



Report

1st Greek National Dissemination Event of the Pestalozzi Programme

*«EDUCATION AND THE EDUCATOR AS KEY FACTORS
FOR A DEMOCRATIC SCHOOL»*

SATURDAY 20 SEPTEMBER 2014

3rd JUNIOR HIGH SCHOOL OF GERAKAS, GREECE

This dissemination event took place in Athens on Saturday, the 20th September 2014 at the 3rd High school of Gerakas. The event was organized and carried out by a group of Greek educators who have attended various Pestalozzi training events, two Greek Pestalozzi Stewards of the Pestalozzi Platform under the assistance and guidance of Mr. Josef Huber, the Head of the Pestalozzi Programme.

The first Greek national dissemination and training event focused on the role of teachers and schools for the development and maintenance of a democratic culture in our societies. The event was initiated and self-organised by Greek members of the Community of Practice of the Pestalozzi Programme (PPCoP).

A group of teachers, teacher trainers, school psychologists, head masters - former participants in our diverse training activities - took it on themselves to organise this event for an audience of about 100 Greek education professionals who participated in this training on their own costs. Many more would have liked to participate and hope that there will be a follow-up training. After a brief welcome addresses by Ms Maria Fassari of the Hellenic Ministry of Education, Greek member of the CDPPE and National Liaison Officer for the Pestalozzi Programme, Mr Athanassios Zoutsos mayor of the municipality of Pallini, Athens and Mr Stefanos Kapellas, Director for secondary education of East Attica. Ms Vivian Chiona presented the Pestalozzi Programme of the Council of Europe. Mr Josef Huber, Head of the Pestalozzi Programme gave a keynote on Education for change – Change for Education based on the recent Council of Europe conference “The professional ethos and image of teachers”.

The larger part of the day was dedicated to two rounds of parallel hands-on workshops lead by members of the PPCoP on diverse aspects of education for democracy.

The day ended with a round table debate moderated by Angelos Vallianatos, member of the PPCoP, focusing on continued professional development of teachers with the participation of Dr George Bagakis, Professor of Methodology and Policies of Life Long Learning and In Service Training of the Department of Social and Educational Policy, University of Peloponnese, Mr. George Moschos, Assistant Greek Ombudsman for Children’s Rights, and Mr Josef Huber.

The event was organised and sponsored by the Greek group of the Community of Practice of the Pestalozzi programme, the Directorate of Secondary Education of East Attica and the Municipality of Pallini, Athens.

Event Participants: 79 Primary and Secondary School educators in total, with School Advisors among them, all of whom participated in two different of the eight hands-on parallel workshops.

Workshop facilitators: 8 Educators who were trained and/or had participated in Pestalozzi Programme training events (modules, summer school).

Event Programme:

09.00-10.30 Registration – Welcome addresses – Keynote addresses:

09.00-09.30 Registration and reception

09.30-10.00 Welcome addresses:

Mr. ATHANASIOS ZOUTSOS, Mayor of Pallini

Mr. STEFANOS KAPELLAS, Director of Directorate of Secondary Education of Eastern Attica

Mrs. MARIA FASSARI, NLO, Hellenic Ministry of Education

10.00-10.45 Keynote addresses:

The Pestalozzi Programme, Mr. JOSEF HUBER, Head of the Pestalozzi Programme, Council of Europe, Ms. VIVIAN CHIONA, Psychologist, Trainer of the Pestalozzi Programme.

Break 10.45–11.00

11.00-13.00 Parallel Workshops 1st -4th

Break 13.00-13.30

13.30–15.30 Parallel Workshops 5th -8th

Break 15.30 -15.45

15.45-17.00 ROUND TABLE “Education for a democratic school”

Mr. JOSEF HUBER, Head of the Pestalozzi Programme, Council of Europe.

Mr. GEORGE MOSHOS, Assistant of the Greek Ombudsman for Children’s Rights

Dr. GEORGE BAGAKIS, Professor of Methodology and Policies of Life Long Learning and In Service Training,

Department of Social and Educational Policy, University of Peloponnese - Coordinator: Mr. AGGELOS

VALLIANATOS

Workshop summaries:

1st Education for Democratic Citizenship – facilitated and summary provided by ANGELIKI ARONI, ANGELOS VALLIANATOS

The workshop was a tour around the educational vision of the Council of Europe. School has changed.

Educational aims, childrens' relation to knowledge, to us, to themselves and others, all have changed. During workshop we followed this route of changes, combining changes with the pass from the behavioral educational model to the constructivism educational model. We were concerned on "what is to follow?" We used us of educational tools and activities issued from educators during various training events of the Pestalozzi Programme, to work cooperatively and deposit our thoughts, ideas and proposals, and draw the construction of modern school. Having each of the educational factors as values and stakeholders, we looked into the elements that should be present for school to become a democratic learning society.



2nd ICC-TOOL – Teachers in the school of today: Exploring our intercultural competence – facilitated and summary provided by BARBARA KOZIORI

The aim of this workshop was to familiarise participants (14 teachers, 13 female and 1 male) with the ICC tool, developed during the Think Tank in Oslo in October 2011, and convince them about its usefulness in their everyday practice.



After a brief presentation by the facilitator of the background of the ICC tool and a get-to-know-each-other activity (a variation of the marketplace technique), participants were asked to study, apply and critically review the ICC tool, first individually and then in their groups.

Participants presented valuable feedback on the ICC tool and found that some points such as communication skills, knowledge of dealing with human resources, art and culture, consideration of the geographical factor in people's development of beliefs and opinions, taking responsibility for a positive attitude towards fellow human beings, taking responsibility for effective group work, concrete examples of case studies, clarity of descriptors, theoretical background, are either not adequately or completely explored in the tool. Furthermore, participants were also encouraged by the facilitator to try the online version of the ICC tool found at <http://www.areyouintercultural.eu/index.php>

Participants also provided some valuable feedback on the workshop itself and it would appear that in their majority (79%) found it very useful, interesting, and pleasant, while they stated that they will use the ICC tool in their everyday practice, and a considerable number of them (57%) will also encourage their colleagues to use it.

3rd Workshop - Creating an online cooperative newspaper among schools for enhancing the democratic values – facilitated and summary provided by IRENE PAPADAKI

Participants of the workshop were 25 school educators. The purpose was to encourage them to create an online cooperative newspaper among schools for enhancing democratic values and attitudes.

The workshop had two parts:

- ✘ The pre-workshop part in which the participants accepted the on line invitation for being members/writers to blogs which were used in the workshop.
- ✘ The training consisted by a plenary brain storming, regarding issues that could be included in an online cooperative school newspaper, aiming to enhance democratic values and attitudes. The training involved also work in groups on texts mainly selected from Compass/CoE .The outcome of their work was uploaded to the blogs. Internet disconnection hindered the plan to be implemented fully.

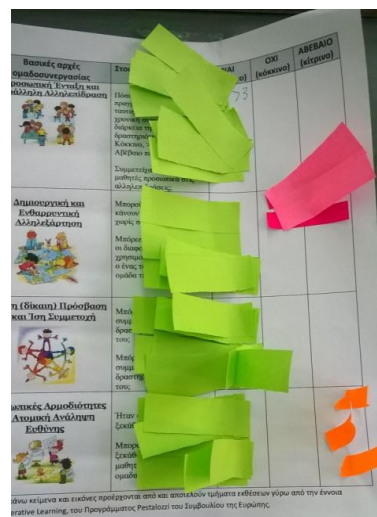


The session ended with evaluation of the workshop and majority’s positive reply to the question “Do you intent to create an online cooperative school newspaper?” YES!.

4th Workshop Cooperative Learning (CL)– Basic Principles in Practice – facilitated and summary provided by ANNA-MARIA PANAGIOTIDOU

Twenty three participants attended this workshop, including following activities:

- ✘ Opinion line for micro-group creation,
- ✘ Role distribution, randomly,
- ✘ Interview in pairs with short plenary presentations of each other,
- ✘ Jigsaw method with individual study on CL, experts collaboration for summary creation, micro-group teaching from experts
- ✘ Evaluation of workshop outcome (individually and in micro-group). This was served using the table of basic principles and questions that is included in the *Final Summary of Cooperative Learning Structures*, entitled “Cooperative structures: linking theory and practice”, issued by the Pestalozzi Programme.
- ✘ Debriefing



Participants showed high interest in the CL approach, expressing will to



take steps in practising CL into their classrooms, plus a need for further personal development on the approach – in some cases even need for customization according to curricula teaching subject. Questioning reflections were expressed around the observation statement “Can you follow clearly what every participant individually has done in this activity?” considering the national student assessment guidelines that apply in Greece.

5th I DARE: Promoting Convivencia for prevention to school violence – facilitated and summary provided by MARIA SFETKOU

The 'I DARE' Workshop started with a short introduction about the Pestalozzi Module for prevention of violence in schools, which the leader previously had participated in, and continued with a short presentation of the Training Unit demonstrated for that. Participants were presented a) the meaning of word "Convivencia" (living together in harmony) and b) the role of Convivencia atmosphere in a school-class. Believing that the "class contract" is fundamental for the teacher who will try to establish Convivencia in her/his class, participants were shown the way to create their own "class contract" with their students.

An icebreaker activity helped them to meet each other and warm up. Small groups were formed using post-cards cut in pieces. Working individually participants listed all "likes" and "dislikes" they would like to apply in their class for the new school year. An interactive discussion between the members of the group helped them to list all the 'likes' and 'dislikes' in a common list. In plenary, participants formed a common list of all the small groups, and started to negotiate about each one in order to form a common approved Contract.



The identification and the negotiation about the "class contract" presented all the school difficulties that teachers live in their everyday life and they are asked to overcome. Denials, refusals, resistances, difficulties in communication, lack of skills were interesting parts of the following discussion. As the determination of 'likes' and 'dislikes' went more and more clear, the smiles were appearing in the teachers faces. Debriefing the workshop participants observed this change and referred it as a key-note.

The closing activity gave each participant the opportunity to share own feelings about the workshop, and most of them were positive.

6th Prevention of Discrimination-gender stereotypes – facilitated and summary provided by PAVLOS KOSMIDIS

The workshop addressed issues related to gender stereotypes and sought to empower participants' knowledge and skills to enable them towards preventing discrimination at school.

The activities were designed to challenge the participants to reconsider their own views on gender stereotypes, often reflecting their own practice in their classroom, and after identifying them, act so as to prevent them.

The workshop consisted of the following activities:

1st: Exploring the perspectives of participants regarding gender stereotypes. Activity for the initial separation of participants into groups, by use of appropriate images. Activity also served as a first level exploration on participants' own views on the issue of sex discrimination.

2nd: Agree-Disagree: Activity for the recognition and challenging attitudes about stereotypes of male-female issue.



3rd: Through the eyes of participants: Image interpretation activity for the completion and closing of the cycle of reflection.

The workshop was concluded with a discussion on gender stereotypes and the implementation of the proposed activities /work plans both by teachers and their students. Finally, in our quest to show that teachers should constantly look for and use resources of different nature, such as literature, we presented a poem by a famous Greek poet, which shockingly deals with the issue of gender stereotypes.

7th **Different Children-Equal Opportunities-Inclusive Education**– facilitated and summary provided by VASSILIKI KREMMIDA

Purpose: Train teachers to gain important skills and motivate them to create an inclusive classroom working on the guidelines of a democratic ‘group-contract’ classroom.

Participants: 21 teachers of secondary education.

- ✗ Brief reference on the role of Health Education and the importance of motivating a democratic school climate, based on rules which respect the human rights.

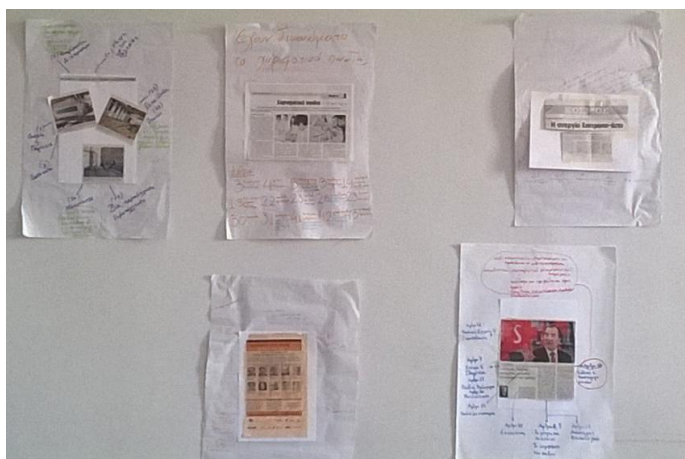


- ✗ Performed the steps leading to the ‘group-contract’. Steps were the following:
Sat in a circle, presented ourselves so as to get to know each other, participated in a symbolic fantasy game called ‘a good children’s company’, made posters of the “good company”, formed micro groups randomly, distributed roles, discussed and reflected on the factors that facilitate/hinder the “good company”. After these, participants made some conclusions, summarized, and created their ‘Classroom Contract’ Poster.
- ✗ Discussion in session on the topic of how Inclusive Special Education is in Greece. The significant role of Supportive Structures and Organizations (Greek and European), that should promote collaboration with schools.
- ✗ *Evaluation*: express a thought or feeling. Participants generally felt they accomplished their expectations from the workshop. Expressed need for further training and support concerning inclusive education.

8th **Human Rights Education** – facilitated by ANGELIKI ARONI- ANGELOS VALLIANATOS

The workshop on Human Rights Education implemented one of the projects on the Rights of the Child from the material of the Council of Europe Education for Democratic Citizenship and Human Rights Education (EDC / HRE). Using the approach of student-centered learning the workshop applied the three basic dimensions of EDC / HRE:

- ✗ **Learning through children’s rights**
- ✗ **Learning about children’s rights**
- ✗ **Learning for children’s rights**



Using the Daily Press and the International Convention on the Rights of the Child as resources, participants created posters that included an article about the protection or violation of a human right, the effects on specific Child Rights and the individual actions

(which teachers and students can undertake in order to contribute to the protection and application of the rights).

The workshop was concluded with a reflection over the contents of the articles and the rights that emerged as well as the ways of the practical implementation of the specific project by the participants with their students.

Debate highlights



- ✘ *“Didactics” refers only to the science of teaching, whereas “Mathetics” refers to the science of learning; a significant difference to be kept in mind by an educator. Term “Mathetics” was coined by John Amos Comenius who understood “Mathetics” as the opposite of “Didactics”.*
- ✘ *“How to motivate students” and “how to deal with bureaucracy” are common problems among educators from different European countries.*
- ✘ *Greek schools seem to focus on performance, curricula fulfillment and grades rather than personal relations*
- ✘ *Small changes are better and more feasible than waiting for revolutionary decisions to come the authorities’ way*
- ✘ *Lifelong learning is a substantial condition for an educator*
- ✘ *Learning by doing is the way to go*
- ✘ *If learning implies changing one’s action and behaviour then the resistance to learning when we get older lies also in the fact that by accepting to learn we also accept that we were not right before; and this can hurt our self-esteem*
- ✘ *Top-down school evaluation procedures with imposed and dictated descriptors is self-destroying for the evaluation itself, which in its purposes should motivate educators to seek self-improvement and professional development.*
- ✘ *Keep “openness” in schools: both internal (educators-students) and external (school-society).*
- ✘ *Students: Need personal relations rather than unemotional teachers; need inspiration; want educators who act in a human, caring way and not as system servants. Students ask for respect and love even within clear boundaries, they dislike a chaotic atmosphere and they get annoyed if teachers give up trying*
- ✘ *We are in need of a public debate on what quality education IS*

Some participants addressed questions on the possibility of being invited to become members of the Pestalozzi Programme on-line platform. Two Pestalozzi Programme stewards promised to explore this opportunity.

Apart from the 79 participants who attended the dissemination event, there was a waiting list of approximately 30 people, due to the limited number of participants to attend. (The limit of 80 available seats was achieved within 30 hours)



During debriefing involving the members of the organising committee and Mr. Josef Huber the Head of the Pestalozzi Programme, a common conclusion was reached on need for further training events in Greece.



Organising committee of the 1st Greek Pestalozzi Dissemination Event: BARBARA KOZIORI, PAVLOS KOSMIDIS, PARASKEVI LIOUMPI , ANNA-MARIA PANAGIOTIDOU, THEODOROS RIGAS, IOANNA SIDERI MARIA SFETKOU, VIVIAN CHIONA

Secretary assistants: CHRYSOULA GEORGA - PARASKEVI LEONTOPOULOU

Special thanks to the students of the 3rd Junior High School of Gerakas who discreetly recorded the whole event on pictures and videos.

Special thanks also go to Barbara Koziori and Foteini Veneti for making it possible for Mr. Josef Huber to participate in this event and understand what was being said.