Pestalozzi

Strengthening education for democracy (STED)
A T-cher 4 all

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A T-cher 4 all

Brief description

One of the problems that any educational system had to struggle with is the unfair treatment of students because of teacher's prejudices and stereotypes. This may create a fractured group of students and generate frustration within them, affecting their personal growth and more over of their families. Leaving this issue unresolved can generate social exclusion and auto-exclusion and future segregation.

"A T-cher 4 all" will be focused on promoting empathy, equality, fighting against discrimination and offering respect for students, no matter what ethnic group, religious confession or background they belong to or what level of academic performance they show.

This is the context that generates the need for this training unit which is meant to offer the possibility of an experiential journey for teachers as learners. Using different activities, teachers will have the possibility to experience discrimination; after that we will have the possibility to reflect on our teaching process, to know much more about ourselves, teachers.

Expected outcomes

Participants will:

- ✓ Reflect on the feelings of a discriminated person;
- ✓ Develop tolerance regarding different types of students' personalities;
- ✓ Practice solving different unexpected situations during the educational process;
- ✓ Discuss how to promote empathy and equity among participants.

Activities

	Duration	Methods used
Activity 1: The target	65 minutes	✓ Individual work ✓ Plenary discussion
Activity 2: Accept	110 minutes	✓ Group work (creating a poster) ✓ Plenary discussion
Activity 3: Step by step	80 minutes	✓ Individual work ✓ Group work ✓ Plenary discussion
Activity 4: Evaluation	40 minutes	✓ Individual work ✓ Group discussion

Background and context

The workshop will try to answer Aidan Clifford's question addressed in the 2nd Plenary session of *"Hearing on assessment"* meeting: "*Are we assuming the teachers are ready for the CDC (Competences for a Democratic Culture)?*" Actually in the Romanian system of education this is a taboo question, and it is very difficult to find real statistics about it. Discussions with disappointed parents or students revealed incidents of bullying by teachers against students.

The training unit was piloted in March 2017 in Romania in-training for Primary, Secondary and Upper Secondary teachers. As I had expected, most of them thought they were teaching in a democratic way most of the time, but by the end of the training their opinion changed. Participants admitted teachers have stereotypes, sometimes behave discriminatively, and do not always create a democratic culture in their day to day life.

In our system of education today, bullying is present and according to teachers, it is a problem only inside students' groups. I think it is time for us as, teachers, to reflect and to see if we are part of the bullying process, and at the same time, an obstacle for implementation of CDC.

Tips for trainers: activities are related to the values of the participants, that's why you have to be very clear from the beginning, and to explain that these activities are proposed in order to find some qualities and skills inside so that teachers can overcome professional and personal challenges.

Activity 1: The target

Duration: 65 min

Expected outcome
       ✓ To develop knowledge and critical understanding of the self;
       ✓ To develop skills of listening and observing;

Methods/ techniques used
✓ Individual work
✓ Plenary discussion

Resources
    ✓ Appendix 1
    ✓ A target (like the one used by archers) will be drawn on a flip-chart paper/ you can print one on a A3 paper from http://files.homeless-eng.webnode.com/200000041-696836a627/full_circle_target.png (appendix 2)
    ✓ Set of 6 sticky arrows of 6 different colours for every participant (it can be post-its of a form of arrow, or even simple sticky paper dots).
    ✓ Two post-its per participant (preferably of different colours).

Practical arrangements
    ✓ Prepare a room with chairs placed in a circle.

Procedure

Step 1 (15 min)
    ✓ Facilitator presents himself/herself and invites participants to present themselves by saying their name and one of their advantages as a teacher.

Step 2 (10 min)
    ✓ Facilitator will stick the target on the wall.
    ✓ Each participant will receive 6 sticky "arrows".
    ✓ The facilitator will ask the participants to write their name (or first letters of their name and surname) on each arrow.
    ✓ The facilitator will read six sentences, one by one (appendix 1), and each participant will have to stick the arrow on the target table after every sentence.
    ✓ The arrows may be placed anywhere on the target table from 1 (I am in total opposition to the statement) to 10 ("this statement fully represents myself).
    ✓ Every set has to have 6 different colours. Ask participants to stick arrows of one

colour (red, for instance) for first sentence, next colour for next sentence, etc. This way it will be easier for you as a facilitator and for the group to see the clear "map" of the group.

Step 3 (10 min)
- ✓ Each participant will receive one post it.
- ✓ The facilitator will ask each participant to write their opinion about the target table and arrow positions. Post-its will be placed on a wall of the room and will stay there till the start of the evaluation activity.

Step 4 - Debriefing (30 min)

Step 1 (20 min)
Debrief in plenary:
1. If some arrows are placed in special places, such as the centre or outside the target table, you may ask the participant who stuck it if they want to explain why the arrow is there, but only if they want to tell don't push them to answer.
2. What statement has the highest score? Why?
3. What statement has the lowest one? Why?
4. What can we say about our group only by seeing this target table? Would you asses our group as democratic? Why?

Step 2 (10 min)
- ✓ Each participant will receive one post it.
- ✓ The facilitator will ask each participant to write their answer to the question "After seeing the table what can you say about the activity today in our group? And Why?" on the post-it.
- ✓ Post-its will be placed on a wall of the room and will stay there till the start of the evaluation activity.

Tips for trainers

- ✓ Because the statements are wide, some participants will try to present a long story about their experience. It's better to conduct the discussion to have a precise answer using questions about specific facts from the participants who have the floor. Maybe you may offer a time limit to present the answer like 30 seconds.

- ✓ All the answers of the group are good, try to avoid judgements (not only negative comments, also positive). Stay neutral. "I see" "let's go further" "I understand" etc. or smile no matter what answers are given.

Activity 2: Accept

Duration: 110 min

Expected outcome
- ✓ To reflect on feelings of discriminated people
- ✓ To develop tolerance regarding students, to develop competences of valuing democracy, justice, fairness, equality and the rule of law

Methods/ techniques used
- ✓ Group work (creating a poster)
- ✓ Plenary discussion

Resources
- ✓ A few scissors
- ✓ Glue sticks (one per group),
- ✓ Flip-chart paper (one per group)
- ✓ Magazines, newspapers
- ✓ Markers (one set per group of black, blue, green, red colours).

Practical arrangements
- ✓ Prepare tables to work in groups.

Procedure

Step 1 (10 min)
- ✓ The facilitator will ask participants to create a row according to the colour of their t-shirts/ blouses, from the darkest one to the light one.
- ✓ The row will be divided in groups of 3 by the facilitator splitting the row created earlier.
- ✓ The facilitator will give a role to every participant in micro-group:
  - ▪ The Manager: the task of the Manager is to facilitate the group process. S/he has to keep the group hot on the trail, of the given task. For example, s/he makes sure that the work results are summarised to help move on with the task. S/he will be the only member of the group in touch with the facilitator.
  - ▪ The assistant: the role of the assistant is to help the micro-group be on time by finding common solutions, and helping the group find efficient ways to complete its task on time.
  - ▪ The speaker: the role of the speaker is to ensure that every group member's

voice is taken into account and recorded. S/he makes sure each member has written something on the final document. The speaker will present the outcome of the group.

Step 3 (20 min)
- ✓ The facilitator will ask each group to create a set of descriptors in order to evaluate a poster about discrimination.
- ✓ Each group will be asked to present the list of descriptors and explain why they chose these descriptors.

Step 4 (30 min)
- ✓ Facilitator will say that groups will have to create a poster about discrimination trying to fulfil the descriptors indicated by their own group.
- ✓ The group can use photos or texts from magazines and other materials, provided by facilitator.
- ✓ Facilitator explains rules for participants:
  - The facilitator will say to the group that s/he has all the authority and will act according to his/her view.
  - Participants have to accept the facilitator's decision no matter what the group's opinion about it will be.
  - The facilitator will have all the resources and if a group needs one of them they have to send a person from the group to ask for a specific resource.
  - The facilitator will have the right to take a tool from a group if s/he considers that it can be used better in other group.

- ✓ During the activity, the facilitator will:
  - Accept all the requests for flip-chart papers;
  - Accept all the requests for glue sticks ;
  - Accept all the requests for black and green markers;
  - Give scissors only to the "darkest" group and the "lightest" group;
  - Will take the scissors from the "lightest" group after 30 seconds;
  - Refuse to give blue markers only to the "darkest" group;
  - Reject all requests for red markers;
  - Let "darkest" group choose any pictures or texts they want, and give the other groups just random materials (not paying any attention to what they ask for).

Step 5 (20 min)
- ✓ Each group will present their posters. The other two groups will offer marks according to their own list of descriptors.

Step 6 - Debriefing (30 min)
- ✓ How did you feel? Why?
- ✓ Were the rules changed during the game? How did you felt when the rules were changed?

✓ Do you think it's right to asses posters according to different criteria? Why?
✓ Can we find some similarities with our educational system?
✓ What steps of the activity do you think we should erase in order to be democratic teachers?

Tips for trainers

✓ Maybe at the beginning, when the groups are created according to the colour of the t-shirts/blouses it might be confusing because each of us have different perspectives about colours. Let it be like this! You may use this situation in the debriefing to stress the fact that we have various perspectives about life.
✓ During the activity, some participants may be frustrated, mostly the most discriminated group. You can have a reward for them such as the red marker to be used for 1 minute.
✓ Some participant may try to steal resources from you or from other groups. In order to prevent this, the work tables need to be far apart. But if the stealing still happens, let it be! Use this situation as a problem to be discussed in the debriefing section.
✓ Make a serious debriefing of this activity. Especially pay attention to the feelings of participants, and encourage their free expression.

Activity 3: STEP by STEP

Duration: 80 min

Expected outcome
- ✓ To adjust and regulate one's thoughts, feelings or behaviours so that one can respond effectively and appropriately to new contexts and situations.
- ✓ To develop tolerance regarding students, to develop the competences of valuing human dignity and human rights

Methods/ techniques used
- ✓ Individual work
- ✓ Group work
- ✓ Plenary discussion

Resources
- ✓ Appendix 3 (A4 size, one per participant)
- ✓ Appendix 3 (A3 size, one per group)
- ✓ Markers

Practical arrangements
- ✓ Prepare tables to work in groups.

Procedure

Step 1 (10 min)
- ✓ Each participant will receive a work paper (appendix 3).
- ✓ The facilitator will present the instructions to the group: each participant will be asked to work individually and create a path with characteristics of their imaginary student model.
  - Each participant may start in each of the five spaces in the first row (the first row is the one placed above the start line);
  - If the participant wants, they may skip one row completely only once;
  - Each participant may pick one of the cells from left, right, diagonal line or above their previously selected sector.
  - The task is to reach the finish line. Each participant will mark their personalised path on the work paper.

Step 2 (15 min)
- ✓ Participants are split into 5 groups, according to their choice on the first line.
- ✓ In groups, each participant should present their own path and explain the reason for their choice.

Step 3 (15 min)
- ✓ The facilitator will offer each group a new work paper (appendix 3, A3 size)
- ✓ The facilitator will ask each group to create the path of the group.
  - ▪ Each group has to have a path composed of at least one cell from each row;
  - ▪ Each group may pick one of the cells from left, right, diagonal line or above their previous selected sector.

Step 4 (10 min)
- ✓ Groups stick their flipcharts on the wall.
- ✓ Facilitator gives time for every member to look through all flipcharts.

Step 5 - Debriefing (30 min)
- ✓ What were your feelings during the activity? WHY?
- ✓ Which stage got you to feel comfortable? Why?
- ✓ Do you think one of the students having this characteristic should be denied the right to be educated? Why do you think so? Why?
- ✓ Do you think there are similarities with our professional life? Which ones?
- ✓ If there are no marked cells at the end of the activity, the facilitator should ask the whole group to offer solutions for students with those characteristics.

Tips for trainers
- ✓ When you are about to form the groups: If the facilitator finds more than three participants with the same cell selected on the first line, split them into smaller groups.

Activity 4: Evaluation

Duration: 40 min

Expected outcome
- ✓ To reflect on the workshop activities.
- ✓ To develop knowledge and critical understanding of the self;
- ✓ To develop skills of listening and observing;

Methods/ techniques used
- ✓ Individual work
- ✓ Group discussion

Resources
- ✓ Appendix 1
- ✓ A filled target from activity 1.

Practical arrangements
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Procedure

Step 1 (10 min)
- ✓ The facilitator will ask participants to consider the target, created in the first activity.
- ✓ Facilitator hands appendix 1. Participants are asked to change their arrows from the target table (if they want).
- ✓ The participants will be asked to have a look at the list created in the first activity, those regarding the opinions about the activity of the day and about the group.

Step 2 - Debriefing (30 min)
Participants answer all questions individually, only then can a plenary discussion presenting their answers start :
- ✓ What do you observe on the target table? Have many arrows moved? Why do you think this has happened?
- ✓ Have you moved any of your arrows? Why? Which activity helped you to change your mind most?
- ✓ Do you think our education system needs to be more democratic? How can we change it for the better?

Tips for trainers

References

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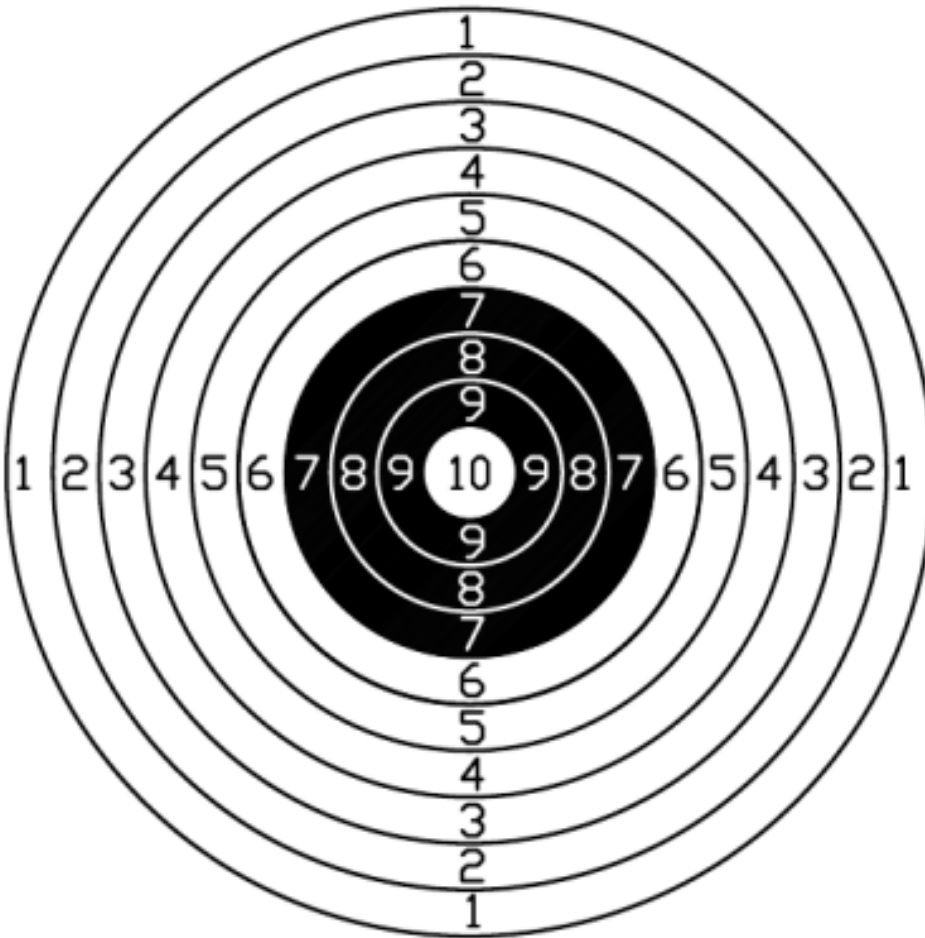
Appendices

Appendix 1

STATEMENTS :

1. Nowadays, the educational system is democratic.

2. Bullying is a problem only in students' groups.

3. I can manage to deal with every type of student.

4. All my students are equals for me.

5. I know WHAT makes a teacher a democratic teacher.

6. I AM a democratic teacher.

Appendix 2

Appendix 3

FINISH LINE				
VERY GOOD SCORE IN NATIONAL EXAMS	ACCEPTED BY A HIGH LEVEL UNIVERSITY	CIVIC INVOLVEMENT	PROFESSIONAL QUALIFICATION	SOCIALLY INTEGRATED
INEFFECTUALITY	DISMISSIVE	GOOD ARGUMENTS	ARROGANCE	FAIRNESS
SLACKER	ROMA	INTOLERANT	NO FAMILY INVOLVEMENT	ADHD
DREAMER	AGGRESSIVE	PRAGMATIC	HAPPY	NOT TALKATIVE
OUT OF THE BOX	FUNNY	DESIRE TO BE A LEADER	ASSERTIVENESS	PHONE ADDICT
ADAPTABILITY	CREATIVITY	CURIOSITY	BRAVERY	SIMPLENESS
START LINE				