The Pestalozzi Programme
Council of Europe Training Programme
for education professionals

REPORT

On program "Understanding Diversity"
Pestalozzi Summer School 2013 – Bad Wildbad,
Germany
Council of Europe

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1. **General reporting information**

The Pestalozzi Summer School program consisted of a pre-task phase (which started in May 2013) using the online Pestalozzi platform (http://pest-prog.ning.com) and the course phase which took place in the Academy of Bad Wildbad in Germany. The course phase started on 29/06/2013 and finished by the afternoon of 07/07/2013.

The theme of the summer school was "Understanding Diversity". The course participants focused on diversity through different of its aspects, such as intercultural competences, ethics for diversity, inclusive education, prevention of discrimination in the classroom and also on teaching methods that enhance diversity, for example, basic principles of cooperative learning, creativity fostering, increase of motivation and curiosity.

The courses lasted approximately 90 hours. As stated on the Pestalozzi certificate, the Pestalozzi summer school participants are trained to act for and promote a better understanding of diversity in their professional practice. In particular the participants are empowered to

- raise awareness in teachers and learners, in their families and communities of the importance of a positive attitude towards diversity in all its forms,

- take action to counter discriminatory attitudes,

- contribute to their teaching and training practice to the development of the transversal attitudes, skills and knowledge necessary for living in diverse and democratic societies.

2. **Detailed course report**

Each course will be described separately below.

2.1 "Open Space" (6 hours)

Starting with the so-called open space time all participants and facilitators met in the meeting room for the necessary instructions. With a positive attitude to the other's opinion, free of stereotyped thinking, with a will to share knowledge, experiences but also diverse opinions and argumentation, and with a conscious decision to get into responsible learning, participants were encouraged to announce and pin a matter for discussion on the open space board. By pinning a discussion subject on the board, a participant took up the role of a facilitator for leading his/her discussion, which was planned to last for 45 minutes. Each participant could also find other discussions to participate in. As soon as the discussion was over, the facilitator was expected to upload the summary of his/her discussion onto the platform.

As a facilitator, I placed a discussion theme "*How can educators help and encourage their students (11-15 years old) to continue learning, loving life and breathing when their lives are violently changed due to economical problems in parents' lives"*. During the discussion, some clarifying examples were given on economic problems, for example, a parent who doesn't have a job (thus missing income), a parent leaving their family to become an immigrant, electricity being cut at home (the bill is not paid), home taken by

the bank, etc. Also examples on the recorded teenage student's behavior were given, such as violence, anger, depression, feeling of uselessness, depreciation of values and ethics, embrace of racist ideals, etc.

The participants of the discussion were educators coming from seven different countries and it was impressive to see the same problematic situations appearing in other countries that face or in the past faced an economic crisis.

Through the discussion, we approached this situation with the following suggestions:

- free breakfast and/or lunch at school **but for all** students so that the ones having financial problems at home will not be sticking out;
- communicate with them during breaks, in such a way that students don't feel like being under control by that discussion occasion;
- try to involve them in after-school activities (e. g. theater) which do not cost money;
- do creative things at school and have these students involved;
- influence with discussions of the following type "Are we all the same under the skin?";
- get the parents into such discussions (keep in mind that there are parents who don't speak with their children about such matters);
- try to have programs and courses organized by groups of teachers during which students can practice different situations and behaviors;
- influence as much as possible with music, theater, dance;
- teach teachers in psychology;
- perhaps organize a discussion with younger students and invite older students who faced a problem in the past and found their way into life and went back to school;
- invite teachers/students from other countries to share their experiences in the same matters (for example, in Iceland during the economic crisis, people also displayed racism towards the immigrants, blaming them. But as soon as the situation improved, this behavior stopped).

During the rest of "Open Space" I participated in three more discussions:

"*Violence at school*"

A group proposal that came out of this discussion:

-Team leading discussion in classroom;
-Build a really good relationship among students and between students and teachers;
-Keep to experiential activities and practice courses;
-Keep a simple recording system in classroom for all "absences", and reward students with none recorded absence;
-Let students participate and give out the school rules and get their parents to undersign these school rules. Teachers must keep to the school rules. Keep in mind that students often believe that teachers show more tolerance than they should;
-Motivate students to get into more and more activities in school;
-Ask students for ideas on how they would like to spend their breaks;
-Search for psychologists and social operators to volunteer (especially in countries where the budget for education doesn't include funding for such operations);
-Try to put aside the knowledge goals and deal more with feelings. Make students love school. Make them understand that they belong in school;
-Handle every conflict in proper time;
-Try the "mediator" system;
-Discuss "what can you do next time to make it better?".

"***How to teach students accept diversity if they come from closed-minded families?***"

A group proposal that came out of this discussion:

-Communication with parents;
-Play roles in experiential activities using true stories;
-Discussions after watching films on the subject;
-Always talk to, take care and try to stronger the victims;
-Lead them to work together for schools excursions, parties, etc;
-Punishment: a) Always according to the school laws given out by the students, and b) choose such an action that has a positive outcome to the rest of the class (for example, the punished student makes and brings a cake for the rest of the class). This way it is possible to decrease punishment reactions and gradually also decrease the imitators of the violent behaviors. Teachers must be aware of the risk that such punishments may potentially contain since students may think of this style of punishment as a benefit, e. g. eating cake.

«***Leadership team in school context, to implement the values of multicultural***»

A group proposal that came out of this discussion:

-Make activities in class to highlight diversity: e. g. show a map with information about the country from which a foreign student came from, organize a school party with food and dances from students' countries, invite parents to present themselves and learn about/from each other;
-Compare religions in a neutral way;
-Organize language lessons;
-Involve immigrants' communities and cultural groups;
-Have a hotline of translators, psychologists, advisors, etc;
-Have a special fund for multicultural activities in schools (Italy does so);
-Rules and directives to be defined by ministries. Teachers should implement these multicultural directives systematically and not only on a voluntary basis. Implementation should have a follow-up.

### 2.2 "Socratic walks", "Soap Box" and "Base Groups"

These are three different courses with related and common objectives: discussions about on the world of education, experiential discussions, sharing and presenting knowledge in a cooperative context. More specifically:

- The course "**Socratic walks**" lasted four hours and every participant could freely choose the Socratic walk he/she would like to participate in, together with other participants (limited number up to 4-5 persons) and the head facilitator. I chose the discussion theme "***Outstanding from exhausting – can we deconstruct education in our personal practice***". The discussion involved four participants describing incidents that were experienced to be exhausting for the teachers' psychology and his/her teaching mood, but also experiences that were extremely positive. Participants were advised by the leading facilitator to express their opinion on which are considered as the main causes/obstacles causing exhaustion during the daily teaching practice at school. The common conclusion that came out of this four hour discussion was that a teacher should use the Socratic questioning method and in an introspective manner by asking himself/herself the true reason he/she is teaching. If true love for education is there as

a fundamental reason then the teacher will find a way to face and survive during the most exhausting situations, regardless of the degree and source (students, parents, colleagues, etc).

- "**Soap Box**" included five minute presentations on different (educational) themes. The presentations were held by a participant or a facilitator and they all signed up for it beforehand on the Soap Box board. The soap box theme wasn't discussed and analyzed further on, but rather was viewed as an opportunity to listen to the matter and reflect on it afterwards.

- "**Base Group"** activities were done seven times a week (one per day) in groups of four participants who found each other, along with one assisting facilitator, during the open space time on the first day. The Base Group meetings took place at 18:00-19:00 after the sessions were over. During this one hour, Base Groups were supposed to reflect on the work done by the members during the day and come up with a way to present it by the end of their working day with no delay. The thought of this strict time duration was explained as not allowing any time to be spent on long discussions. Base Groups' aims were a) to directly and quickly yet effectively share knowledge and information among members about the courses

BASE GROUP C 01/07/13
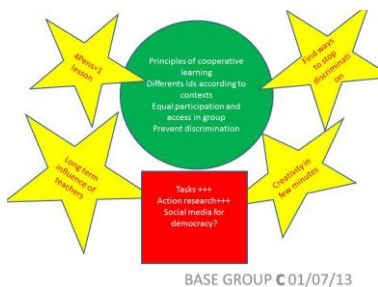
they had attended during the day. b) After some individual reflection, sharing and group decision to present the outcomes (three issues that they felt like sharing for the Pestalozzi community) in any possible way (by text, movie, sound, diagram, etc.) Issues that were resolved clearly were expected to be presented in a circle shape. Issues that felt like unresolved/doubted would be presented into a square and surprises/wishes - in a star shape. C) The final goal of the Base Group was to share/advertise these three shapes into as many as possible

social networks: on the Pestalozzi platform (http://pest-prog.ning.com), Facebook, Scoop.it, Twitter, Storify.com, YouTube, etc. The name of the Base Group I participated in was "Base Group C" and the work outcome of our group can be located in all above-mentioned social networks, under the name **cpestasummer** (**basegroupc** for Facebook) and also on the Pestalozzi platform (http://pest-prog.ning.com) for those who have an account on it. Obviously, another purpose with Base Groups was to let the participants experience cooperative learning and diversity at first hand.

2.3 "Prevention of discrimination in classroom practice" (9,5 hours)

The learning outcomes of this course were a) To give a clear understanding of the differences between "education about discrimination" and "education for the prevention of discrimination", and b) To reflect on experiences of classroom practices for different forms of prevention of discrimination.

The course followed a different approach per day (lasted three days). During the 1st day the approaching method was "to feel by heart" and was achieved by activities stimulating behaviors and feelings. During the 2nd day the approaching method was "to learn by head" in order to get knowledge, and during the 3rd day the approaching method was "to learn by hands" with activities involving skills. All activities in this course were experiential and organized in groups to promote communication and cooperation among group members and also among groups.

The main obstacles/causes of discrimination discovered in the classroom were as follows:

-Acceptance of teacher's authority;
-Ignorance of learners' competences;
-Ignorance of underlying cultural and language diversity;
-Ignorance of existing needs for transversal competences;

-Ignorance of effects and hidden curricula.

Through various experiential activities, it was interesting to see reoccurring categories of students (notice that depending on the country, these children often do not attend school):
-National minorities;
-Refugees, Roma people, Gipsies;
-Beggars;
-Immigrants;
-Autistic children;
-Children with the Down syndrome;
-Children with physical impairment (e. g. on a wheelchair);
-Children with parents addicted to drugs/alcohol;
-Children with parents in prostitution;
-Teenagers in prostitution;
-Underage parent (as a student) or child of an underage parent;
-Children with no special needs/characteristics;
-Children coming out of single parent families or a young teenager, often a single parent;
-Students from well-off families;
-Children with hearing or vision impairment.

As a final activity (3rd day) learners' groups were directed to construct either a school building or a school classroom. Both constructions were expected to take into consideration values and ideas for prevention of discrimination, that is:
-cooperative learning
-include all
-creativity
-intercultural;
-human rights
The group in which I participated came out with this symbolic school construction:

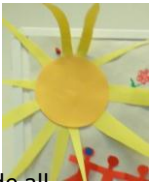In this school model the following elements are present:

People involved: Students, immigrants eye specialists, etc. parents, psychologists, advisors, Hot line volunteers (like committees, cultural organizations), doctors, physiotherapists,

Support equipment for the blind
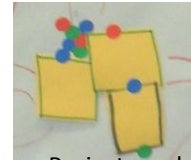
School elements

Include all (son=father)

Yard with grass & trees

Music rooms, crafts room, etc

Lifts

Library

Projects and practicing activities

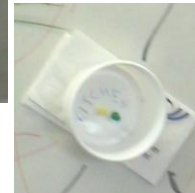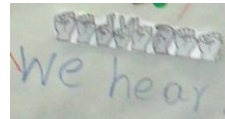We can all do the same

Equipment and building structure

Pharmacy
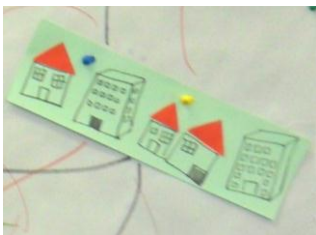
Medical Care

Equipment for all to hear !

We hear!

International kitchen and vegetarian kitchen

Housing near school

Practicing jobs

Labor market support

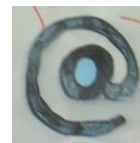Helping lessons

All boards in our school say "Equality"

All sexuality choices

Play, Learn and Grow... Together

Kindergarten incorporation

Mother tongue lessons

All technology

Our school is in a green environment

Prevention of discrimination at schools is a topic which we can't be expected to resolve in one day. It's a strongly conditional aspect that requires a non-discriminating attitude (precondition) and will power to work against discrimination at all levels (state, authorities, society). Preventing discrimination should be a criterion when planning the structure of a state, a housing estate, school buildings, school curricula, etc.

By the end of the course, participants were asked to express (by text or drawing) their feelings, thoughts and actions that they take with them back to their schools, after having this course:
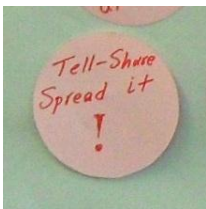
My answers:

Feelings

«*when a butterfly FLIES the world <u>can</u> change*»

Thoughts

«*Tell –Share – Spread it!*»

Actions:

«Start work on it even if you only have the basics*»

2.4 "Basic principles in cooperative learning" (1,5 hour)

The course objectives were to experience and understand the 8 basic principles of cooperative learning which are:

- Personally Inclusive and Parallel Interaction

- Constructive and Encouraging interdependence

- Equal Access and Equal Participation

- Personal Responsibility and Individual Accountability

The detailed presentation and analysis of each of these principles is maybe a thesis by itself and the current report is not issued for this purpose, so readers are advised to study these principles further on. A compact presentation of the cooperative learning principles is given below:

To avoid teacher-focused learning, which prevents an active and equal participation of all students, students can be organized into micro-groups. In a micro-group, each student takes over a role (encourager, timekeeper, tracer, material provider, recorder, etc) and thus members take over their individual duties that come along with the role within the common group-theme. Students are invited to work individually (short time) and then also to transfer knowledge to each other and do the same within groups in order to process the group outcome. This way in every micro-group each member gets the equal right to participate, express and take action, meanwhile through the knowledge and opinion sharing each member not only realizes the power of common construction, but also gets into responsible behavior. It is important for us (facilitators) be aware that in the micro-group real equity conditions must exist because between students (individual characteristics) there might always be diverse curricula, diverse knowledge, diverse social attitudes, and diverse levels of self-confidence. For this reason, facilitators should support those students that show "weak" skills / sociability / knowledge and aim to take them to a new level of feelings with increased self-esteem and encouraging self as equal members in the micro-group. On the other hand, students with a leading character through cooperation in the group, will gain on learning to listen to others, will shape more concrete and stable knowledge through providing explanations to others, will gain higher tolerance and will become socially more sensitive and cooperative.

At the basis of cooperative learning lies the confidence that learning is achieved only through joining procedures. Every member is contributing to construct knowledge in the group. Instead of having the traditional structure of students working one against each other and / or student acting only towards the teacher, in cooperative learning students' actions / answers / questions are created into the micro-group with cooperation and in order to achieve group aims.

During the cooperative learning course, the following techniques were used to enhance our cooperative learning:

- Opinion Line (self-estimation of knowledge in practice)

- Interviews in pairs

- Jigsaw

- Round table

- Written Group Rotation

And of course all members in micro-groups took over a role, as mentioned above.

As a task for this course, participants were invited to find ten examples from the TASKs list that can be enhanced with cooperative learning. TASKs list stands for Transversal Attitudes, Skills and Knowledge for democracy and is presented in paragraph 2.11 below.

A comment on this course is that more teaching hours should be allocated for it.

2.5 "Democratic Classroom Culture" (1,5 hours)

Course objectives: a) Understanding of group power structures and development of group cohesion, b) Understanding of the roles and functions of social and political actors, c) Development of classroom strategies that enhance democracy.

The course involved experiential activities. Participants were divided into two big groups (approximately 10 members) that prepared the assigned work in different rooms. The assignment was to think of and set up two frozen poses in a school context, one expressing democratic atmosphere and one expressing lack of democracy. For these two poses, we could make use of some items which we had brought with us from our home countries as a pre-task. When meeting back in the course room, the two groups presented each their poses and the other group had to comment on the pose and adjust it with changes so as to make it democratic. By the end of the course the participants reflected on the course.

2.6 "Developing creativity" (1,5 hours)

The course aimed at developing acceptance of diversity as a positive value for the environment and the humankind's survival, developing of the ability to discover facts about other people's beliefs and practices, developing self-knowledge and introspection, and also developing understanding on changing nature of identities and cultures.

As a pre-task on this course, participants had been involved in an extensive discussion on the theme "Is it possible to teach creativity?" and this topic came back for further discussion during the course. After having the experiential activity to construct and present a personal application using a page of white paper and some black paper figures, and after discussing, a common admission was that creativity takes efforts, time and courage (mental will power to show your inner self). Some people try to create by following the easiest and painless way, but creativity requires strong efforts. When reading through a creation we must be aware that our interpretation reflects our own personal views and experiences which can be totally different from the views and experiences than the person whose creation we are trying to interpret.

A final task on this course was to write and upload a poem with a structure "I am…I was…I will be" on the Pestalozzi platform.

This course should, in my opinion, be given more hours as well.

2.7 "How to influence with language" (1 hour)

This course was also experiential course with an objective to understand the way we communicate as teachers and to see how we can adjust our communication manners to enhance our teaching.

We practiced different postures to realize the feelings that these postures bring to the person we communicate with. It also became obvious that the interpretation and understanding of a posture strongly depends on the person's culture and background. A common conclusion was that body language has a very powerful impact on communication.

One of the activities involved testing the results of using some so called "prohibiting" words, like "Don't", "if", "try", "never!", "always" and "but". For example, we realized that when a teacher uses a phrase like "Today we will start learning about some word processing software <u>but</u> prior to this let's see how many of you ever tried to write a text on the computer…", the usage of the word "<u>but</u>" automatically makes the learner forget the first part of teacher's statement ("Today we will start learning about some word processing software") which is the learning purpose and on the contrary takes the learner to focus on the second part of the phrase, which the learner may experience like a block.

Another example is when teachers use the word "try". By saying "try" we automatically accept and declare that it is a trial state and thus the trial result maybe to 50% prescribed to failure.

The word "don't" predisposes the learner negatively and therefore can be replaced with the corresponding affirmative phrase. So instead of saying "Don't talk" =>we can say "Let's be quiet".

"If" is also a faulty word to use in teacher-student communication because it allows learners to choose, so in situations when we want to involve all learners, "if" should be avoided. For example, a sentence like "If you are ready with the first part of the exercise, let me know to pass you the second part of it", it is possible that no learner will ever finish the first part.

Words like "always" and "never" are strong and lead to categorization. If a teacher says to learners "Why do you always shout?" it means that even the teacher has accepted the fact of fuss in the classroom, while learners automatically inherit the attribute (and the alibi) to shout.

An important comment is that regardless of the purpose of communication between people, it can be successful for those who choose to hear and who agree and accept others' opinions. This way the opposite part experiences positive feelings and is more willing to hear and communicate.

2.8 "Social and economic justice" (3 hours)

The purpose of the course was to understand the concept of justice and examine its various perspectives, identify issues of power and privilege, and get a deeper understanding of oneself regarding various social justice issues.

The course was experiential with many activities and opinion sharing. Initially each participant had to express his/her opinion on the issue of justice in regard to a pictured card that each one had chosen from a stack of cards.

The reason for a discussion with opinion sharing was given by the picture shown on the right here. The opinions shared were given to clarify the differences between the terms "Justice" and "Equality". Almost all
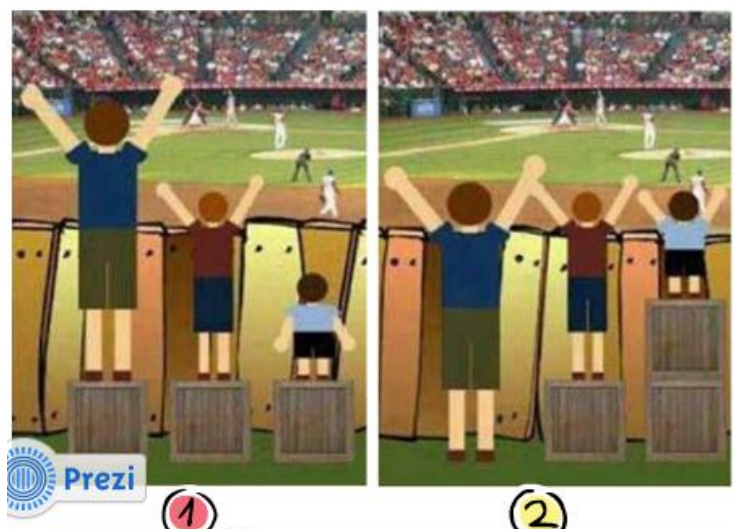
participants experience the left picture as "Equality" (but with no "Justice") and the right picture as "Justice" with "Equality".

In a third role play activity each participant having a role of a person shortly described in the activity, had to explain in further detail how he/she understood the role of the figure living his/her life by answering to some relevant questions (feelings, problems, habits, etc). The common conclusion by ending this activity was that we all reflected in our experiences and values of justice, when describing our role figure.

The next activity highlighted the powers and privileges that may dominate in societies. The activity involved three micro-groups that were supposed to construct paper products which had a fixed price in the market. The three producers were given material and shapes to produce but different technologies – some had scissors and others had to cut by hand. All producers were selling their products to one bank, but this bank was constantly changing the market rules (prices, shapes to buy, etc). Besides the experiential realization of the bank's privilege, what made a strong impression to all of us was that the three micro-groups failed to think of collaborating against the privileged bank! The groups having access to technology could have helped the groups with no technology and this way they could have blocked the bank's arbitrary involvement, causing state of injustice.

Another activity during the course involved the creation of a very big circle – "the circle of hope". All catastrophes / problems / injustices were shaping the circle in red cards. Participants had to record solutions to these problems / injustices / catastrophes on green cards and also match the yellow cards including actions to get to the solution. The final circle showed clearly that for physical catastrophes the solutions and actions were few in number, while for problems caused by the human action and way of living, there were many proposals for actions to take. A common solutions for human caused problems was to change attitude and way of living (for example, Problem - "depletion of natural resources" and Solution – "Change consuming habits").

In a final activity the micro-groups had to record on a sheet of paper the injustice problems each participant had prepared as a pre-task for the course. For each problem the triple of "problem-solution-actions to solution" was recorded by each group. This was strongly impressive and it gave us food for thought helping us realize that although all micro-group consisted of participants form different countries and cultures, the proposed solutions and actions were to a very high degree common. Also the action coming up as a necessity in all cases was the personal
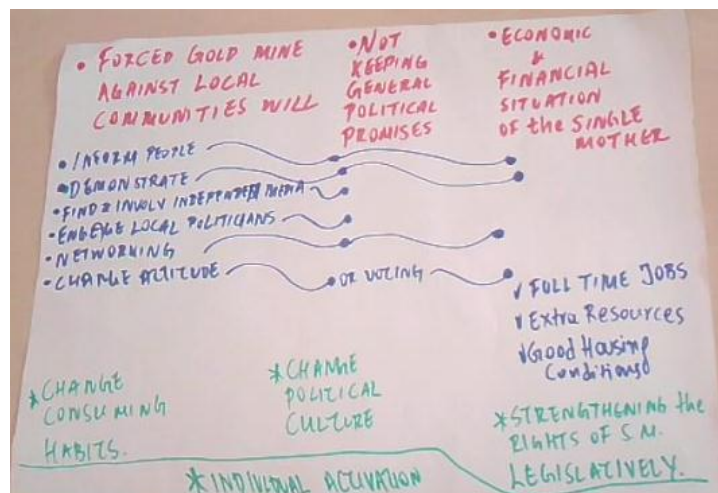
participation and activity. The picture on the right shows the union of three different injustice problems to solutions and actions. The data on the left refer to Greece, the date in the middle refer to Germany and the data on the right refer to Sweden. The sheet should be read vertically, that is in red color there is the problem, in blue the actions to solution and in green the solution.

2.9 "History for all" (10,5 hours)

The objectives of this history course were:

- To explore and understand stereotypes and why these stereotypes exist, to compare pedagogical approaches on examining stereotypes and on ways to break them down,

- To explore the problems of teaching a simplified past, the challenges of teaching a complicated past and to get to understand what constitutes an acceptable level of simplification,

- To identify the different ways in which we live with representations of the past and realize how these representations shape how we see the past,

- To get critical understanding of pedagogical approaches to teach this subject.

The course involved many activities, which were followed by short explanation speeches by the head facilitator in order to cause questioning. The activities were mostly group activities with a very few individual ones.

The course started with a question "Why are we teaching history?". The answers gathered involved participants' personal opinions on why history learning is a need, but also opinions on what political reasons may exist for countries involving history into curricula. Next step was to discuss and record opinions on the question "How many of the recorded reason for teaching history have to do with diversity?". A common opinion was that only a few of the recorded reasons had actually something to do with diversity, which goes to the contrary of the fact that history is full diversity.

The rest of the first day of this course was dedicated to stereotypes. Introspection of participants' own stereotypes was achieved by gradually unfolding photos and letting the participants share their opinion about the theme of the photo. For the same purpose participants made a comparison of history textbooks they had brought from their home countries. This comparison showed the existence of a common and systematic promotion of stereotypes more or less existing in all history textbooks. For example, all textbooks pictures from the WWII showed men and not women as soldiers, showed European soldiers and not any of the African soldiers that had been killed in the war, fighting for their capital country.

The second day of the course was dedicated to activities that would help participants decide on the following issues:

-Should we simplify the past when teaching history or not?

and

-If a simplification is decided, to which degree is this simplification acceptable and for what reason?

The answer that came out after working on five different activities and as I can transfer them, are:

-It is proposed not to try to simplify the past, because past is complicated and by studying its complexity learners gain knowledge on how to search for the context critically.

-In order to achieve the critical thinking on seeing the history context and pattern, if many data and facts are repeated, we may simplify teaching by leaving aside such repetitive big amount of data (dates, names).

One of the activities had a remarkable impact on me. The facilitator was gradually providing the learners'

groups with short history texts (a title, a description and a picture), which participants after having gone through them, pinned on the history boards in chronological order. The paper color of the text indicated the kind of information: it was Red paper for the political and economic context, White paper for the case of a victim, Blue for the legislating context and Yellow for the action / incident. Documents had dates extended from year 1936 to year 1945. After having read a lot of such documents and after having pinned all documents on the boards, participants were invited to find one victim case and trace all other documents involved with this victim, in order to see the pattern "context-legislating-incident-victim".

While evaluating the activity participants wrote down its positive and negative aspects:

Positive remarks:
Personal stories at start cause interest, context understanding (base->procedure->result), obvious timeframe, visually fine, exposure of different roots, bottom-up process, engagement for the students, can be extended, diversity of persecutions, critical thinking, promotion of empathy.

Negative remarks:
There is no obvious "end", there is more context to take in, so there is a risk for getting lost between documents.

Another activity that should be mentioned is the critical approach of a story from 1942 which was given with all its details to the participants and participants were invited to sort twenty reasons for this incident (a massacre) from the truest reason to the less true reason. The reason searching for this was why the German soldiers had decided to take the murdering action (Poland, 1942 38.000 Jews were murdered and another 45.000 were sent to death camps). The facilitator was gradually supplying participants with new information on the incidents and participants' groups were re-sorting the reasons.

During the 3rd meeting of this course participants focused on representations of the past and how these representations shape the way we see the past.

The way Internet sources for history are used and some points that should be taken into consideration were also involved in the history course. Participants concluded to read and learn about the website first and then approve it as a reliable Internet source. Here are some actions that were suggested to be taken:
-Check the website owner's identity;
-Check how often the website content is updated;
-Check the referred sources;

-Check the links to this website;
-Check for obvious inconsistencies;
-Cross check with bibliography;
-Pay attention to the ending of the website address (.com, .org, etc);
-Evaluate the language used in the website;
-Check the domain name of the website (for example, a private name should wake consideration),
-Search this website through search engines, using various key words (objectives as well subjective ones).

2.10 «Teacher Manifesto» (2,5 hours)

This course had the purpose a) to inform participants about the procedure of issuing the Teacher Manifesto in the context of the Council of Europe and b) to have the participants involved in sharing their opinions / statements / wills and demands for the Teacher Manifesto. The second purpose was achieved through activities during which participants realized the need to reorient educational practices, developed strategies to enhance diversity in education and identified the resources required to get strategies into practice.

The declaration of the Teacher Manifesto is considered a necessity due to the complexity in today's societies, due to existence of diversity and due to the high speed changes happening in societies. Teacher Manifesto does not aim to exclude any flexibility or adaptation.

Teacher Manifesto will declare:

a) The **Visions in education**. The visions are already recorded, e. g. school must be different, better, sustainable, democratic, with rules and laws and with respect to human rights. During the course two more visions came to be added: - economic independence of school, meaning that funding for education must be realistic and stable and also that a school should be able to create some economy of its own, for example, by solar energy panels. The second vision that participants declared for education is political independence, meaning that education should not be a field for experimental political changes in structure and / or textbooks every time a new government gets the elections.

b) **Educator's Competences**. Competences already recorded are – Labor Market, i. e. a teacher should feel secured and economically stable in order to be able to focus on teaching only, - Broad Knowledge Base, constantly updated and to which educators will have free access as a support to their teaching, - Active Citizenship, meaning that a teacher must be present and active in the local society, getting involved in broad activities and happenings with students, citizens and parents, so as to have a school really close to and open for the society, and – Personal Development, meaning that teachers must ask for and have the opportunity to get constant training in their subject and also in pedagogical issues.

c) The **Declaration of Commitments**, which will include commitments for all persons involved in education. This declaration is still under construction and is planned to be ready for presentation in April.

During the course two group activities were executed. During the first activity participants were asked to record a strategy to follow in order to enhance diversity in their school. For the second activity each group was expected to identify material and non-material needs, plus networking necessary to put the strategy into practice. Some of the strategies recorded were "Recruitment of minority in teacher core", "Support students in poverty", "Offer knowledge support against diversity of socioeconomic level". Some of the identified needs were "funds", "mentor system", "networking", "volunteers", and "help from NPOs".

2.11   Transversal Attitudes, Skills and Knowledge for Democracy (TASKs list)

(Core Transversal Components for Democracy)

The TASKs list consists of umbrella directives which apply for the whole summer school, all its courses and activities. The TASKs list is detailed and includes statements of reality that must have effect in society and education in order for democracy to be there. The declarations are given in the following three dimensions (in brackets the dimension in free expression):

a) The **Attitude** dimension is the affective and moral (individual ethics) dimension and <u>declares how we should be</u> in democracy (*"**how to be…**").*

B) The **Skills** dimension involves the pragmatics and declares <u>which skills we should have</u> in democracy, (*"**what to do…**").*

c) The **Knowledge** dimension involves the cognitive and declares <u>the knowledge and ability for understanding we must have</u> in democracy (*"**how to understand what you know/learn/need…**").*

The TASKs list within each dimension presents the statements and then the actions that apply to <u>any person</u> who develops the stated attributes/skills/knowledge, and also separately the actions that apply to <u>a teacher</u> who develops the stated attributes/skills/knowledge.

For each dimension, there are 5 categories of statements:
- **-Diversity and Empathy**
- **-Cooperation and Participation**
- **-Human rights and Equity**
- **-Knowledge construction and Epistemology**
- **-Self and interaction**

These categories of statements are applicable in all educational sectors and educational professionals regardless of the degree level and science field, and are considered to be transversal in regard to diversity. Having a short discussion with the head facilitator and General Rapporteur of the Pestalozzi program, I commented on **the difference between the TASKs list and all the directives that we teachers in Greece are given, according to which declarations of educational aims on Attitudes, Skills and Knowledge levels must be done using proper verbs and must be drafted in such a way, that performance measuring is supported and results are measurable.** The reflection was that **not all aims and purposes in a democratic education can or must be measurable since they have to do with values and quality**, but also that a coming work is on **adjustment of some measurable purposes as well**. I fully agree with this reflection and, additionally, I would like to refer to a relevant answer that was given by the person who is the Head Responsible for Pestalozzi program in the Council of Europe during the debate (mentioned in 2.12) and with which I fully agree. Addressing the attending politicians and speaking about school performance the Pestalozzi Responsible said that **education is not to be thought as a producing factory to be expected to count one by one every product that comes out!**

I consider the TASKs list extremely important for democracy and for a democratic education. Therefore, I declare that during the upcoming months I will try to translate all of it into Greek in order to share it further in the Greek educational society.

Participants were invited to consult the TASKs list during all courses and also during Base Groups. As a final task in course "Basic Principles of cooperative learning" participants had to find ten examples from

the TASKs list which could be enhanced with cooperative learning. TASKs list stands for Transversal Attitudes, Skills and Knowledge for democracy.

2.12 Round Table Debate "Does school have a future? Which schools for a diverse and truly democratic society?" (3 hours)

During the Pestalozzi summer school program participants had the opportunity to be present at a round table debate on the theme "Does school have a future? Which schools for a diverse and truly democratic society?". Attendees interlocutors to this 3 hour debate were a) Rudolf Bosch, School President, Government Headquarters Freiburg Germany, b) Josef Huber, Director of Pestalozzi Program, Council of Europe, c) Eva Moreno Sanchez, Director of Curricular Development to Preschool Education of the Ministry of Public Education, Mexico, d) Kristin Narr, Educational Media Specialist, Internet & Gesellschaft, Berlin, Germany, e) Prof. Dr. Pavel Zgaga, Director of the Centre for Educational Policy Studies, University of Lubljana, Slovenia and as a moderator - Prof. Dr. Michael Hermann Sociologist, Radio Journalist, Ministry of Education, Youth and Sports Baden-Wurttemberg, Germany.

The whole video of this very interesting discussion can be located on the following link http://www.youtube.com/watch?v=4XXUD5k3q74 or searched for on YouTube using the key words **sumsch_pestalozzi** (note: discussion starts at 41:54). During the discussion participants had the opportunity to direct their questions to the round table debate guests.

As a follow-up, opinions expressed during the debate were grouped together. (Most of the opinions express the views of Josef Huber, the Director of Pestalozzi Program, Council of Europe and Prof. Dr. Pavel Zgaga, Director of the Centre for Educational Policy Studies, University of Lubljana, Slovenia).

Reform of Education and the School-Society Relations
A common admittance was that a reforming process of education system in the whole world is strongly required in order to make school loved by students and teachers. What we see today is students who do not love school, teachers who panic and parents who are against school.

With use of neo-liberalism ideals has school be transformed into an instrument to economic growth and is not considered as autonomous value, an aim by itself.

Radical actions / steps should be taken to change the current situation. 1) Change attitude regarding measuring aims and performance. School is not and should not be considered as a shoe factory, thus not all aims are measurable for performance. 2) Students must learn to unify around "one soul" and together construct knowledge in an explorative environment. 3) We must go for transversal competences and not only for academic ones.

School should be the way to make better societies. But what we are facing today is that on the one hand the level of social injustice and inequity is decreased, and on the other hand, this injustice and inequity come back to be present in other forms. Maybe it is not realistic to believe that direct radical steps and actions can turn over today's state in education but it is required to get into a systematic effort to reach justice and equity.

Democracy
If we take a look at the world around us, we can't help but see that something is wrong! Our only chance is to start correcting it through schools. But, if we want schools to exist just to reproduce the current

faulty situation full of severe problems, then it's better to teach values of democracy, equity and justice, because students coming out of school with this knowledge will bring on attitudes and ideals in a society which is unwilling to accept them. To teach for democracy in school when the rest of the world and society is unwilling to change to the better is like fixing a bomb!

Parents and School (in context of diversity)
Today parents show a quite good acceptance of diversity, but unfortunately only when it is not reaching their own kids' classroom!

Actions to enhance diversity
It's more realistic to start with simple small steps which are in the context of our school and society:
A) School adaptations (funds required)
B) Check the diversity aspects in your school and start dealing with those in the first place.
Γ) In each school / school region form and make use of teams of special teachers that have the attitude, skills and knowledge to deal withdiversity in that region.

School Performance
The current approach with an amount of performance codes to get is wrong. If we want real results, we must approach performance in steps: a) Schools undertake each its own realistic mission to achieve, b) Each school is working on its mission for 3-4 years c) and after these 3-4 years it makes sense of a councilor / controller to go there and check what has been achieved. Only this way a controller may interfere in a democratic way and help to adjust for a better result. And this way school performance and evaluation have a meaning.

School and new Technology

An astonishing finding for me was that in Germany, like in Mexico and Greece, during the past 3-4 years schools have been provided with interactive boards, which aren't being used at all or are being used as projectors. As already experienced in Greece, the main reasons for these interactive boards staying inactive at schools is the lack of appropriate knowledge to use them and also the fact that to prepare a subject's school year applied for the interactive board is a long term work.

Common thesis was that new technology must be present in schools, but must also be used in a balanced and responsible manner and only when technology use makes a difference in learning. A blind and obsessive pressure on all teachers to constantly use technology in their teaching is wrong. For example, to pressure a 60 plus teacher to change his/her teaching approach in order to use technology, just because we believe that he/she must do so, is wrong. "Musts" in education are no good!

New technology is welcome into teaching when it enhances students' learning. Also students should learn new technology (as a subject), but directors should always keep in mind that all changes should come in a balanced manner. The same applies as well for all kinds of social networks.

2.13   Evaluation / debriefing (3 hours)

The very last afternoon of the summer school program, all participants were invited to be in the common gathering room in order to receive all necessary instructions for the evaluation and debriefing procedures planned for that afternoon.

Participants met in their Base Groups (the afternoon working groups of all previous days as described in paragraph 2.2) and according to previously given instructions, each participant and Base Group member took up a role in his/her group: an Encourager, a Timekeeper, a Material supporter and a Tracer. Each group in a fixed time of 10 minutes was supposed to write down on paper strips the courses the group members had attended during the whole summer school. The writing should have been done using the colored markers, so as when reading a strip one must see how many of the group members have had the course mentioned on the strip. The paper slips were to be pinned on the group's board.

Moreover, for the next 35 minutes and by using a rope, participants were expected to connect all courses directly to "Understanding Diversity" which was the main theme of the Pestalozzi summer school, or indirectly through a course to course connection. Each rope connection was also to be named in a way that one could read the connection saying a logical phrase of type "course related to understanding diversity". In the same working phase each group member could also place a paper slip of another shape for a course in order to express his/her doubts/questions/uncertainty/feedback on this item.

During the 3rd phase of this evaluation process, groups were given 5 minutes for each group member to pin on the board at least three actions he/she would take back at his/her country and school. These action strips were supposed to be pinned on the four outer corners of the board. At the same time, if there was a need for it, group members were expected to explain to each other the model/diagram parts that may be unclear for another group member, so as all of the group members would be properly ready to present the group's diagram/model.

For the rest of the evaluation process, the Base Groups were divided into two smaller groups: Two of the group members would be visiting other Base Groups to be presented other groups' models and two members of the group would stay by their board in order to present it to the visitors of other Base Groups. This happened four rounds and then the visitors changed into guides and guides changed into visitors.

The course model that our Base Group "C" created is as shown on the picture to the right:

The actions I am going to take back in Greece are:

-A report in Greek and English to be sent to the Greek Ministry of Education and also to be shared in a systematic way with my colleagues at school and other colleagues in Kilkis region.

-Adaptation of learned techniques and adjustment of my IT teaching according to the Pestalozzi summer school teaching values.

-Inform about the Teacher Manifesto and collection of answered Teacher manifesto questionnaires, to help by gathering teacher opinions.

I will also try to write an article for the local press.

For the debriefing procedure that followed the evaluation, participants were invited to hear on some statements about the Pestalozzi summer school, and then take a position on the terrace, choosing among the four levels of the debriefing scale:
++ For, "I fully agree"
+ For, "I partially agree"
_ For, "I partially disagree"
_ _ For, "I fully disagree"
Upon hearing the statement, each participant was free to move to the corner of the terrace they preferred most. Participants were free to explain their choices. They had a lot of comments to make, most of these comments being positive. Other comments went out on proposing some adjustments for things that could get better. Those proposals had mostly to do with the platform appearance, the time pressure of rushing between courses, and the strict time schedule for the Base Groups.

3. Organizing – Infrastructure

The whole infrastructure was more than proper, regarding the building facilities, as well as the logistics and equipment. The organization of the event was minutely planned in terms of components and time.

Regarding the facilitators and the Pestalozzi program directors and general rapporteurs, it must be declared that they had an excellent training level and also excellent communicability. They were all flexible and with a positive willpower, very well-prepared for their courses and kept a polite and very friendly attitude all the time.

A very high level of politeness, discrete appearance and service level go along with the secretary office of Pestalozzi Summer School.

I also feel for especially thanking the director and staff of the Bad Wildbad Academy for their friendly appearance and helpful attitude.