



The Pestalozzi Programme Council of Europe Training Programme for education professionals

"Being a teacher in 2032 – Changing roles and competences"

133rd European Seminar

23 – 27 April 2012
Bad Wildbad, Germany
(CoE 2012 0423-0427 Bad Wildbad)

Organised by the Council of Europe
in cooperation with the German authorities,
the Land of Baden-Württemberg and the Academy of Bad Wildbad

REPORT

by the team of facilitators

Council of Europe - Directorate General II: Democracy
Directorate of Democratic Citizenship and Participation
Landesakademie für Fortbildung und Personalentwicklung an Schulen
Land of Baden-Württemberg



Landesakademie
für Fortbildung und Personalentwicklung an Schulen

Lehrerinnen
Fortbildung-BW



Focus: The seminar was designed to look at current educational practice and challenges, identifying indicators and drivers of future developments and to look in detail at the implications this may have for the role of teachers twenty years from now and in particular at the values, attitudes, skills and knowledge these teachers will need.

Expected results: after the seminar, that the participants would...

- have exchanged the latest developments and trends with regard to the role of teachers and their current challenges across Europe;
- have a clearer idea about the possible developments of education and schooling in the coming two decades;
- become aware of the implications these changes are likely to have on the role and function of the teacher;
- be prepared to develop the attitudes, skills and knowledge they will need to successfully fulfil their evolving role;
- be in a position to continue networking with like-minded education professionals across Europe.

TEAM REPORT

How the participants' activities were linked during the seminar

For four days, a team of three facilitators - Susana Gonçalves, a professor from Portugal, Mirjana Kazija, a teacher trainer from Croatia and Thomas Pappas, an ICT teacher from Greece - worked with 38 teachers from 23 European countries.

The seminar started with a rethinking of the broader picture of today's world. What it looks like, what is different from twenty years ago and what trends, drivers and characteristics we can recognise? According to the global "situation", participants tried to identify what is happening with schooling in the world today. How can we define schooling? What characteristics does it have? Comparison between the world and the school were interesting because it was really obvious that schooling today does not fit into the world's needs. It seems that modern-day schooling is far from reality and, somehow, is stuck in the past.



A global, rapidly changing world needs an adaptable and flexible school as well as a teacher who can understand, predict and adapt their work. An exploration of the past and today was an introduction into the prediction of the future. Participants tried to predict the future based on different points of view. What the world will look like? What challenges should we expect? How can we prepare for the future and what will our students need?

The first step should be - how do we understand our own work, why do we teach, what do we teach and finally, how? Self-reflection of the role of the teacher is crucial so some sessions were dedicated to that. Participants had to rethink their role as teachers and competences linked with that role. Who am I as a teacher? What do I want from my students and why? What will the students' needs also be in the future?

Facilitators also offered the participants a different glimpse on existing tools that can have an impact in shaping the future, providing some ideas on how to use them for better motivation and work in the classroom.

The last three sessions were dedicated to a call for change. Participants created their Manifesto, a "paper" where they, as teachers, want to call for change. What they propose is a commitment for change and participation in the creation of a better educational environment for the student of the future.

The task was challenging because participants had to create a common vision based on the values they hold on the outcomes of the previous discussions. They needed to find a common ground and express their ideas in an artistic way.

Schedule and themes day by day

Monday 23 April 2012: Arrival of the participants/ Icebreaking activity

Tuesday 24 April 2012 – Theme: Possible futures

Sessions:

- Our current context – education and teaching – what does it mean?
- Possible futures – imagining how future societies will be and its impact on education, schools and teachers.
- Gallery talks – a debate on the topic of the day

Wednesday 25 April 2012 – Theme: Education: Excite desire for learning

Sessions

- Education's purpose, content and processes – the bigger picture
- Teacher's Enquiry; Reviewing the present
- Teacher's projections: Creating the future

Thursday 26 April 2012 – Theme: Manifesto for 2032

Sessions

- Teacher's Profile for 2032
- Using tomorrow's tools – a focus on multimedia resources
- Development of a Manifesto (2 sessions)

Friday 27 April 2012 – Theme: Closure

Sessions

- Presentation and discussion of the manifestos
- Closure and certificates

It is of limited value to explain the sessions here one by one but it is interesting to describe one or two, in order to illustrate how lively the seminar was. In two of the first sessions the participants created eight groups under the following topics: Science and Technology, Learning, Philosophy/ Spirituality, Social Movements, Economy and Globalisation, Politics, peace and war, Environment, Mega cities and life styles. Groups watched videos on their topic as food for thought. After discussion, they used a variety of available resources (images, paper, straws, fabrics etc.) to create a work of art depicting their view of a possible future. One group created a robot, one group made an art installation, others created posters and collage artwork. Most of the groups imagined the future having both a dark and a light side, thus realising that the future will be far from perfect and the a need for action and intervention from civil society, schools and educators should be anticipated.

In another session, participants described the future as they wish it to be. It was a different process and point of view. Participants, again in groups, were given questions and they were asked



to close their eyes and imagine their perfect future. After opening their eyes they started discussing and putting their collective answers into papers or posters. These were hung beside their work of art from the previous day and it made a nice contrast. The results of group work were kept displayed on the walls for the whole seminar, making the new sessions richer and more complex.

Besides using tangible resources, participants were involved in other activities, such as discussion, dilemma debates, role play and a variety of other strategies that put the accent on imagination, creativity, innovation and empowerment. Through discussion, opinion and experience sharing, the participants developed expertise, views and knowledge and also found new ways of teaching and promoting active learning together.

The last session focused on ways to disseminate and act upon the manifestos and possible obstacles in doing so. There was also initial discussion about ways to cooperate with each other after the seminar. The final part was the presentation of certificates. After all the hard work, people deserved these.

Among other ways of cooperating the most essential one is continuing the work of the group through several means and to reinforce the existence of a community of practice. In the near future, these draft manifestos shall be introduced to the members of the online Community of Practice of the Pestalozzi Programme to continue discussing and exchanging on this important issue with a view to develop a Manifesto of the Pestalozzi Programme for teachers and education professionals.

MANIFESTO

During the seminar “Being a teacher in 2032” participants realised that today’s world demands new approaches as well as a vision for the future. The Manifesto should be a self commitment for every teacher who wants to contribute to the school of the future and who wants to stand up and improve schools for the new generations of learners.

Why is that so important?

Teachers should use their voice and power to move things in a way to change, first of all, their own approach and practice but also to force decisionmakers and the broader community to recognise education as a key for better world.

If teachers stay away from participation in their own professional life, if they neglect their students’ needs and don’t demand changes in the name of the future, who will?

What we should discuss?

As in the seminar process, we should recognise and list the characteristics of the today’s world.

What has changed and how has it changed? And this in various ways: ecological, cultural, globalisation etc. **What is different and how has this affected schools? What do teachers need to change in their work (approaches, attitudes, knowledge, skills..)? What will the future look like? What will the world and the schools look like?**

As a last step , the participants created manifestos based on debate and consensus concerning many complex facts, perceptions and even personal values and world views.



The main principles of Pestalozzi “head-heart-hands” and the following methods are at the heart of it:

- Statements of basic principles/values
- Self reflection “Do less-be more” , as a teacher
- Artistic expression – illustration of textual part
- Artistic expression - reinterpretation of well-known poems or creation of new one

The manifestos should express their own commitment while at the same time providing the basis for a common future manifesto.

Some building blocks of a future manifesto

“The new world – new challenges”

- globalisation
- new technologies
- environmental threats
- economic recession

- demographic problems
- cultural diversity
- global movements
- insecurity
- rich/poor gap

“New school in a new time”

- more individual learning and teaching
- children-oriented approach
- availability of new technologies
- flexibility
- interactive schooling (new technologies)
- diversity and tolerance
- interpersonal skills
- education for all

Statements

1. School should be a place where all the actors feel inspired, fulfilled, comfortable, and happy!
2. In a more and more complex world we should redefine our values for more empathy, understanding and cooperation!
3. Investing in education is investing in the future!

We, as teachers demand:

- ⇒ Respect and recognition
- ⇒ More autonomy
- ⇒ More quality training
- ⇒ Better learning environment
- ⇒ More resources

We, as teachers will be more:

- ⇒ Creative
- ⇒ Flexible
- ⇒ Open
- ⇒ Empathetic
- ⇒ Willing to learn

Redesign of the popular songs

What a wonderful world, Louis Armstrong

I see fear and sadness, violence and abuse
I see them discourage... me and you
And I think to myself what a miserable world

I see kids disappointed, teacher burned out
Parents are angry and principles shout

And I think to myself what a miserable world

The train to Bad Wildbad, changed us from inside
Warm-hearted people inspired our mind
I see friends shake our hands, saying: "You can do it too!"
They are really saying: "I love you!"

Imagine, John Lennon

Imagine there's no envy
It's easy if you try
No fear around
No violence or a cry
Imagine building future, together everyday

Imagine happy faces
You'll find them in our schools
We'll put in the passion
You might call us fools
Imagine building future, together everyday...

You may say we're just teachers
But we are all in one
We hope someday you'll join us
And our vision will see the sun!

Conclusion

From general to specific, from global to local, from collective work and aspiration to individual work and commitment... How to create a better future in the classroom? This was the question! Participants had an opportunity to think about that, to communicate, exchange ideas and experience, create a common vision and commit to apply it... Creativity, flexibility, understanding, sharing, connecting, communication... seem the best way. That is also the message of the 21st century students so, let's learn and teach together! The seminar "Being a teacher in 2032" had the intention of provoking a visionary approach and deeper understanding of today's world and schools and link this with a vision for the future. This seminar showed how much we need dialogue, developing a common vision, understanding, consensus, information, the exchange of experience and networking. In times of uncertainty, complexity and rapid change of educational environments, these are the main ingredients teachers need in order to learn and to be able to design the future mission and practice of education, its goals and purposes, its methods as well as the definition of the role of teachers as professionals so that they inspire learning and promote students' welfare.

Participants' feedback showed that they have been inspired, satisfied and motivated to take steps towards further action as regards their own perception and approach as well as educating for the future.

Report prepared by Susana Gonçalves (seminar coordinator)
with the cooperation of Mirjana Kazija and Thomas Pappas (facilitators)