

Какими компетенциями учитель ВДГ/ОПЧ должен обладать?

What competences do EDC/HRE teachers need?

Семинар 05.06.2015

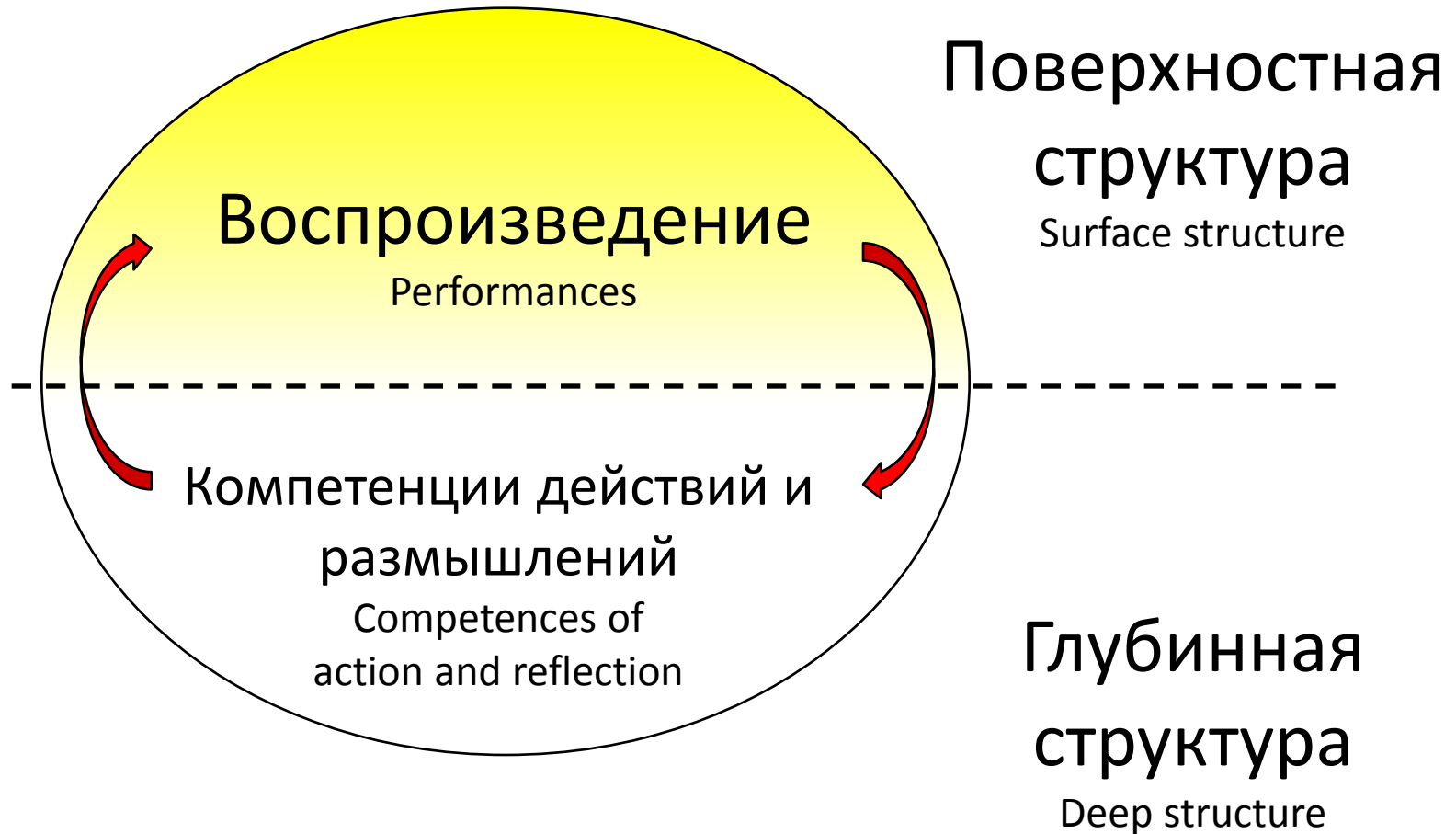
Workshop 05.06.2015

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Компетенции являются НЕВИДИМЫМИ

Competences are invisible



| Lawrence Kohlberg's six stages of moral judgement | Moral reasoning in the case of Milan making a choice |
|---|---|
| Stage I: Preconventional morality | |
| 1. Obedience and punishment orientation | It's bad for Milan to disobey his father. Milan's father bangs the table. |
| 2. Individualism and exchange | What is right for Milan or his father is what meets their self-interests. |
| Stage II: Conventional morality | |
| 3. Good interpersonal relationships | "Good" oder "bad" behaviour by father or son |
| 4. Maintaining the social order | Milan: I can't let my school council down. Father: You can't let your community down. |
| Stage III: Postconventional morality | |
| 5. Social contract and individual rights | Milan: It is my right to obtain the best education possible, and my duty to serve the community of mankind as best I can. |
| 6. Universal principles | What is a fair and reasonable decision that you – not only I – could accept? |

| | Steps | Trainer's performance | Trainer's competences (?) |
|---|--------------------------------------|--|---|
| 1 | Introduction | Explain objective and approach of workshop | Content 1: Planning a workshop Content 2: Support democratic governance |
| 2 | Reading: „Milan ...“ | Chair the activity Get all participants involved from the beginning | Process 2: Method |
| 3 | „Voting with your feet“, discussion | Set task to frame free expression of opinion by participants Chair discussion Improvisation if necessary (method, input) | Process 2: Method Process 3: Empathy in reaction to participants. Encouragement of participants to express themselves Process 4: reflection in action Process 1: Professional code of ethics (non-overwhelming participants) |
| 4 | Task: Writing letter | Set task to frame freedom of thought and reasoning Listen to participants | Process 2: Method |
| 5 | Input: key concept of responsibility | Select aspects of key concept to fit into context of discussion | Process 1: Professional knowledge |

Процесс измерения компетентности ВДГ/ОПЧ учителей

The process dimension of EDC/HRE teachers' competences

1. **Профессиональные знания (пример: демократия и права человека, социальные науки, кодекс профессиональной этики)**
Professional knowledge (e.g. democracy and human rights, social sciences, code of professional ethics)
2. **Компетенция действия и взаимодействия: набор методов преподавания и обучения; разнообразные формы взаимодействия с учениками, в том числе способность к импровизации**
Competence of action and interaction: repertoire of methods of teaching and learning; forms of interaction with students, including the ability to improvise
3. **Компетенция сопереживания и общения; например: возможность поощрять учеников и укрепить их самооценку**
Competence of empathy and communication; e.g. ability to encourage students and to strengthen their self-esteem
4. **Способность самооценки; переосмысление профессиональных действий, мыслей, эмоций**
Ability of self-assessment; reflection of professional performance, thinking and emotions

Содержание измерения компетентности ВДГ/ОПЧ учителей

The content dimension of EDC/HRE teachers' competences

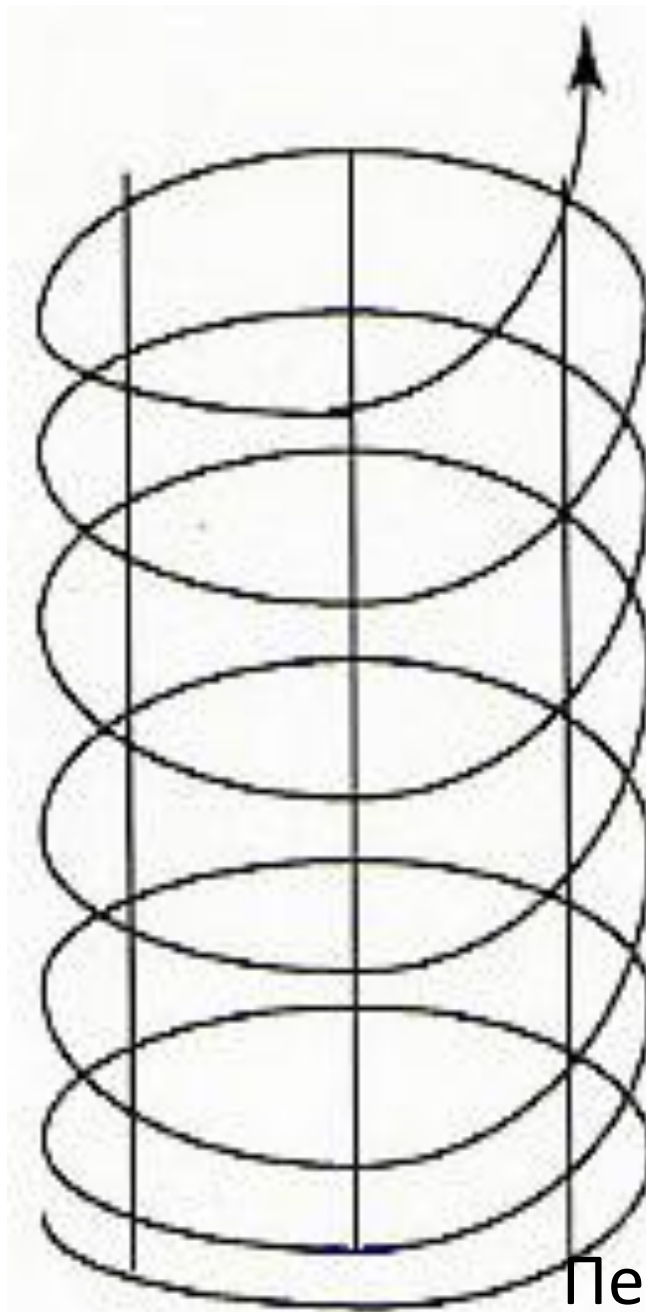
- 1. Компетенция планирования и оценки последовательности в ВГД/ОПЧ**
Competence of planning and evaluating sequences in EDC/HRE
- 2. Демократическое управление в классе (например: участие ученика в планировании урока, объясняя цели и задачи)**
Democratic governance in class (e.g. student participation in lesson planning, explaining the purpose of a task)
- 3. Оценка достижений учащихся и индивидуальная поддержка**
Assessment of students' achievements and individual support
- 4. Талант организации и импровизации в школе**
Talent of organization and improvisation in the school community

Спираль действия и переосмысления (до, во время и после действия)

The spiral of action and reflection (before, during and after action)

Действие

Action



Развитие
компетенций
Competence
development

Переосмысление