



Pestalozzi Programme

Summer School

"Diversity of learners and diversity of teachers: learning together for a better future"

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

Venue: Academy of Bad Wildbad, Bad Wildbad, Germany

Dates: 26 June - 3 July 2016 (arrival 25 June, departure 4 July)

Course book

Final version

14 June 2016

Professional development - Community of Practice – Training

www.coe.int/pestalozzi

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Introduction

“Think globally, act locally”. It is commonplace today that the world has become a global village and that everything is interconnected - economy, environment, resources, and politics. The recent dramatic increase of migration and refugees reflects this in all clarity. However, the current situation in Europe puts our inclusive democratic societies at risk. If the fear of newcomers mixed with populist oversimplification of security concerns gains the upper hand this may well lead to an increase of self-centeredness, closing-in and eventually to more discrimination, prejudice, stigmatisation of certain groups, and thus to increased exclusion and nationalism. This presents a great educational challenge and day-to-day education practice has a significant and key role to play in countering such developments. It is important that the Council of Europe offers practical support for education professionals and schools to help them face this situation. The challenge is one of ensuring the continuation of quality education by doing the right things right so that these risks may become an opportunity for learning and growing together, for a better and more just world, based on justice, human rights and democracy; an opportunity to mobilise the creative and innovative resources of everyone to be able to face the challenges of the 21st century.

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

Common activities throughout the eight days allow participants to work together as a whole group, to learn together and to exchange ideas and experiences. A public round table debate offers the opportunity to address and reflect on important educational issues and to interact with a wider audience. The issue the Round Table will address this year is ***“Education for... democracy? Schools as laboratories of democracy.”***

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

Pestalozzi Programme Summer School 2016 under the title ***“Diversity of learners and diversity of teachers – learning together for a better future”*** will focus on how to live and learn together in diversity for the best of all in a more just and democratic society based on the respect for human rights and human dignity. The Summer School will consider the implications this has on the day to day practice of education. It will offer practical experiences and mindful reflections on how teachers can best make use of the diversity present in their classrooms. It will address amongst others the following central aspects:

- Diversity as an opportunity for all – inclusive schools for inclusive societies
- What do you bring with you? How to get involved
- Learning and growing together
- Understanding diversity and participating in social, cultural, political and educational life
- Diversity as an opportunity for putting the learners at the center and understanding the positive relations between “community-school-teachers-learners”

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

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

- raise awareness for the key importance of understanding diversity as an opportunity rather than a problem within their professional context (school heads, colleagues, parents, learners)
- understand the crucial role that pedagogy and the relationship between teacher and learner play for an inclusive school and the success of learning together in diversity
- contribute in their teaching practice to the development of the transversal attitudes, skills and knowledge necessary for living in diverse and democratic societies
- understand the intricate relationship between community-school-teachers-learners
- take action to promote an appropriate teaching practice in their context

The participants will also join the Community of Practice of the Pestalozzi Programme, a network of education professionals equipped to continue the training on an international, national, regional and local level with a shared view of the competences which need to be developed and of the appropriate methodology of training and teaching.

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

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

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

Supporting programme

Informal get together

On Saturday evening – 25 June 2016 – after dinner, there will be the opportunity to meet each other in an informal setting. From 19:00 onwards the main meeting room (B 153 on the first floor) will be open and arranged for an evening of first contacts and informal conversations. Also those who do not arrive in time for the start are welcome to join us there at any time later.

Welcome and introduction and housekeeping

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

Key note

At 9:00 on Sunday – 26 June 2016 – Glynn Arthur Kirkham will offer a keynote on the main theme of the Summer School, focusing on the importance of diversity in education.

Official welcome

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

Opening and closing party

The main meeting room and the adjacent social space will also be the venue for the opening and the closing party. On Sunday evening – 26 June 2016 – after a long day of work, please bring along your good mood and whatever else you wish to share to room B 153. The same goes for the closing Party on the following Sunday. Music instruments and hifi equipment will be available as well as some beverages to quench our thirst.

Cultural and sports programme

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

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

Common activities

1. Open space



Pascale MOMPOINT- GAILLARD

| | |
|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 90 |
| <i>Duration</i> | 6 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Taking responsibility for one's learning process• Sharing of concerns and better mutual understanding• Presenting and discussing issues which are of great importance to oneself |
| <i>Brief description</i> | "Be prepared to be surprised!" Open Space is a chance for everyone who has a passion for a topic and is willing to take responsibility for a discussion, to start a discussion. Furthermore, everyone will be able to attend any of the discussions taking place in the Open Space. At the end of the session you will have experienced several discussions and many important topics will have been covered. |

2. Base groups



Pascale MOMPOINT- GAILLARD

| | |
|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 70 |
| <i>Duration</i> | 6 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Identify personal learning goals and research one's own practice by examining our values the way we live them• Develop own and support others' development of transversal attitudes skills and knowledge• Learn and develop with kind, critical friends |
| <i>Brief description</i> | <p>In Base Groups (BG), participants learn together and become familiar with applying the different principles of inclusive and cooperative learning. Almost every day, participants will meet in groups of 3 to discuss what they have learned during the day and support each member's individual learning goals. The group's discussions will support an action research project that will be presented at the end of the summer school.</p> |

3. Round table debate



Josef Huber & Claudia Steinkopf

| | |
|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | all |
| <i>Duration</i> | Approximately 2 hours |
| <i>Topic title and main idea</i> | The topic of this year's Round table debate is "Education for ... democracy? Schools as laboratories of democracy." Its main focus is on the purpose(s) of education and it aims to investigate whether the purpose is to educate for democracy at all. We will have two speakers and one moderator with the audience taking an active part in the debate. |
| <i>Brief description</i> | The purposes of education can be interpreted differently; some think that the transmission of knowledge is the main purpose of education, some think that this knowledge is organised in academic disciplines and/or school subjects (geography, mathematics, physics, music, sport, history, English, etc., etc.), some think that there is a core of static knowledge that needs to be transmitted as a basis, yet there are others that think knowledge needs to be rediscovered and that skills are also important together with attitudes and values. And if some say that school's purpose is to be a laboratory of democracy then this has implications on what should happen in schools with regarding to teaching. |

4. Soap boxes



Josef HUBER

| | |
|---------------------------------------|--|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 90 |
| <i>Duration</i> | 3 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Get to know and reflect on issues participants feel strongly about• Express ideas in a concise and convincing manner |
| <i>Brief description</i> | Participants and facilitators have the opportunity to present a topic, which is important for them in a concise and convincing manner. A list of speaking slots will be circulated and people enter their names and topics. They have 5 minutes to present their thoughts on the topic and to share their enthusiasm for it. After three talks the audience will have the opportunity to briefly react through questions for clarifications and brief comments. The Soap Boxes are recorded for sharing after the Summer School. |

5. Socratic walks



Josef HUBER

| | |
|---------------------------------------|--|
| <i>Working Language</i> | Any |
| <i>Maximum number of participants</i> | all participants |
| <i>Duration</i> | 3 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Experience the benefits of different styles• of exploration of an issue while walking in nature.• Talk and think about a given topic to a greater extent than might be possible during courses. |
| <i>Brief description</i> | <p>Groups of 4-5 participants will gather around a person acting as “Socrates” to explore a particular issue (s)he proposes. Different walks, topics, and routes will be proposed, in the city, the forest, the park, etc. The walk and talk will last the whole morning.</p> <p>At the end of the walk, each group will summarise the outcome of the Socratic conversation(s) on a piece of A4 paper for display.</p> |

6. Evaluation



Pascale MOMPOINT- GAILLARD

| | |
|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 70 |
| <i>Duration</i> | 3 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Be able to interrelate the different courses and gain perspective of the summer school as a whole.• Share our evaluation of the summer school and what learning took place for us• Presentation of action research reports |
| <i>Brief description</i> | During this session we will bring it all together, go back to the courses and the research projects of the summer school and focus on our progress with regard to our values, and transversal attitudes, skills and knowledge for making a difference through the pedagogy we practice. Activities will also be geared towards evaluation and feedback on the overall summer school programme and its implementation in each of our personal and professional contexts. |

Long courses

There are six long courses of nine hours duration on offer. You are asked to select TWO.

1. Are "we merely people among people?" - The intersections of identity in diversity



Elsa ESCOBAR

| | |
|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 20 |
| <i>Duration</i> | 6 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Engage in a process of self-awareness and self-reflection• Analyse and understand the concepts of identity and diversity• Experience teaching-learning situations in order to acquire knowledge, teaching skills and strategies to address the question of identity in diversity. |
| <i>Brief description</i> | In this course, we will address and challenge the concepts of identity and diversity as well as the way they intermingle. This course offers insights, tools and resources which aim at helping participants achieve the expected results by engaging in drama activities, games, cooperative tasks and reflection/discussion time. |

2.Equity, Education and ...Me



Anna-Maria PANAGIOTIDOU

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|---------------------------------------|--|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 20 |
| <i>Duration</i> | 9 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Participants will develop awareness of their beliefs and privileges relatively to the societal and political context they are living.• Participants will build understanding on how power varies depending on several factors as culture, perspective, context, beliefs.• Participants will develop acceptance on the fact that an educator's actions reflect one's values more authentically than words and thus understand the necessity of acting for equity in their school context. |
| <i>Brief description</i> | Social, economic and political conditions are strongly mirrored in our classrooms and schools, influencing students' growth and the behaviour of teachers. Participants of this course examine their views, beliefs and biases regarding social justice, develop their understanding of how these influence educational practice in particular the issue of power relations in their classrooms. They will explore ways of making their classrooms into spaces where cooperation, fairness and justice can be experienced. |

3. Whole-school approach to diversity and inclusion



Gerrit MARIS

| | |
|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 25 |
| <i>Duration</i> | 9 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Participants get familiar with a whole-school approach of children's rights education -about (content), through (method) and for (aim) - as an effective framework to promote diversity and realize inclusion.• Participants learn to apply specific tools and activities of this whole-school approach on their own professional context.• Participants develop a vision of schools as micro-societies, laboratories with the potential of realizing a change towards a universal society, in line with the full realization of every child's human rights, everywhere, now and in the future. |
| <i>Brief description</i> | <p>Meet 'Child Rights@School': a comprehensive process empowering (every member of) the school community through children's rights education. The goal: Foster a sustainable children's rights culture at school, by creating a self-steering mechanism within. With the CRC as central point of reference any school or institution (primary, secondary ... education) can define the goals to its own educational learning trajectory, made to measures and guided by coaching. Participants will discover whole-school approach through interactive, exploring, experiential and cooperative</p> |

tools and activities designed in practice, and by applying them on their own professional context. Within this process, we will focus specifically on diversity and inclusion through the principles of non-discrimination and participation, underlying the provisions of the CRC.

4. Dialogue vs Dualogue



Cinzia BILLA

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|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 25 |
| <i>Duration</i> | 9 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Promote/Improve the awareness of authentic versus strategic dialogue/dualogue revealing a position towards diversity• Survey controversial dialogical situations in educational contexts to recognise features helping authentic dialogue and elements corrupting• Develop dialogical skills to face controversial issues and practice intercultural dialogue |
| <i>Brief description</i> | This session will step from observing and comparing our ordinary dialogical experiences and habits so to survey and analyse them critically through action research in terms of issues for educational contexts with a particular focus on controversy and interculturality. The aim is to recognise and practice what helps dialogue, to avoid what corrupts it or gives room to dualogue, so to get more aware and able to practice authentic dialogue. |

5. Normal, different, strange? Understanding intercultural interactions.



Eva VITKOVA

| | |
|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | |
| <i>Duration</i> | 9 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Participants will gain a deeper understanding of themselves as a cultural being• Participants will improve their intercultural communication skills• Participants will explore approaches and techniques to improve the quality of intercultural interactions in the school context |
| <i>Brief description</i> | <p>How often do we jump to judgment and quick conclusions in situations when someone does something unusual or strange? Or when we encounter something that is not “normal” from our point of view? Starting with personal awareness exercises and reflection, we will explore ways how to become a more mindful communicator, how to withdraw judgment and bridge our differences. We will explore various aspects of living, being, feeling and acting in an intercultural setting with the main goal to improve our ability to deal with diversity of our learners and colleagues.</p> |

6. Teachers Have The Power!



Milos JERICIC

| | |
|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 25 |
| <i>Duration</i> | 9 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Rethink teacher's role in society and feel the power for change in order to encourage themselves to take an active role in society.• Understand necessity of changing society and understand diversity as humanistic duty and opportunity for change.• Experience action research as valuable tool for visibility and dissemination of change. |
| <i>Brief description</i> | Participants will explore different structures and types of power in order to find their personal and professional capacity to for active role in society. They will also reflect on their experience in creating social and spiritual environment for education. This course is an opportunity to find out hidden base of power for creating values, rules and identities. Whole program will be followed by action research which would enable participants to reflect on their work and create a clear view about reached goals. |

Short courses

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

Interactions in Education



Milos JERICIC

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|---------------------------------------|--|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 25 |
| <i>Duration</i> | 3 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Improve awareness about different types of interactions in education.• Improve skills for different types of interactions in and outside school.• Rethink attitudes about importance of all kinds of interactions with all diversities included for safe and supportive learning. |
| <i>Brief description</i> | Purpose of this course is to explore all types of interactions in education between all parties involved. This will be the way to understand whole picture of school with its actual life and actual contexts. Participants will explore interactions and reflect on their exploration. This exploration will enable participants to use different strategies for interaction to promote convivencia in inclusive classroom. |

Different Children-Equal Opportunities



Vivian CHIONA

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|---------------------------------------|--|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 35-40 |
| <i>Duration</i> | 3 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Raise awareness about inclusive education• Identify key elements for inclusive teaching• share good practice |
| <i>Brief description</i> | <p>This session is all about inclusion and differentiation in schools: What is inclusion and how it can be integral part of your school? What are the key components of inclusive teaching? How can we best support students with additional educational needs? Let's share good practice!</p> |

Assessment for Equity



Cinzia BILLA

| | |
|---------------------------------------|--|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 25 |
| <i>Duration</i> | 3 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Share assessment styles and practices about who/what/why/how/when assess and features promoting equity• hypothesize, work out and build a common assessment framework for educational equity |
| <i>Brief description</i> | Participants will collect and share data about different assessment systems, practice and styles and issues coming out from different experiences concerning special needs and equity. A lab setting work will lead to a shared assessment framework for educational equity. |

Socratic questioning



Milos JERICIC

| | |
|---------------------------------------|--|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 25 |
| <i>Duration</i> | 3 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Experience Socratic dialogue as it is presented in Plato's works• Develop basic skills for leading Socratic dialogue as an inclusive tool for critical thinking.• Improve awareness about own unconscious biases, emotions, stereotypes and other obstacles for self-reflection. |
| <i>Brief description</i> | Participants will take part in Socratic dialogue in order to experience and evaluate this approach for critical and self-reflective developing of ideas in dialogue. They will also have an opportunity to practice Socratic dialogue using its basic principles. |

O: The power of circle



Eva VITKOVA

| | |
|---------------------------------------|--|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | |
| <i>Duration</i> | 3 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Participants will experience listening and speaking from the heart• Participants will learn about different methods how to use circle as a tool for open communication in groups• Participants will identify ways how they can use circle in their (teaching) practice |
| <i>Brief description</i> | Meeting in circles (council) is an ancient form of communication and interaction in groups that builds positive relationships and gives equal opportunity for everyone to listen and to be heard. Circles can serve as a safe space that neutralizes hierarchical dynamics and brings diverse perspectives together. In this course, participants will first experience the “Way of Council” and the power of listening and speaking from the heart themselves and then explore various ways how circles can enrich their own life and learning and teaching environments. |

Trauma and crisis management



Vivian CHIONA

| | |
|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 35-40 |
| <i>Duration</i> | 3 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Basic knowledge about crisis management• Learn coping tools• Deal with students who have had traumatic experiences |
| <i>Brief description</i> | Trauma interferes with school performance and attention. How can we best support our students who have been through traumatic experiences? This session will give you an introduction to crisis management and the necessary coping tools to use in a crisis situation. |

2. R.E.S.P.E.C.T. 2.0



Elsa ESCOBAR

| | |
|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | |
| <i>Duration</i> | 3 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Identify the potential offered by the Web 2.0 for a responsive education• Identify the competencies of a respectful 2.0 citizen• Develop / Improve skills to address online behaviour with the students |
| <i>Brief description</i> | This course will focus on ways to address and promote respect in the online space. We will exploit the possibilities provided by Web 2.0, analyse students' habits when it comes to use it, and identify both the cognitive and the social competencies that are necessary to be a respectful 2.0 |

Managing conflict



Cinzia BILLA

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|---------------------------------------|--|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 25 |
| <i>Duration</i> | 3 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Discover the opportunity conflict may be in today's educational contexts• Recognise conflict dynamics and go through it to know and accept diversity and change |
| <i>Brief description</i> | Participants will survey and dive into conflict situations to experiment the opportunity conflict may be to meet, know, taste and accept diversity |

Exploring, understanding, expressing diversity - imagination



Gerrit MARIS

| | |
|---------------------------------------|--|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 20 |
| <i>Duration</i> | 3 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Explore the inner self and diversity within, by use of imagination techniques.• Get basic knowledge about the imagination process in human psyche and how to use it.• Come to deeper understanding of a personally desired quality regarding diversity, and transfer this into concrete professional action. |
| <i>Brief description</i> | <p>In order to understand diversity in others, we'd better understand diversity within ourselves. In this course you are invited to go for an exploration of your inner self and (unknown) diversity within, by use of softly guided imagination techniques. Entering subconscious fields, you might discover new insights and come to a deeper understanding of diversity and of yourselves (and others). You can choose a personal desired quality to develop, explore this and express it. Finally you'll transfer your findings into concrete actions in daily professional/personal life.</p> |

www.WhereIsRespectHere?



Anna-Maria PANAGIOTIDOU

| | |
|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 20 |
| <i>Duration</i> | 3 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Participants will develop a common understanding of the issue of respect.• Participants will understand the importance of respect in online environments.• Participants will understand the multiplying, domino-acting nature of respect in the online environments. |
| <i>Brief description</i> | This course deals with the diversity of our understandings of the issue “respect” and brings reflection on what is to be thought as online behavior in respect. Through individual work and co-operation in groups participants will explore the issue of respect in different perspectives and environments, study and question online behaviors out of examples from the virtual world. |

Do you speak "my" language?



Elsa ESCOBAR

| | |
|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 20 |
| <i>Duration</i> | 3 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Promote a better understanding of the role of language(s) in teaching/learning• Improve awareness of the language(s) teachers use when teaching• Rethink the use of language(s) |
| <i>Brief description</i> | The course offers insights on the role of language(s) – verbal and nonverbal – in the topic area of “Diversity”. The course will address concepts and issues such as language awareness, native language, foreign language, multilingualism, socio-cultural diversity and languages, body language and culture, ways of overcoming language barriers, and language as an important tool for successful intercultural communication. |

Values through storytelling



Vivian CHIONA

| | |
|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 25 |
| <i>Duration</i> | 3 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Introduce and reflect on the concept of values• Be able to see things from multiple perspectives |
| <i>Brief description</i> | <p>Discussing about a sad love story: Who's the worst, who's the best?</p> <p>It is useful when introducing the otherwise abstract concept of values to people, since it very clearly puts participants in a situation where they have to apply values in order to make a ranking. In this session, you will be introduced to the concept of values and diversity, reflect on them; you will also learn how to see things from multiples perspectives and be in someone else's shoes.</p> |

Extremism and Radicalization knocking on classroom doors



Anna-Maria PANAGIOTIDOU

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|---------------------------------------|--|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 20 |
| <i>Duration</i> | 3 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Participants will recognise the importance of handling controversial issues being aware of the associated risks, state of doubt and uncertainty.• Participants will understand the factors that make an issue controversial, as well as the influence of one's personal belief system.• Participants will develop awareness on the influence their emotions may have in a professional approach of a controversial issue. |
| <i>Brief description</i> | Current societal and political events are bringing into our lives and classroom strong controversial issues. Teachers are faced with the challenge of tackling prevention of extremism and violent radicalization. Learning how to engage in dialogue with people whose values and discourse are different from one's own is central to the democratic culture and nurturing the respect for human rights. Through vivid activities, participants will explore where they stand regarding these controversial issues, explore its emotional dimension, and determine personal steps towards tackling them in their teaching. |

Care for the carers



Vivian CHIONA

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|---------------------------------------|--|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 35-40 |
| <i>Duration</i> | 3 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Learning ways to prevent burnout• Be aware of their own needs |
| <i>Brief description</i> | When working in a school environment, it is easy to let the carer in us take over and to neglect our own needs or even in some cases to forget our professional boundaries. This session is all about the importance of looking after yourself and also talk about ways of preventing a burnout. |

Me, the global citizen?



Eva VITKOVA

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|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | |
| <i>Duration</i> | 1,5 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Participants will critically reflect about the concept of global citizenship• Participants will debate their personal perspectives on what does it mean to be a global citizen |
| <i>Brief description</i> | Global citizenship is one of the trending concepts in today's world, promoted by various actors from multinational corporations to UNESCO. But what does it mean exactly? And where does it come from? Does it really exist? By using different non-formal educational methods, we will deconstruct the concept of global citizenship, reflect about our personal perceptions of it and debate it's meaning in the educational context. |

Exploring diversity with images



Gerrit MARIS

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|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 20 |
| <i>Duration</i> | 1,5 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Experience creative ways of using images and pictures in educational context• Learn to use images to explore, express and understand diversity. |
| <i>Brief description</i> | In this session you'll meet the universal language and the symbolic power of images and pictures. We'll experience diverse creative ways of using them in an educational context, since they are great tools to express, explore and understand diversity for all ages. |

Competences for a democratic culture (CDC): a framework of reference for values, attitudes, skills and critical understanding



Pascale MOMPOINT- GAILLARD

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|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 20 |
| <i>Duration</i> | 1,5 hours |
| <i>Expected results</i> | <ul style="list-style-type: none"> • Develop an understanding of the framework and model for building competences for a democratic culture • Pilot descriptors of competences for a democratic culture • Advise on how to adapt the framework to specific learning (educational) contexts |
| <i>Brief description</i> | <p>"We do not all necessarily need to leave school or university with qualifications in biology, history or journalism, but we all need democratic and intercultural competences; that is, the values, attitudes, skills, knowledge and critical understanding that enable us to participate effectively in today's diverse democracies."* This course will guide participants in developing an understanding of a ground-breaking tool: an objective system to define and measure democratic competences such as responsibility, tolerance, conflict resolution, listening skills, linguistic and communication skills, critical thinking, empathy and openness. *Snežana Samardžić-Marković</p> |

Exploring, understanding, expressing diversity - voice



Gerrit MARIS

| | |
|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 20 |
| <i>Duration</i> | 1,5 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Experience activities with human voice in order to bring the authentic natural sound to expression.• Create one group sound with the diversity of voices in a group.• Experiment with the healing power of voice/sound and reflect on the use of the power of our voice as a teacher. |
| <i>Brief description</i> | <p>In this session we'll experience a variety of fun activities to explore and play around with our human voice and to get rid of the 'shut ups' that somehow got stuck in our personal system. It's all about our authentic natural sound, the expression of who we really are. This sound even has healing power. We'll experience the diversity of our voices and the magic of creating one group sound together. No singing skills or musical knowledge required. All these activities can be easily adapted to school contexts for all ages and all cultures, since we only use the universal language of sound.</p> |

Philosophy with Children - Philosophy for All



Milos JERICIC

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|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 25 |
| <i>Duration</i> | 1,5 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Improve skills for promoting student's development of creative, critical and caring thinking.• Participate and create community of inquiry in the classroom as environment which benefits from diversity.• Understand and practice basic thinking skills. |
| <i>Brief description</i> | This session will demonstrate basic model for philosophy with children approach. Participants will create community of inquiry and engage in simple ethics debate. All steps will be followed with reflection and possibility of using this method in the classroom in order to promote diversity as opportunity. |

Having fun with diversity



Eva VITKOVA

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|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | |
| <i>Duration</i> | 1,5 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Participants will experience how learning and fun can go hand in hand• Participants will learn about ways how to work with diversity in a dynamic yet sensitive way. |
| <i>Brief description</i> | In this short session participants will get the chance to take part in a number of activities that use diversity of the group as a starting point for learning. How can we explore diversity and it's richness in a way that is authentic and non-stereotypical? How can we learn about and from each other while having fun? Disclaimer: get ready to laugh! |

Shifting perspectives



Gerrit MARIS

| | |
|---------------------------------------|--|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 20 |
| <i>Duration</i> | 1,5 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Experience the impact of multi-perspectivity on the interpretation of a situation.• Get familiar with a perspective exercise as a tool for raising empathy. |
| <i>Brief description</i> | <p>In this session we'll focus on multiperspectivity, an important aspect in intercultural education. How we look at the world, defines this world. Change your perspective on a situation and you might come to a completely different interpretation. We'll experience an eye-opening activity that can be transferred to a class context as an effective tool in dealing with conflicts and raising empathy. In addition to that, we will use our creativity to surprise each other with original viewpoints.</p> |

"The need is the reason for giving birth to technology"



Anna-Maria PANAGIOTIDOU

| | |
|---------------------------------------|--|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 20 |
| <i>Duration</i> | 1,5 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Participants will develop skills in mapping the needs of a school community in a whole school approach.• Participants will get acquainted with software tools and the possible ways these can be beneficial in a whole school approach.• Participants will understand the importance of an educational actor having the disposition to be open-minded and curious. |
| <i>Brief description</i> | In a whole school approach, participants “become” students, teachers, parents or external collaborators of a school. They map needs of all educational actors, bring in technology where needed and end up with rubrics for an ICT manifesto to rule the school technology. |

Literature for Humanity



Elsa ESCOBAR

| | |
|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 20 |
| <i>Duration</i> | 1,5 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Understand the importance of literature as a means to promote a more inclusive vision of humanity• Reflect on own experience and share thoughts, feelings and emotions of literary texts |
| <i>Brief description</i> | <p>“That is part of the beauty of all literature. You discover that your longings are universal longings, that you're not lonely and isolated from anyone. You belong.” (F. Scott Fitzgerald). Starting from philosophical and political conceptions of what it means to be “human” (human rights, the citizen, personhood), we will analyse how these might be revised and extended through literary texts. This course will focus on literature as a means to promote a more inclusive vision of humanity which is oriented towards a union across differences.</p> |

How can teachers welcome refugees in their classroom?



Pascale MOMPOINT- GAILLARD & Anna-Maria PANAGIOTIDOU

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|---------------------------------------|--|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 16 |
| <i>Duration</i> | 1,5 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Get acquainted with a tool to help teachers welcome refugees and migrants children and youth in their classrooms• Devise ways of doing things that will allow for the whole community to benefit from its diversity• Develop a positive outlook on the situation and capacity to learn from challenges |
| <i>Brief description</i> | <p>Migrants and refugees have made their way to Europe in 2015, to seek help and relief from wars and poverty. Amidst the gift and risk this may represent, there is a great challenge to day-to-day educational practice. Teachers have a significant and key role to play in providing opportunities for the strengthening of democracy and fostering a culture of human rights. In this course, we get acquainted with a valuable resource for education professionals, to look at, to read in and get inspired by, now more than ever, to meet this humanitarian crisis. How can we enhance mutual respect and benefit from the encounter? What are your experiences? Let's learn about it together!</p> |

Music for Humanity



Elsa ESCOBAR

| | |
|---------------------------------------|--|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 20 |
| <i>Duration</i> | 1,5 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Understand the importance of music as a means to promote a more inclusive vision of humanity• Reflect on one's own experience and share thoughts, feelings and emotions of music |
| <i>Brief description</i> | Drawing on music – an eloquent and universal language – participants will develop a relationship between the “I” and the “Other”. They will exchange their personal experiences with music and focus on the importance of music as a way of both giving voice to individuals and creating an inclusive atmosphere for people from diverse backgrounds (social, economic, cultural, linguistic...), as a means of communication which sensitizes people facing hard times, and as a source of knowledge which allows people to construct their reality. |

Art for Humanity Visual Art



Cinzia BILLA

| | |
|---------------------------------------|---|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | 25 |
| <i>Duration</i> | 1,5 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Enjoy visual Art as a gate for Beauty of Otherness/Diversity and Creativity• Experiment Visual Art through Other's eyes: the broadening of Beauty resounding through Diversity |
| <i>Brief description</i> | Get ready to experiment pleasure, wonder, curiosity, creativity and positive emotions and attitudes opening our being to diversity through beauty offered by Visual Art |

The 6 questions tool (optional course)



Gerrit MARIS

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|---------------------------------------|--|
| <i>Working Language</i> | EN |
| <i>Maximum number of participants</i> | |
| <i>Duration</i> | 1,5 hours |
| <i>Expected results</i> | <ul style="list-style-type: none">• Get familiar with a Child Rights Education-mind mapping tool to deepen and enrich the preparation of any theme or project in a class or school context.• Apply this tool and it's guiding questions on a personally chosen theme or project.• Work cooperatively on chosen themes and share final outcomes. |
| <i>Brief description</i> | <p>Any theme or project that you work out for a class or school, can be linked to child rights education. Learn to apply a practical tool to deepen and enrich any educational theme/project with children's rights, values, participation, expressing and sharing experiences (intercultural learning), universality, action and engagement. In this session you are invited to bring along your own theme or project that you'd like to prepare for the next school year. Guiding questions and cooperative work will inspire you to create ready-to-use 'material' for your students. Back home you'll be able to put on these 'CRE-glasses' over and over again.</p> |

Practical information

VENUE

The Summer School will take place at the In-Service Teacher Training Academy of Bad Wildbad in Germany. The postal address and contact details of the Academy are as follows:

Landesakademie für Fortbildung und Personalentwicklung an Schulen
Baetznerstrasse 92, 75323 BAD WILDBAD, GERMANY
Telephone-Reception: + 49 (0) 7081 9259 0
Ms Claudia STEINKOPF + 49 7081 9259 215
E-mail : Claudia.Steinkopf@aka-wb.kv.bwl.de
Fax : + 49 (0) 7081 9259-10

Website: <http://lehrerfortbildung-bw.de/lak/wb/>

DATES OF THE SUMMER SCHOOL

The Summer School will last from 8:30 on Sunday 26 June 2016 till 6pm on Sunday 3 July 2016.

ARRIVAL AND DEPARTURE DATES AND TIMES

Participants should arrive on Saturday 25 June before 7pm (dinner is at 6 pm). Departure is scheduled on Monday 4 July after breakfast.

TRAVEL ARRANGEMENTS

GETTING TO BAD WILDBAD:

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

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

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

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

GETTING TO THE ACADEMY:

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

ACCOMMODATION

1)Arrival on Saturday and departure on Sunday / Monday

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

2)Arrival before Saturday and departure after Monday

Should you arrive before Saturday 25 June, or leave after Monday 4 July, you will have to book a hotel room yourself. We recommend the following hotel in Bad Wildbad:

BERGFRIEDEN HOTEL, Baetznerstrasse 78, 75323 Bad Wildbad

Tel: +49-7081-17040; Fax: +49-7081-170416;

Email: Empfang@HotelBergfrieden.de;

Website: www.HotelBergfrieden.de.

The room is 45€/night (without breakfast). Special price for the hosts of the Academy of Bad Wildbad: at the reception, you should indicate that you are participating in an event organised at the Academy in order to benefit from this special price! Bergfrieden Hotel is on the corner, between the Vital Therme and the Academy. Please note the Reception closes at 11pm.

VISA

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

INSURANCE

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

PROCEDURE FOR TRAVEL REIMBURSEMENT

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

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

If you do not have all documentation with you at the Summer School, you have the opportunity to send it by post to The Pestalozzi Programme by 26 July 2015 at the latest. After this date your reimbursement cannot be guaranteed.

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

WORKING LANGUAGES

The Summer School will be held in English. Courses may be offered in other languages as well.

PARTICIPATION

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

WELCOME PARTY

A welcome party is planned for Sunday evening. The purpose of this activity is for everyone to become better acquainted with the diversity of our group. Each participant is warmly invited to contribute to this party by bringing something small from their country (e.g., biscuits, chocolates, drinks, souvenirs, etc.).

MISCELLANEOUS INFORMATION

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

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

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

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

PLEASE BRING:

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



**WELCOME TO THE
PESTALOZZI PROGRAMME
SUMMER SCHOOL!**