



Pestalozzi

Strengthening education for democracy
(STED)

Investigating our democratic culture
as teachers and educators.
Are we competent enough?

by

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Brief description

This training unit addresses the topic of democratic classroom culture.

Target group

Type of training	School level / age	Subject area
In-service training	Primary/6-12 years	Across the Curriculum

Expected outcomes

Through this training unit the participants are expected to:

- ✓ Reflect on their own perceptions and beliefs on what constitutes a democratic culture.
- ✓ Investigate the meaning of a democratic/anti-democratic classroom.
- ✓ Understand their key role in cultivating and promoting a democratic culture amongst their learners.
- ✓ Understand that developing a democratic classroom culture is an ongoing task that takes place across the curriculum and across disciplines and it presupposes not only learners' training but also teachers' training and development of certain competences in order to be able in turn to prepare their pupils for becoming competent democratic citizens.
- ✓ Make use of the translated version of the Competence Model in their own teaching.
- ✓ Develop certain competences such as the values of valuing democracy, justice, fairness, equality and the rule of law, the attitudes of respect, responsibility, the skills of listening and observing, empathy, flexibility and adaptability, co-operation skills and the knowledge and critical understanding of language and communication.

Activities

	Duration	Methods used
Activity 1: Understanding Democracy: Reflecting on a democratic culture	15 minutes	Line debate Group discussion
Activity 2: Deconstructing Democracy in the classroom	40 minutes	Group work Freeze frames Presentation Thought tracking and follow up discussion Forum theatre- Changing the picture
Activity 3: Deconstructing the profile of a competent democratic teacher	20 minutes	Role on the wall
Activity 4: Presentation of the Competence Model	15 minutes	Presentation
Activity 5: Debriefing/evaluation	10 minutes	Individual work Individual evaluation

Background and context

Reflecting on my own experience as a participant in “Strengthening Education for Democracy, Module A”, and having been introduced to the Competence Model, I realised that in order to be able to teach for a democratic culture, firstly teachers themselves have to be inducted into the Competence Model and its components. Therefore, the designed activities of this unit aim to enable in-service teachers to investigate (through experiential learning) their own perceptions and beliefs on a democratic culture and classroom (both on individual and collective level) and come up with a profile of “the competent democratic teacher” before they are introduced by the facilitator to the Competence Model.

Activity 1: Understanding Democracy: reflecting on a democratic culture

Duration: 15 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ To discuss a particular topic putting forward opposite arguments ✓ To seek to convince others to change stance ✓ To follow rules and methods/ techniques used
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Line debate ✓ Group discussion
<p>Resources</p> <ul style="list-style-type: none"> ✓ The statements (Appendix 1) ✓ PC/ projector
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Draw a line on the floor. One side of the line will be the “I agree” area; the other side will be the “I disagree” area. ✓ The line debate goes on until all statements are dealt with.
<p>Procedure</p> <p>Step 1 (1 min)</p> <ul style="list-style-type: none"> ✓ The participants are asked to line up on the line on the floor. <p>Step 2 (4 min)</p> <ul style="list-style-type: none"> ✓ The trainer reads the first statement of appendix 1, and asks the participants to move to one or the other area, according to whether they agree or disagree with it. The more they agree or disagree, the more they move aside. <p>Step 3 (7 min)</p> <ul style="list-style-type: none"> ✓ The trainer asks some of the participants from both sides to explain their position. While listening to the explanations, the others have the right to change position if they feel convinced. <p>Step 4 - Debriefing (3 min)</p> <ul style="list-style-type: none"> ✓ The trainer asks the participants to share their views and feelings about the activity (agree/disagree statements).
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ Since the “decoding” and interpretation of each statement is expected to differ somehow between the participants, the selection and the wording of the statements needs to be thought out and planned very carefully to avoid misinterpretations.

Activity 2: Deconstructing democracy in the classroom

Duration: 40 min

Expected outcome

- ✓ To discuss a particular topic putting forward opposite arguments
- ✓ To seek to convince others to change stance
- ✓ To follow rules and methods/ techniques used
- ✓ Line debate
- ✓ Group discussion

Methods/ techniques used

- ✓ Group work
- ✓ Freeze frames
- ✓ Presentation, thought tracking and follow up discussion
- ✓ Forum theatre - Changing the picture

Resources

- ✓ Cards and markers of different colours
- ✓ All equipment of a normal school classroom i.e. computers, whiteboard, video projector, desks etc.
- ✓ The 3 envelopes and their content (Appendix 2)

Practical arrangements

- ✓ Prepare 3 envelopes (one for each group) with a given title and possible roles (teacher, assistant teacher, pupils, head teacher)

Procedure

Step 1 (3 min)

- ✓ Each participant is requested to pick one card out of three different card colours placed either on the floor or on the table.
- ✓ The participants gather in three groups, according to the colour of the card of their choice

Step 2 (12 min)

- ✓ Each group is given an envelope which contains a certain title and roles. It is asked to share the given roles and make a freeze frame to represent the given title. The groups are encouraged to use any equipment found in the room as props to communicate better the meaning of their freeze frame.

Step 3 (10 min)

- ✓ Each group freeze frame is presented in turn.
- ✓ To make more sense of what each freeze frame represents, the rest of the participants touch the shoulder of certain roles of the still pictures presented and the thoughts of the characters are spoken out loud.
- ✓ The participants are asked to share their views and thoughts on what they see and give a possible title to each freeze frame presented.
- ✓ Each group discloses its given title and these titles are compared with the ones given before by the participants.

Step 4 (10 min)

- ✓ The freeze frames of a “democratic” and an “anti-democratic” classroom are presented again and the rest of the participants are asked to make 2-3 changes on frames in order to “enhance their democracy”.

Step 5 - Debriefing (5 min)

- ✓ Participants reflect both on their collaboration/contribution in the groups and their final collective product (freeze frame), their acting out experience as well as on their own perceptions/understanding of a democratic/anti-democratic classroom as demonstrated in the activity taken place.
- ✓ The concept of “empathy” in the above activities is highlighted by the facilitator if there is no mention of it by the participants.

Tips for trainers

- ✓ Given that most of the participants are not familiar with the drama techniques of freeze frames, thought tracking and forum theatre, the instructions have to be very well explained. Moreover, because of that, participants will probably need some more time to complete the given tasks.

Activity 3: Deconstructing the profile of a competent democratic teacher

Duration: 20 min

<p>Expected outcome</p> <p>To develop</p> <ul style="list-style-type: none"> ✓ Skills of listening and observing ✓ Co-operation skills ✓ Valuing democracy, justice, fairness, equality and the rule of law ✓ Respect ✓ Critical knowledge of language and communication
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Role on the wall
<p>Resources</p> <ul style="list-style-type: none"> ✓ 3 (one for each group) outlines of a body figure for the “role on the wall” (Appendix 3). ✓ Markers
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ The outline of a body is drawn three times (one for each group) on a large sheet of paper.
<p>Procedure</p> <p>Step 1 (1 min)</p> <ul style="list-style-type: none"> ✓ Each group is asked to assign the roles of coordinator, time keeper, writer and announcer/s (the announcers will be more than one, if the group size is larger than 4). <p>Step 2 (10 min)</p> <ul style="list-style-type: none"> ✓ Each group is given an outline of a body and it is asked to reflect on the preceding activities and write inside or outside the silhouette the “qualities” or the “characteristics” of a “competent democratic teacher” in the sense that he/she is able through his/her teaching to cultivate a democratic culture amongst the pupils and prepare the 21st century democratic citizen. <p>Step 3 (5 min)</p> <ul style="list-style-type: none"> ✓ The “role on the wall” of each group is stuck onto the wall and then the corresponding announcers present their group’s role. <p>Step 4 - Debriefing (4 min)</p> <ul style="list-style-type: none"> ✓ The common characteristics of the three “roles” on the wall are identified.
<p>Tips for trainers</p> <ul style="list-style-type: none"> ✓ The facilitator guides the groups to come up with qualities/characteristics that are related to the Competence Model.

Activity 4: Presentation of the Model of Competence

Duration: 15 min

<p>Expected outcome</p> <p>To develop</p> <ul style="list-style-type: none">✓ Skills of listening and observing✓ Critical knowledge of language and communication
<p>Methods/ techniques used</p> <ul style="list-style-type: none">✓ Presentation
<p>Resources</p> <ul style="list-style-type: none">✓ PC/projector✓ The Model in Greek language <p>The Model of Competence as presented in the conceptual model of the competences (Council of Europe, 2016)</p>
<p>Practical arrangements</p> <ul style="list-style-type: none">✓ Have ready the translated Model in Greek language
<p>Procedure</p> <p>Step 1 (8 min)</p> <ul style="list-style-type: none">✓ The conceptual Model of Competence is presented to the participants <p>Step 2 -Debriefing (7 min)</p> <ul style="list-style-type: none">✓ The participants compare the profile of the “competent democratic teacher” (role on the wall) with the Model on display and reflect on their workshop experience by identifying the competences from the Competence Model that they put in practice through the training.
<p>Tips for trainers</p> <ul style="list-style-type: none">✓ Some competences in the Model may need to be explained further in order to be more understandable to the participants.

Activity 5: Evaluation and impact assessment

Duration: 10 min

<p>Expected outcome</p> <ul style="list-style-type: none">✓ To reflect on the knowledge gained during the workshop✓ To plan further activities in individual context✓ Critical knowledge of language and communication✓ Photos and videos of the line debate activity✓ Photos and videos of the freeze frames activity✓ Photos of each group's role on the wall✓ Final report based on the answers given by the participants in questionnaire
<p>Methods/ techniques used</p> <ul style="list-style-type: none">✓ Individual work✓ Individual evaluation
<p>Resources</p> <ul style="list-style-type: none">✓ Questionnaire (Appendix 4)
<p>Practical arrangements</p> <ul style="list-style-type: none">✓ Have the translated Model in Greek language ready
<p>Procedure</p> <p>Step 1 (5 min)</p> <ul style="list-style-type: none">✓ Standing In a circle each participant in turn states 3 things that he/she is going to take away from the workshop/ training in place <p>Step 2 (5 min)</p> <ul style="list-style-type: none">✓ Participants are given the questionnaire in appendix 4 to fill in.
<p>Tips for trainers</p> <ul style="list-style-type: none">✓ Be very strict with keeping within the set time limits

References

Books and online tools:

The document **Competences for democratic culture** (Council of Europe, 2016) the online version available at http://www.coe.int/t/dg4/education/Source/competences/CDC_en.pdf

TASKs for democracy – 60 activities to learn and assess transversal attitudes, skills and knowledge TASKs (Pestalozzi, 2016) the online version available at http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi4_EN.pdf

Compasito - Manual on human rights education for children (Council of Europe, 2007) the online version available at <http://www.eycb.coe.int/compasito/pdf/Compasito%20EN.pdf>

Games for actors and non-actors (Boal, 2002) the online version available at https://geraldkeaney.files.wordpress.com/2014/06/augusto_boal_games_for_actors_and_non-actorsbookfi-org.pdf

Appendices

Appendix 1: STATEMENTS USED IN THE LINE DEBATE

- a. Roma children cannot adjust themselves to Cyprus educational system.
- b. Democracy in the classroom is impossible to be applied, given the challenges teachers have to face in their daily practice.
- c. Cyprus educational system favors the children that come from the dominant culture and language/linguistic background (native speakers).
- d. Teacher's university studies and in-service training do not prepare teachers in developing and educating the democratic citizen of the 21st century.
- e. Minority children and children that come from difficult socio-economic backgrounds are having the same learning opportunities in primary school classrooms.

Appendix 2: FREEZE FRAMES – The content of the envelopes

Envelope 1

1. Title of the freeze frame: *A democratic classroom*
2. Possible Roles: Teacher, assistant teacher, pupils, head teacher, school inspector

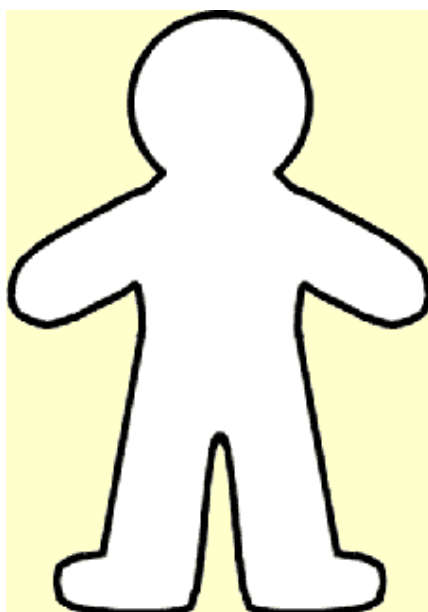
Envelope 2

1. Title of the freeze frame: *An anti-democratic classroom*
2. Possible Roles: Teacher, assistant teacher, pupils, head teacher, school inspector

Envelope 3

1. Title of the freeze frame: *An ideal classroom*
2. Possible Roles: Teacher, assistant teacher, pupils, head teacher, school inspector

Appendix 3: ROLE ON THE WALL



Appendix 4: Evaluation and Assessment (Questionnaire)

PART A

What do you think about.....?	1	2	3	4	5
	Poor	Fair	Good	Very Good	Excellent
a. The organization of the seminar					
b. The time spent for the seminar					
c. The workshop's planning					
d. The workshop's development					
e. The workshop's usefulness					
f. The workshop's materials and tools					
g. The teaching-learning climate					
h. The coordination of the seminar					
i. The formative dimension of the seminar					
j. The usefulness of the seminar in relation to your teaching practice					

Please put a tick in the box that best expresses your opinion about the seminar.

PART B

1. Note two activities/elements of the seminar that you found most interesting, or enjoyed more.

2. Note two activities/elements of the seminar that you found the least interesting.
