

Joint programme DISCO project: New on-line guide

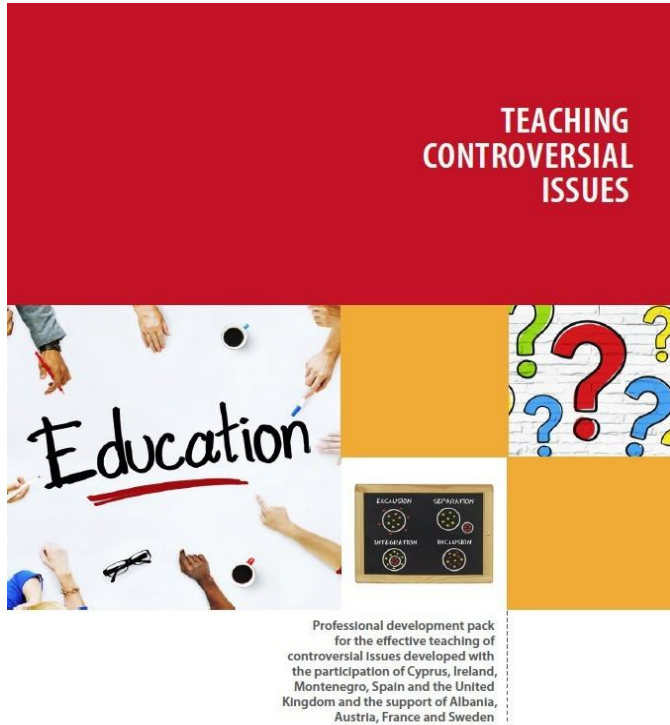


Joint Programme DISCO
Highlights 2018-2019
www.coe.int/disco

Good Practice Guide

Learning How to Handle Controversial Issues in Schools and other Education Settings

David Kerr, Ted Huddleston &
many others



Teachers and other educators

Training activities

Pedagogical skills and strategies

Creating opportunities for dialogue

Classroom-based

Funded
by the European Union
and the Council of Europe



EUROPEAN UNION

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Implemented
by the Council of Europe

School leaders

A self-reflection tool


Strategic management of controversy

Creating opportunities for dialogue

School-wide


MANAGING CONTROVERSY

DEVELOPING A STRATEGY FOR HANDLING
CONTROVERSY AND TEACHING
CONTROVERSIAL ISSUES IN SCHOOLS



A tool for school leaders and senior managers for handling controversy and teaching controversial issues in schools. Developed with the participation of Austria, Cyprus, Ireland, Montenegro and the United Kingdom, with the support of Albania, France and Sweden

Funded by the European Union and the Council of Europe



EUROPEAN UNION

COUNCIL OF EUROPE



CONSEIL DE L'EUROPE

Implemented by the Council of Europe

The manuals widely taken up and used in Europe

European Wergeland Centre

Balkans

Montenegro

Greece

United Kingdom

Germany

Sweden

Iceland

Baltics



Joint programme DISCO project: New on-line guide



Joint Programme DISCO
Highlights 2018-2019
www.coe.int/disco

Policy-makers & decision-makers

Trainers & facilitators

Lessons learned from using the manuals

Planning and delivering training

Local, national or regional basis

Four main sections:

Handling Controversial Issues using the Council of Europe Manuals –
Why, What and How

Engaging with the Manuals – Case Study Experiences of Using the
Manuals

Good Practice Guidelines – Lessons Learned

Accessing the Manuals - List of Translations

1. Why, what and how? ... examples

What are controversial issues?

Where do they arise in education?

Why bother with them?

Why has the need to do something become urgent?

What is holding back action?

How can the manuals help?

2. Case study experiences ... examples

| | |
|---------------------|---------|
| Independent trainer | Poland |
| Teacher educator | UK |
| University lecturer | Cyprus |
| Teacher | Germany |
| NGO | Greece |
| Ministry adviser | Albania |
| Youth trainer | Denmark |
| Deputy head teacher | Iceland |



3. Guidelines ... examples

Who are the manuals for?

When and where can the manuals be used?

How can the manuals overcome educators' initial concerns?

How can you encourage school leaders and managers to use the manuals?

What do the manuals say about impartiality?

How do the aims of the manuals relate to the CoE Reference Framework?

What can you achieve from the manuals when training time is limited?

Are the manuals suitable for educators working with small children?

4. Translations & variants

Å UNDERVISE I
KONTROVERSIELLE
TEMA



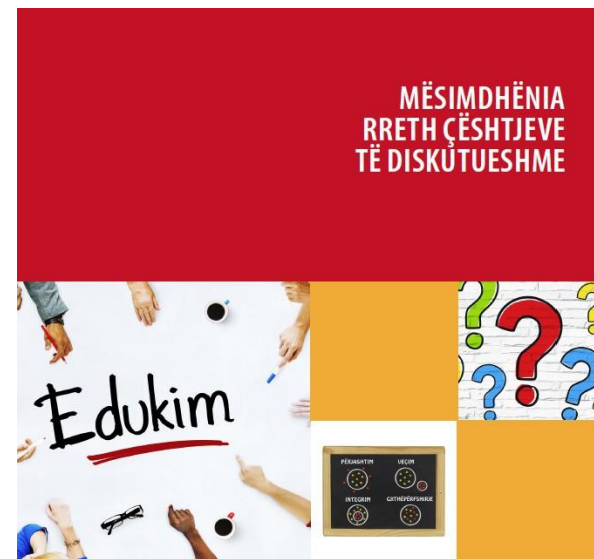
Kompetanseutviklingsmaterieell for effektiv undervisning i kontroversielle tema, utviklet med deltakelse fra Irland, Kypros, Montenegro, Spania og Storbritannia og med støtte fra Albania, Frankrike, Sverige og Østerrike

UNTERRICHTEN
KONTROVERSER
THEMEN



Fortbildungsprogramm für das Unterrichten kontroverser Themen, entwickelt unter der Beteiligung von Großbritannien Irland, Montenegro, Spanien und Zypern mit Unterstützung von Albanien, Frankreich, Österreich und Schweden.

MËSIMDHËNIA
RRETH ÇËSHTJEVE
TË DISKÛTUESHME



Paketë zhvillimi profesional për mësimdhënien e çështjeve të diskutueshme, e hartuar me pjesëmarrjen e Qipros, Irlandës, Malit të Zi, Spanjës dhe Mbretërisë së Bashkuar dhe mbështetjen e Shqipërisë, Austrisë, Francës dhe Suedisë