and learning situation in classroom.
- ✓ The relationship between teachers and media should be improved: teachers regard the media as shallow-brained, the media depict teachers in a negative way. Teachers should support the media and vice-versa. Television Support for Teachers not only with material for teaching and learning (www.planet-schule.de) but also for teacher training/education.
- ✓ The media could help to make the teachers’ voice heard.
- ✓ Teachers are the reason for their negative image by lack of professional attitudes (teachers coming late, teachers lacking soft skills, lacking engagement, etc.)
- ✓ Teachers sometimes appear unwilling to face new challenges. The education of teachers should help them to face changes.
- ✓ In modern societies image and income are related. If teachers feel important, they see that their efforts make sense. Professional coaching leads to more professionalism, more professionalism leads to an improvement of the image of teachers.
- ✓ Gender Fairness: in Primary Schools there are mainly female teachers. In some countries it’s the housewife’s job to look after children. Men therefore do not become teachers.
- ✓ (Social) media could be used for qualified feedback from teachers to teachers, from pupils to teachers, from teachers to pupils, from teachers to parents, parents to teachers, etc.
- ✓ The media could be used as a communication tool between teachers to exchange ideas, concepts, worksheets, etc.
- ✓ Teacher Education should create a learning community and an area for continuous cooperation and professional learning.
- ✓ The time of teacher education/training is too short if you look at the different roles a teacher has to play (Instructor, Educator, Motivator, Dictator, Mandarin, Time-keeper, Editor, Counselor, Confessor, Fount of all truth, Social organizer, Student resource, Genial host, Language partner, Cheerful steamroller, Instant reference book, Sympathetic interlocutor, Representative of authority, Baby-sitter, Language adviser...).

- ✓ There should be a local network of local authorities, teachers, parents, town council. The local authorities should be fully responsible for teachers and school buildings.
- ✓ Schools should be run more efficiently, and not necessarily by teachers.
- ✓ There should be a change of perspective: teachers should look through the pupil to the subject and not through the subject to the pupil.
- ✓ More focus should be put on how learning works than on how to teach.

Teachers should be the spearhead of using media as a pedagogical tool

Image of media and occupational status of teachers

Teachers should support media
Media support teachers

Media as a tool to democratize

Open the classroom to the world ↔ Let the world have a look into the classroom

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” The conference will highlight the importance of education for preparing our youth for a life as democratic citizens in diverse democratic societies and for their personal development.

A Manifesto

The Conference also discussed a Manifesto for Teachers of the 21st century which is intended as a declaration of views, motives and intentions pointing towards the necessity of a fundamental change of mind-sets and beliefs about education. This Manifesto shall serve as inspiration, orientation and guidance for teachers but also for all those concerned by education: children, parents, teachers, schools, (local) authorities and society as a whole.

On the second day the morning session was dedicated to a discussion about this draft Manifesto. The feedback of the conference participants was very rich and overwhelmingly positive. Their suggestions for improvement will help shaping the final version of the Manifesto due to be available in autumn 2014, as a contribution to a necessary wide debate on the aim, purpose and practice of education across Europe.

The final version will be available later this year (on the web site of the Pestalozzi Programme) and circulated widely with the intention that it may serve as a basis for continued debate and discussion in the diverse contexts across Europe. It shall also be brought to the attention of education policy makers (e.g. the Steering Committee for Education Policies and Practices of the Council of Europe - CDPPE).

Together, with the publication of the Manifesto, an open online platform will be put into place to offer a space to exchange and to highlight the outcomes of these diverse debates and to continue the discussion and reflection together.



THE MISSION AND ETHOS OF TEACHERS

” The conference will highlight the importance of education for preparing our youth for a life as democratic citizens in diverse democratic societies and for their personal development.

Appendices

Programme

Background and Orientation

There is a need for a fundamental change of mind-sets and beliefs concerning education. This concerns as much the question of what we are doing – and why – as it concerns the way we are doing it. This need is also reflected in a call for a balanced development of the different purposes of education. Two of them - the preparation for the labour market and the development and maintenance of a broad knowledge base – seem to be in the forefront of current educational thinking and practice. Though important, there is a need to put a stronger focus on two other aspects if we seek to support a balanced development: preparation for life as active citizens in democratic societies and education for personal development.

Are we doing the right things in and with education? Does our practice of education reflect and represent the vision of society we are promoting? Do learners learn what is important for them... and for the society of tomorrow? The world is constantly changing; some say at an unprecedented speed. What the world looks like today has little to do with what it looked like in the centuries which gave birth to current education provisions. To face the challenges our global world faces we will need people with strong and well developed competences for creativity, divergent thinking, out-of-the box thinking and innovation, critical observation and the ability to solve problems, collaborative learning and working, the ability to live and work in diverse teams and social settings, etc. Such *savoir-être, savoir-faire and savoirs* figure prominently in public discourse about competences we need to master the challenges that lie ahead. Schooling, however, and to a large extent, still focuses on the transmission of set knowledge relegating the development of transversal skills, attitudes and dispositions to a marginalised existence.

Are we doing things right in day-to-day educational practice? This question is less about efficiency and numbers and more about the quality of what we are doing and the effectiveness of the pedagogy in relation to our goals. What we teach, the content of education provisions, is one side of the coin. The other side is “How we teach”, how learning is facilitated. Pedagogy and methodology are not neutral; they need to reflect the values, principles and orientations of what we seek to transmit or to develop in the learners in order to effectively reach these goals. School as a place of teaching, of didactics, and education as a function of being taught may need to be replaced by school – and by extension all places of non-formal and informal learning - as a learning space, as a place where learning is facilitated.

Focus of the conference

The conference will highlight the importance of education for the preparation of a life as a democratic citizen in diverse democratic societies and of education for the development of one’s full personality. It will focus in particular on the implications this has for the image and ethos of the teaching profession, the competences of teachers and their day-to-day practices and on the beliefs teachers, parents and the public in general may have regarding what education - good education - is and which outcomes it ought to produce.

The conference will also discuss a Manifesto for Teachers of the 21st century which is intended as a declaration of views, motives and intentions pointing towards the necessity of a fundamental change of mind-sets and beliefs about education. This Manifesto shall serve as inspiration, orientation and guidance for teachers, but also for all those concerned by education: children, parents, teachers, schools, (local) authorities and society as a whole.

Last but not least, the conference will explore what future actions can be envisaged to support this change of mind-sets, of policies and practices in cooperation and partnership with all stakeholders. This also includes the question of how education systems can be/should be designed so that they encourage the development of transversal attitudes, skills and knowledge necessary for the future of our democratic society such as critical thinking, creativity, cooperation, etc.?

The conference will build on and attempt to further develop existing documents, projects and initiatives of the past few decades notably the following:

- Survey on teachers' views, Education and Culture Committee, INGO Conference, 2013
- Transversal attitudes, skills and knowledge for sustainable democratic societies, Pestalozzi Programme 2013
- Documents resulting from the Pestalozzi Programme seminar “Being a teacher in 2032”, 2012
- Declaration of the 24th Standing Conference of Ministers of Education of the Council of Europe (2013): “Governance and quality education”
- Council of Europe Recommendation on Quality Education, 2012
- Council of Europe work on intercultural competence and competences for democracy, 2012
- Council of Europe EDC/HRE Charter, 2010
- Declaration of the 23rd Standing Conference of Ministers of Education of the Council of Europe (2010) on the role of teachers for sustainable democratic societies and Resolution on the Pestalozzi Programme, 2010
- Teacher education for change, Pestalozzi series Nr1, 2010
- "Visible learning", Meta Study, John Hattie, 2008
- The status of teachers, University of Cambridge and Leicester, 2006
- The status of language educators, ECML, 2003
- ILO/ UNESCO on the application of the recommendations concerning teaching personnel, 2003
- Education International Declaration on professional ethics, 2001
- UNESCO resolutions of the General conference 1997
- ILO/ UNESCO recommendation on the status of teachers, 1966

Thursday 24 April
Agora Building and EYC

OPENING AND KEYNOTE
Agora Building, room G02

9.00-9.30 Opening

9.30-10.30 **The professional image and ethos of teachers – Why do we care, and what can it mean?**

Keynote by Jón Torfi Jónasson, Professor of the faculty of
Teacher Education, School of Education, University of Iceland

Discussion

10.30-11.00 Walk from Agora to EYC

11.00-11.30 Coffee break

THEMATIC TABLES
EYC

11.30-13.00 Round 1 of Thematic Tables

1. The world changes - Education needs a new paradigm
2. Teacher today – Teacher in the future
3. Pedagogy: what works, why it works and how it works
4. Schools as spaces of learning for the 21st century
5. Media environment and Education

The purpose of the 15 thematic tables, around these 5 major themes, is to highlight particular issues connected to the overall theme. With the help of an expert moderator, participants will discuss, debate and share their ideas on the subject. The thematic tables will also explore to what extent the Manifesto addresses the particular issues arising from the thematic area and whether it provides answers to the questions raised.

13.00-14.15 Buffet lunch

14.15-15.45 Round 2 of Thematic Tables

15.45-16.15 Walk from EYC to Agora

16.15-16.45 Coffee break at Agora

ROUND TABLE “What is the perfect teacher for you?”

Agora Building, room G02

The purpose of the round table with speakers from different walks of life is to highlight different views of the qualities and competencies the perfect teacher should have. The debate will be broadcast over the internet so that a wider audience can follow and to participate in the debate (Twitter and other social media).

16.45-18.00 **“What is the perfect teacher for you?”**

Moderated by David Addis, United Kingdom

- Gabriela Bergan, representative from the European Students Union, France
- Haldis Holst, Chair of the Governing Board of the European Wergeland Centre and Deputy Secretary General of Education International, Norway
- Oren Gostiaux, representative from the European Parents Association, France
- Ida Kreutzman, representative from the Organising Bureau of European School Student Unions, Finland

19.00 Buffet dinner at Agora

Friday 25 April

Agora Building, room G02

A TEACHER MANIFESTO FOR THE 21st CENTURY

9.00-9.15 Introduction

9.15-10.30 Feedback from the Thematic Tables on the Manifesto
Moderated by Richard Stock

10.30-11.00 Coffee break

11.00-12.00 Open exchange on the feedback received

12.00-12.30 Preliminary conclusions and closing
Moderated by Josef Huber and Sabine Rohmann

List of participants

Nr	Title	Surname	First Name	Organisation
ORGANISING COMMITTEE MEMBERS				
	Ms	Besson	Brigitte	Centre Européen Robert Schuman, France
	Ms	Lenz	Claudia	The European Wergeland Center, Norway
	Mr	Mögler	Jochen	Pädagogisches Landesinstitut Rheinland Pfalz, Germany
	Ms	Mompoin-Gaillard	Pascale	General Rapporteur of the Pestalozzi Programme, Council of Europe
	Ms	Rohmann	Sabine	Conference of International Non-Governmental Organisations of the Council of Europe
	Ms	Steimle-Rohde	Karin	Landesakademie für Fortbildung und Personalentwicklung an Schulen - Bad Wildbad, Germany
	Mr	Stock	Richard	Centre Européen Robert Schuman, France
SECRETARIAT				
	Mr	Bergan	Sjur	Council of Europe, Head of the Education Department
	Mr	Huber	Josef	Council of Europe, Head of the Pestalozzi Programme
	Mr	Faucher	Didier	Programme Pestalozzi
	Ms	Karamanoglu	Banu	Programme Pestalozzi
	Ms	Lacour	Isabelle	Programme Pestalozzi
	Ms	Lang	Betsy	Programme Pestalozzi
	Ms	Ravahimanana	Narindra	Programme Pestalozzi
INTERPRETERS				
	Ms	De Burlet	Lucie	Interpreter
	Mr	Devictor	Grégoire	Interpreter
	Mr	Tilden	Luke	Interpreter
ACTORS				
	Mr	Addis	David	United Kingdom
	Mr	Arató	Ferenc	Hungary
	Ms	Askinye-Degesiene	Rasa	Lithuania
	Ms	Bergan	Gabriela	France
	Ms	Bernaus	Mercè	Spain
	Ms	Frau Meigs	Divina	France
	Ms	Gonçalves	Carolina	Portugal
	Mr	Gostiaux	Oren	France

	Mr	Harris	Richard	United Kingdom
	Mr	Hauke	Hanspeter	Germany
	Mr	Hazekamp	Marinus	Austria
	Ms	Holst	Haldis	Belgium
	Mr	Ivatts	Arthur	United Kingdom
	Mr	Jónasson	Jón Torfi	Iceland
	Ms	Kreutzman	Ida	Finland
	Ms	Lázár	Ildikó	Hungary
	Ms	Lenz	Claudia	Norway
	Ms	Mompont-Gaillard	Pascale	France
	Ms	Steimle-Rohde	Karin	Germany

PARTICIPANTS

	Title	Surname	First Name	Country
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2	Mr	Aguera	Victor	United Kingdom
3	Ms	Almeida	Ana	Portugal
4	Ms	Alves	Ana	Portugal
5	Ms	Arađanski rajkov	Ljiljana	Serbia
6	Ms	Andria	Argyro	Greece
7	Ms	Bašić	Aida	Bosnia and Herzegovina
8	Ms	Baumann	Karin ulrike	Germany
9	Mr	Beck	Martin	Germany
10	Ms	Becker	Carmen	Germany
11	Mme	Bertesteanu	Cornelia	Roumania
12	Mr	Berzins	Edgars	Latvia
13	Ms	Bianchi	Monica	Italy
14	Ms	Bill	Alexandra	Germany
15	Ms	Biseth	Heidi	Norway
16	Ms	Brank	Marjetka	Slovenia
17	Ms	Cankar	Darinka	Slovenia
18	Mme	Carpa	Elisabeth	Andorra
19	Ms	Casado schneider	Silvia	Germany
20	Mr	Cassar	Charlot	Malta
21	Ms	Chaudron	Paulette	France
22	Ms	Chavdarova-Kostova	Siyka	Bulgaria
23	Mme	Cheynut	Audrey	Monaco
24	Ms	Chiona	Vivian	The Netherlands
25	Ms	Christiansen	Nanna kristin	Iceland
26	Ms	Cici	Delina	Albania
27	M	Debrowolska	François	France
28	M	Derghal	Mohammed	France
29	Ms	Dević	Danijela	Serbia
30	M	Durrenberger	Jean philippe	France
31	Ms	Eberz	Mira	Germany
32	Ms	Edenstrom	Juliane	Germany
33	Mr	Fiebig	Jörg	Germany

34	Ms	Fillip	Elisabeth	Germany
35	Ms	Fischer	Miriam	Germany
36	Ms	Flöder	Nicole	Germany
37	Ms	Furch	Elisabeth	Austria
38	Ms	Furtula	Leposava	Montenegro
39	Mr	Garcia lopez	Miguel	Germany
40	Ms	Gazengel	Marie-henriette	France
41	Ms	Gervasi	Silvia	Italy
42	Mme	Glaser	Eva	Germany
43	Ms	Glavan	Jerica	Slovenia
44	Mr	Goettelmann	François	France
45	Ms	Golubovic	Sanja	Montenegro
46	Ms	Grimm-schneider	Rosemarie	Germany
47	M.	Grolleau	Philippe	France
48	Mme	Grolleau	Odile	France
49	Ms	Gruber-dürr	Sabine	Germany
50	Mr	Haavardsholm	Jørgen	Norway
51	Ms	Hachemer	Mareike	Germany
52	Ms	Hansen	Birgitte	Norway
53	Ms	Hansen	Turid løyte	Norway
54	Mr	Harris	Richard	United Kingdom
55	Ms	Heger	Anita	Germany
56	Mr	Hella	Pierre	Belgique
57	Mr	Herrmann	Gernot georg	Germany
58	Ms	Hets	Maryna	Belarus
59	Ms	Höchst	Nicole	Germany
60	Ms	Hornung	Martina	Germany
61	Mr	Huber	Richard	Austria
62	Mr	Ibrahimi	Kushtrim	Kosovo*
63	Ms	Ísaksdóttir	Bryndís	Iceland
64	Ms	Jansen	Heleen	France
65	Ms	Kahn	Brigitte	France
66	Ms	Karlegger	Ingrid	Italy
67	Ms	Katić	Maja	Croatia
68	Ms	Kienzler	Christine	Germany
69	Ms	Kjartansdottir	Edda	Iceland
70	Ms	Kleppe	Laila	Norway
71	Ms	Korac	Isidora	Serbia
72	Ms	Koridze	Lili	Georgia
73	Ms	Kozhevnikova	Margarita	Russia
74	Mr	Krogstad	Lars	Norway
75	Ms	Krueger	Sabine	Germany
76	Ms	Kullolli	Brikena	Albania
77	Mr	Kuscu	İsa	Turkey
78	Ms	Lapitskaya	Iryna	Belarus

79	Mme	Lenoir	Hélène	Belgique
80	Ms	Liljeblad	Elin	Sweden
81	Ms	López cánovas	Ascensión	Spain
82	Mr	Lyons	Mick	United Kingdom
83	Mr	Madsen	Peter	Denmark
84	Mr	Maris	Gerrit	Belgique
85	Mme	Marlet	Dominique	Belgique
86	Mr	Marseplia	Silvano	Italy
87	Mr	Martinez Garcia	Jose Luis	Spain
88	Ms	Micevska	Ivana	"The former Yugoslav Republic of Macedonia"
89	Mme	Moreau	Roseline	France
90	Mme	Moritz	Michele	France
91	Mr	Mouchoux	Alain	France
92	Ms	Moutsiaki	Georgia	Greece
93	Mr	Mugnaini	Bruno	Italy
94	Ms	Murzynowska	Ewa	Poland
95	Ms	Nestorovska	Gordana	"The former Yugoslav Republic of Macedonia"
96	Ms	Ocio	Maria	Spain
97	Ms	Olafsdottir	Olöf	France
98	Mr	Pantos	Dimitrios	Greece
99	Ms	Pavičić lešić	Ana	Croatia
100	Ms	Peterson	Jamie	USA
101	Ms	Pietschmann	Astrid	Germany
102	Ms	Pihel	Ulvi	Estonia
103	Ms	Pöckl	Anita	Austria
104	Ms	Prete	Ivana	Italy
105	Ms	Ragnarsdóttir	Guðrún	Iceland
106	Ms	Raguenet	Maike	Germany
107	Mme	Raimundi	Laurane	France
108	Ms	Rajić	Višnja	Croatia
109	Ms	Rautiainen	Anneli	Finland
110	Mr	Raychev	Evgeni	Bulgaria
111	Ms	Ristic	Aleksandra	Serbia
112	Mr	Rolf	Gollob	Switzerland
113	Ms	Rolka	Sabine	Norway
114	Mr	Roth	Thomas	Germany
115	Mr	Sánchez	José Ignacio	Spain
116	M	Schneider	Jan	Germany
117	Ms	Schön	Ursula	Germany
118	Ms	Shalaku	Albana	Kosovo*
119	Ms	Shaljani	Shkëndije	Kosovo*
120	Mr	Sigges	Stefan	Germany
121	Ms	Skërmo	Silvana	Albania
122	Mr	Skulberg	Harald	Norway
123	Mr	Stretienberger	Erich	Germany
124	Ms	Strøm	Tone	Norway

125	Ms	Suurväli	Piret	Estonia
126	Ms	Swistun	Sara	Germany
127	Ms	Tadirova	Venka	"The former Yugoslav Republic of Macedonia"
128	Ms	Thelemann	Karin	Sweden
129	Mr	Toskaj	Bashkim	Albania
130	Ms	Van Geit	Monika	Belgique
131	Ms	Van Wilgenburg	Karin	The Netherlands
132	Ms	Vannini	Simona	Italy
133	Ms	Varsanyi	Mari	The Netherlands
134	Ms	Varvaroi	Simona maria	Roumania
135	Ms	Višnjić	Zdenka	Croatia
136	Ms	Vollkenannt	Kyra	Germany
137	Mr	Vraa-Jensen	Jens	Denmark
138	Ms	Vujičić	Zorana	Bosnia and Herzegovina
139	Ms	Vukašević	Ivana	Montenegro
140	Ms	Wahlström	Marina	Sweden
141	Ms	Wendel	Verena	Germany
142	Ms	Wiest	Birgit	Germany
143	Mr	Yoshitani	Takeshi	Japan
144	Ms	Zeiser	Tanja	Germany
145	Mr	Zjajo	Tarik	Bosnia and Herzegovina
146	Ms	Znidarec Čučković	Ana	Croatia
147	Ms	Zubrylina	Inesa	Belarus

* This designation is without prejudice to positions on status, and is in line with UNSCR 1244 and the ICJ Opinion on the Kosovo Declaration of Independence.



” The conference will highlight the importance of education for preparing our youth for a life as democratic citizens in diverse democratic societies and for their personal development.

Collected resources

RECORDINGS OF THE PLENARY SESSIONS:

Thursday morning:

<http://clients.dbee.com/coe/webcast/index.php?id=20140424-1&lang=lang>

Thursday afternoon:

<http://clients.dbee.com/coe/webcast/index.php?id=20140424-3&lang=lang>

Friday morning:

<http://clients.dbee.com/coe/webcast/index.php?id=20140425-1&lang=lang>

PODCAST AND INTERVIEWS :

Marinus Hazekamp: Why we need more male primary school teachers

<http://www.humanrightseurope.org/2014/04/witness-marinus-hazekamp-why-we-need-more-male-primary-school-teachers/>

Josef Huber: A teachers' Manifesto for the 21st century

<http://www.humanrightseurope.org/2013/08/podcast-a-teachers-manifesto-for-the-21st-century/>

Arthur Ivatts: Can the United Kingdom's experience help prevent the mis-education of Roma, Gypsy and Traveller children?

<http://www.humanrightseurope.org/2014/04/witness-3-arthur-ivatts-can-the-united-kingdoms-experience-help-prevent-the-mis-education-of-roma-gypsy-and-traveller-children/>

Jón Torfi Jónasson: Re-thinking Education Policy for the 21st Century

<http://www.youtube.com/watch?v=XtTEutJImVk&feature=youtu.be>

Sabine Rohmann: How globalisation, workless communities and new technology affect teachers

<http://www.humanrightseurope.org/2014/04/witness-3-sabine-rohmann-how-globalisation-workless-communities-and-new-technology-affect-teachers/>

FACEBOOK :

<https://www.facebook.com/pestalozzi2014teacher?ref=hl>

TWITTER:

https://tagboard.com/t2014_coe/search