

# DEMOCRATIC AND INCLUSIVE LEARNING COMMUNITY

Trainer's manual



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This trainer’s manual is only valuable  
in combination with the teacher’s  
manual: The necessary information  
and content for teachers and trainers  
is set out there.

#### **Prepared by Rolf Gollob**

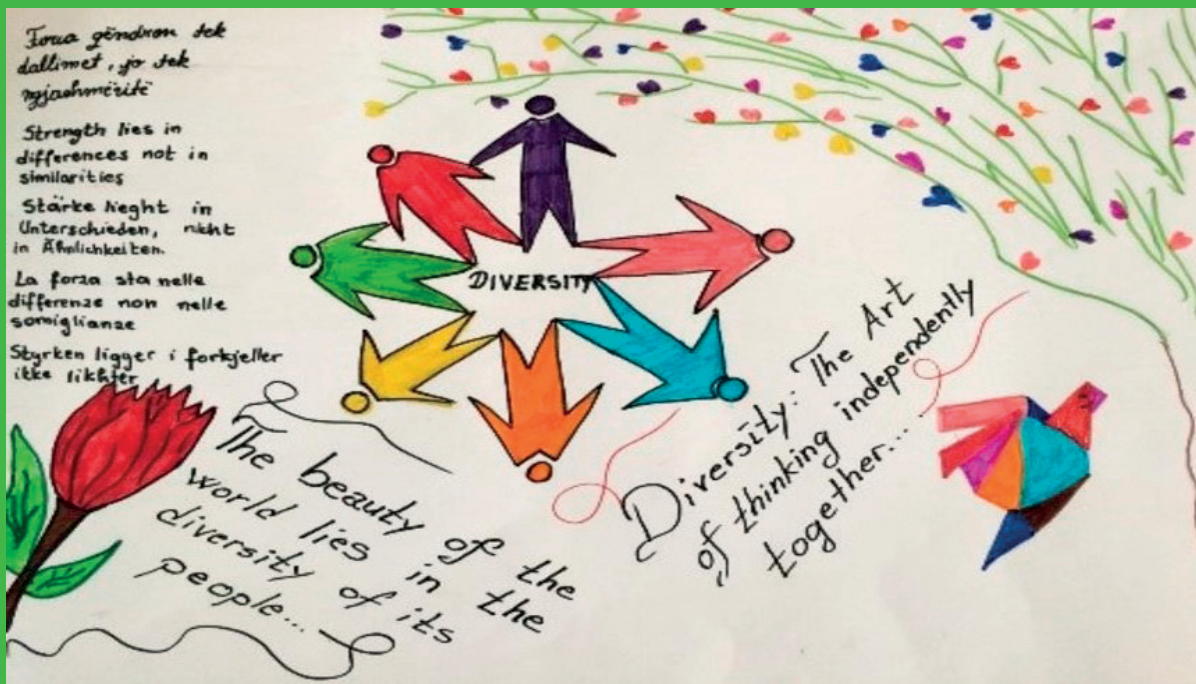
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# PART I: BACKGROUND INFORMATION



## INTRODUCTION

This trainers' manual is a supplement to the manual for the participating teachers. Most of the learning content and specialized information on the topics of inclusion, democratic culture, bullying, and environmental education are prepared in such a way that they are valid as materials for the workshops as well as for the teachers' lessons.

The aim is for participants to have worked with their manual by the end of the course. The focus is not so much on the trainers' presentations as on the participants' own reading during and between the workshops.

After each workshop, the participants have homework, which become the content of the first of the four sessions at the beginning of the next workshop.

Each workshop is structured into four sessions, each lasting 1.5 hours. The experienced trainers complete the sessions in their own competence. They know the participants and how they can be encouraged to learn actively.

From the beginning, the trainers visit the participants between the workshops. For the corresponding lesson observation and the obligatory qualitative feedback, derivations can be found in this manual.

## TARGET GROUP

The first phase of the five-part training is aimed at the teachers of the selected schools. The relevant teachers work in school teams (approximately ten per school) and are accompanied and trained by specifically trained coaches.

## PREREQUISITES

Participating teachers should:

- ▶ be available to participate in the four one-day training sessions and in the included implementation phases in between.
- ▶ be motivated and committed to experiment with new methods of teaching and to implement activities based on the training experience.

## METHODOLOGY

The training is characterised by a balanced mixture of knowledge, values, and skills. The 'Manual for Teacher' is at the centre of the knowledge development and forms the basis of all training units. Instead of extensive knowledge presentations, the participants will receive reading assignments during the training days and discuss (pair) the gained insights (think) with professional colleagues and share them with the whole training group (share). The trainers make sure that each reading assignment is task-based, i.e., combined with insight and implementation assignments. Blooms' taxonomy will be used regularly.

The methodology used during the training represents a mixture of:

- ▶ Individual reading/work
- ▶ Pair/group work
- ▶ Plenary sessions
- ▶ Lectures and presentations
- ▶ Interactive exercises, which, for most part, can be replicated or adapted for use with students

Interactive methods and activities which stimulate reflection, cooperation and creativity will be emphasized throughout the training. Space is provided in the last training session to respond to specific additional needs of individual schools, in terms of addressing other related topics or going deeper into those already addressed in previous sessions).

## LEARNING OUTCOMES

After completing the course, participating teachers will be able to:

- understand the complex and holistic nature of inclusion
- explain to professional colleagues and parents which principles to follow to design an inclusive school and implement inclusive teaching
- implement the principle of inclusive teaching in daily practice and evaluate the results independently
- reflect their own attitude towards inclusion and diversity and have created their own corresponding strength-weakness profile
- know the RFCDC and how important the 20 competences are for the implementation of inclusive education as well as for democratic development in schools and society in general.

## GENERAL ASPECTS

- The training is designed for online delivery in groups of around ten participants, keeping in mind that a version will need to be developed for face-to-face or blended learning
- The training will be based on synchronous online sessions and or face-to-face training and individual work shared by participants on an online platform
- The course will have 50 hours, including 24 hours of sessions and 26 hours of individual work
- The proposal is for four workshop-days and three implementation phases between each training (homework).

## PROGRAMME OVERVIEW

|           | Workshop 1  | Workshop 2  | Workshop 3  | Workshop 4  |
|-----------|---|---|---|---|
| Key areas | Introduction, team building, inclusive school profile, basic knowledge about key facts of inclusion | Reflection and reporting on first successes. Getting to know basics about bullying and learning to understand and use the RFCDC   | Presentation of anti-bullying-poster and planning of an anti-bullying action week<br><br>Getting to know key factors for good inclusive lesson planning | Presentation of environmental project with an analysis of it inclusive and democratic potential<br><br>Mock teaching sessions by all participants as proof of personal development<br><br>Feedback on the entire course |
| Session 1 | Introduction to the course, forming of teams for all four workshop days.                            | Presentation of homework and first results of implementation<br><br>Trainer's report on school visits<br><br>Reflection on success and difficulties of the implementation | Presentation of anti-bullying-poster<br><br>Exchange of experience and difficulties   | First overview of the four workshop days with a proposal for ongoing feedback (flipchart) Detailed time planning for environmental project  |
| Session 2 | Three dimensions for the development of the school  | Personal reflection about own 'inclusion-profile' based on reading  | Joint planning of anti-bullying week  | Four prepared Mock-Teaching-Sessions by four teams  |



|           | Workshop 1   | Workshop 2  | Workshop 3   | Workshop 4   |
|-----------|--|---|--|--|
| Session 3 | <p>Diversity and difference in School</p> <p>Chapters 2 – 7 to be elaborated in teams and shared</p>   | <p>Bullying as severe form of exclusion</p> <p>Teacher as bully</p> <p>Background information Anti-bullying checklist</p>   | <p>Six steps of inclusive lesson planning.</p> <p>Discussion and reflection on consequences for the teaching practice</p>  | <p>Mutual feedback on the mock-teaching sessions, considering inclusion and the culture of democracy</p> <p>General reflection by the trainer</p>  |
| Session 4 | <p>Mock-teaching session about equality Reflection of workshop day one.</p>  | <p>From anti-bullying to the culture of democracy and the RFCDC</p> <p>Democracy and its quality</p> <p>The CDC model (Butterfly)</p>   | <p>Introduction to basics of environmental education and its connection to a culture of living democracy</p>   | <p>General reflection and feedback on the entire course in small teams and in plenary</p> <p>Introduction of the evaluation survey the participants will receive in the following week</p> |
| Home-Task | <p>The participants will:</p> <ul style="list-style-type: none"> <li>▶ teach/test 3 teaching exercises</li> <li>▶ share new knowledge with parents and/or teachers.</li> <li>▶ prepare a presentation</li> </ul> | <p>The participants will:</p> <ul style="list-style-type: none"> <li>▶ invite a colleague for observation and feedback.</li> <li>▶ read: Chapter 3 on bullying and take first steps</li> <li>▶ prepare a proposal for an anti-bullying poster.</li> </ul> | <p>The participants will:</p> <ul style="list-style-type: none"> <li>▶ decide on an environmental project</li> <li>▶ present a first proposal paper</li> <li>▶ prepare one of the teaching examples for mock teaching</li> </ul> | <p>Give written feedback</p>   |

# PART II: TRAINING PLANS



# WORKSHOP 1

## INTRODUCTION, TEAM BUILDING AND INCLUSIVE SCHOOL PROFILE

### PART I – GENERAL INFORMATION

|                             |   |
|-----------------------------|---|
| Overview, issues addressed: | Introduction, team building, inclusive school profile, basic knowledge about key facts of inclusion |
|-----------------------------|---|

### PART II – SESSIONS STEP BY STEP

| Time                           | Description   | Resources   |
|--------------------------------|---|-------------|
| Workshop 1 - Session 1 – 1.5 h | <b>Topic: Introduction</b><br><b>Part 1</b><br>Icebreaker, then introducing the course, in terms of context, process, content, learning approach and style, materials (manual) and expected outcomes.<br>The participants receive the manuals (printed version) and have a first look at the table of content.<br>Clarification of the trainers as facilitators<br>Knowledge comes mainly from reading and sharing<br>The facilitator will organise the learning process  | Ppt manuals |
|                                | <b>Topic: Forming learning tandems for the whole course</b><br><b>Part 2</b><br>Introduction by the facilitator: Think (read) – pair (discuss with learning partner) – sharing will be the core approach and preparing for immediate implementation. So we will work in pairs. The pairs are selected through matching cards (see manual Part D. 1.1). The teams formed will now be combined with another team to form a team of four. Through exercise 'coat of arms' (D 1.3) they work on their competence profile. | Manual      |
|                                | <b>Part 3</b><br>Reflection:<br>In football teams, we need and accept different competences and roles. Why is this different in schools? Why do we usually look for social norms and equal levels of knowledge, learning approach and outcomes?   |             |

| Time                           | Description  | Resources                                 |
|--------------------------------|--|---|
| Workshop 1 - Session 2 – 1.5 h | <b>Topic: Three Dimensions of development for schools</b><br><b>Part 1: Intro and task</b><br>The triangle of dimensions is presented very briefly as elements for school development.<br>Individual Reading Task: A/I/1: Three dimensions (resources, practices, structures). Individually all participants draw a triangle with the three dimensions in the corners and define, what still needs to be done to reach the goals formulated for each dimension! Together with their learning partner they pair (discuss) and come up with a joint drawing on A3. This is presented to the plenary (share). | Teachers' manual<br>A/I/1<br><br>Paper A3 |
|                                | <b>Topic: Presentation of the group triangles.</b><br><b>Part 2</b><br>Clarification: The three dimensions need to be fully understood and connected to the previous knowledge of all participants. The trainers need to make sure all participants come up with their point of view.  | Group presentations                       |
|                                | <b>Topic: Discussion and preparation</b><br><b>Part 3</b> <ul style="list-style-type: none"> <li>▶ What is the basic understanding of the dimensions?</li> <li>▶ Why are these three dimensions so important?</li> <li>▶ Joint poster (flipchart) as goal for principal, teachers, staff, parents, school board.</li> </ul>  |   |

| Time                           | Description  | Resources                             |
|--------------------------------|--|---------------------------------------|
| Workshop 1 - Session 3 – 1.5 h | <b>Topic: Diversity and Difference in School 2 - 7</b><br><b>Part 1</b><br>Point 1 of the chapter (three dimensions) is discussed. Points 2 – 7 of the basic understanding shall now be clarified and presented. Each pair receives (by chance?) one of the chapters. The task is to present the content in a (graphic) way, so it can be presented in plenary and everyone can understand and discuss it. | Teachers' manual<br>A/I/ 2 - 7        |
|                                | <b>Part 2</b><br>Presentation of the six elements (1.2 – 1.7) by the teams.  | 6 presentations                       |
|                                | <b>Part 3</b><br>Exercise: Each participant can explain by heart the seven elements (1.1 – 1.7) as if he/she is talking about it to colleagues/visitors/parents.<br>Participants train each other in teams with the assistance of the manual.  | Teachers' manual                      |
|                                | <b>Part 4</b><br>Reflection: <ul style="list-style-type: none"> <li>▶ What did I learn today (3 points each on sticky paper)? Collected and grouped on a wall in plenary.</li> <li>▶ What did I somehow know but never expressed?</li> </ul>   | Post it.<br>Wall to display the notes |

| Time                           | Description   | Resources                   |
|--------------------------------|---|-----------------------------|
| Workshop 1 - Session 4 – 1.5 h | <b>Topic: We are all equal, but some are more equal than others.</b><br><b>Part 1</b><br>Introduction: Together an educational activity is done (mock teaching) and reflected. From the chapter perceiving others (D/1.4) the questions about (un)equal opportunities.<br>The room is organised so the exercise can take place and is conducted by the trainer (or a prepared participant). | Teachers' manual<br>D/1.4/4 |
|                                | <b>Part 2</b><br>Feedback: <ul style="list-style-type: none"> <li>▶ How was the lesson conducted?</li> <li>▶ What did I learn about inclusion?</li> <li>▶ Which of the elements from the last session has been considered?</li> </ul>   |                             |
|                                | <b>Part 3</b><br>Implementation: <ul style="list-style-type: none"> <li>▶ How could I do it in my class?</li> <li>▶ How can I adapt it to the age?</li> <li>▶ How will I make sure EVERYONE can participate?</li> </ul>   |                             |
|                                | <b>Part 4</b><br>Reflection of the day:<br>What is the difference between the woman/man entering and leaving this workshop?   | Post it<br>Flipchart        |

| Time      | Description   |
|-----------|---|
| Home-task | <b>Topic: Homework until the next workshop</b><br>The participants will: <ul style="list-style-type: none"> <li>▶ teach/test three teaching exercises from the manual.</li> <li>▶ share the key elements from 'What is good to know' (1 – 7) with a group of parents and/or teachers not involved in the training.</li> <li>▶ prepare together with your team-partner a presentation (5' max.) on the results of both tasks.</li> </ul> |

# WORKSHOP 2

## THE TEACHER'S ROLE REGARDING REFLECTION ON INCLUSION AND THE TOPIC OF BULLYING

### PART I – GENERAL INFORMATION

|                             |  |
|-----------------------------|--|
| Overview, issues addressed: | Reflection and reporting on initial successes. Getting to know basics about bullying and learning to understand and use the RFCDC. |
|-----------------------------|--|

### PART II – SESSIONS STEP BY STEP:

| Time                           | Description  | Resources   |
|--------------------------------|--|---|
| Workshop 2 - Session 1 – 1.5 h | <b>Topic: Presentation of the homework</b><br><b>Part 1</b><br>Icebreaker. Then, the trainer decides in which way the homework shall be presented: It would be boring to just have one after the other. Poster presentation and exhibition? Smaller teams in which the results are presented and discussed?  | Ice-breaker manual  |
|                                | <b>Topic: First implementation results</b><br><b>Part 2</b><br>In plenary there will be a discussion (circle of chairs) on difficulties and successes. It starts with the trainer reporting on his/her classroom visits, will show pictures if possible and results of the feedback-discussion with the visited teacher (who we reflect on the effect of the trainers' visit).   | Report on class visits by the trainer supported with pictures (ppt) |
|                                | <b>Topic: Personal reflection</b><br><b>Part 3</b><br>Open discussion to finalise the recollection from the first day of the workshop and the homework: <ul style="list-style-type: none"> <li>▶ In which way was my awareness raised concerning the topic of inclusion?</li> <li>▶ What could I implement?</li> <li>▶ What did not work? Why?</li> <li>▶ How well could I integrate the new insights into my teaching?</li> <li>▶ How do I see the personal professional development and the profile of my school?</li> <li>▶ How honest can I be about it?</li> </ul> Information by the trainer: Personal reflection and insights will be the content of the following session. | Flipchart to collect the discussion points                          |

| Time                           | Description  | Resources             |
|--------------------------------|--|-----------------------|
| Workshop 2 - Session 2 – 1.5 h | <b>Topic: What is good to reflect upon?</b><br><b>Part 1</b><br>Introduction: Teacher as reflective practitioner. Trainer presents this approach and opens a first round of a 'blitz': Each participant finishes the following sentence: "Reflecting as a teacher and a person means that I regularly.....".<br>Task: The participants work in five teams following the five chapters of A/II: What is good to reflect upon.<br>The titles of the five chapters are written on slips of paper, the teams choose randomly one. In the five teams they read the chapters and then answer the reflection questions on a PowerPoint (ppt). | Teachers' manual      |
|                                | <b>Topic: learning from each other</b><br><b>Part 2</b><br>The five ppts are compiled and a plenary presentation shall help for all five teams to get the knowledge of all five chapters. The trainer makes sure that no information is lost and adds to it if necessary.  | Ppt prepared by teams |
|                                | <b>Topic: Reflection</b><br><b>Part 3</b><br>At the beginning, the trainer summarises what he/she has heard and gives a sympathetic and appreciative comment. He/she points out elements that he/she has missed and invites the participants to formulate their own thoughts. What can I hardly accept? What forms of difference are difficult for me to tolerate? How has this changed for me and/or for our society/country in recent years? Is it getting better or worse?  | Circle of chairs      |

| Time                           | Description   | Resources   |
|--------------------------------|---|---|
| Workshop 2 - Session 3 – 1.5 h | <p><b>Topic: Bullying: A severe form of daily exclusion.</b></p> <p><b>Part 1</b></p> <p>Intro by trainer about the PISA results on bullying worldwide and in Kosovo-</p> <p>Task: "On a sheet of A4 paper you write in a legible manner your own definition of bullying." Without further discussion, each definition is read to the plenary and displayed on a wall (sitting in a circle)?</p> <p>Short round of discussion:</p> <ul style="list-style-type: none"> <li>▶ What is your personal experience with bullying?</li> <li>▶ Do you remember being bullied?</li> <li>▶ Why is it so hard to confess or even remember being bullied? Is it because it is hard to be a (weak) victim?</li> <li>▶ Why is it so hard for teachers to become aware of bullying in class?</li> <li>▶ And what if the bully is the teacher?</li> </ul> | <p><a href="https://www.osce.org/kosovo/120706">https://www.osce.org/kosovo/120706</a></p> <p><a href="https://www.oecd-ilibrary.org/docserver/cd52fb72-en.pdf?expires=1622208856&amp;id=id&amp;accname=guest&amp;checksum=6C3AB6E2024DF67563E0D5C018D4D464">https://www.oecd-ilibrary.org/docserver/cd52fb72-en.pdf?expires=1622208856&amp;id=id&amp;accname=guest&amp;checksum=6C3AB6E2024DF67563E0D5C018D4D464</a></p> |
|                                | <p><b>Topic: Becoming aware of the problem and discussing solutions</b></p> <p><b>Part 2</b></p> <p>Task: "Read the article about teachers as bullies in the manual and share your impressions in groups of four (two working pairs)."</p> <p>Questions/topics to be tackled (to be collected on a flipchart):</p> <ul style="list-style-type: none"> <li>▶ What are the effects of bullying teachers on students?</li> <li>▶ Why is this FACT not really discussed in schools?</li> <li>▶ How can you fight against the danger of becoming a bully? Come up with a checklist of at least ten items on the back of the same flipchart.</li> <li>▶ Share your personal point of view and collect the results in the group on the flipchart.</li> </ul>   | <p>Teachers' manual</p> <p>Flipchart papers</p>   |
|                                | <p><b>Topic: Background information</b></p> <p><b>Part 3</b></p> <p>The posters are displayed without discussion on the wall. Then: individual reading task:</p> <p>"Read the chapter "Background information on the topic of bullying for educators. On the wall you find flipchart with the title of the sub-chapters 2 a) – h). For each of the eight sub-chapters, use at least three post-it notes to write down key words that are important for teachers and parents as background information on bullying."</p> <p>When finished, the initial group of four from the last task take again their Bullying-Checklist and now add, correct, complete and change it into a list that has the title: "What everybody needs to know about bullying in our school!"</p>  | <p>Post it</p>  |



| Time                           | Description  | Resources   |
|--------------------------------|--|---|
| Workshop 2 - Session 4 – 1.5 h | <b>Part 1</b><br><b>Topic: No space for bullying - Culture of democracy.</b><br>Showing the 'Butterfly' by giving a brief introduction to the history of the RFCD leading to the topic of 'Democracies today' with reference to some recent critical developments in several democracies with reference to the Freedom House report 2021:<br>"We need to answer the key-question: What is the quality of a democracy? What is the culture of democracy? Why is bullying in a democratic institution such as a public school a scandal? This is why we will have a look at our expectations."   | <a href="https://freedom-house.org/sites/default/files/2021-02/FIW2021_World_02252021_FINAL-web-upload.pdf">https://freedom-house.org/sites/default/files/2021-02/FIW2021_World_02252021_FINAL-web-upload.pdf</a> |
|                                | <b>Part 2</b><br><b>Topic: What is the quality of a democracy?</b><br>Discussions in small teams:<br><ul style="list-style-type: none"> <li>▶ What do I expect from a democratic state? What would be the minimal standards for a society that calls itself 'democratic'? What is my personal experience? The keywords are displayed on a wall.</li> <li>▶ The trainer arranges the keywords according to 'democracy as a form of rule' and 'democracy as a way of life'. This leads on to the topic of culture of democracy.</li> <li>▶ Again, a reference to the Freedom House report and to the factors they use. We then examine the different 'levels' of democracy and reflect on the individual experience of growing or diminishing democracy.</li> </ul>  |   |
|                                | <b>Part 3</b><br><b>Topic: The CDC model</b><br>Brief introduction of the CDC model, of the context and process of its development, and its structure. The 20 competences need to be understood for the following group task:<br>Each group identifies a situation related to bullying in school (a conflict, a controversy, a challenging situation), from the experience of the participants, from mass media or social media.<br>The group will analyse the situation with "CDC lenses", identifying:<br><ul style="list-style-type: none"> <li>▶ Competences for democratic culture that were used by participants in the situation.</li> <li>▶ Competences for democratic culture that could have been useful for the situation to evolve in a positive way.</li> </ul> Each group will have to provide arguments and explanations, based on the analysis of the definitions of the competences selected. | CDC Butterfly in a bigger version (hand drawing by trainer?)  |
|                                | <b>Part 4</b><br><b>Presentations</b><br>Groups present their examples and findings.<br>Participants share their first impressions of the CDC.   |   |

| Time     | Description   |
|----------|---|
| Homework | <p><b>Topic: Homework until the next workshop</b></p> <p>The participants will:</p> <ul style="list-style-type: none"> <li>▶ teach/test three teaching exercises from the manual: Invite a colleague for observation and feedback.</li> <li>▶ read: Chapter 3 on Bullying – Acting on the topic of bullying (prevention and intervention): Make a first step in prevention and be ready for reporting in the coming workshop.</li> <li>▶ prepare a proposal for an anti-bullying-poster for the school in cooperation with some students and colleagues (information about the exhibition in the next workshop).</li> </ul> |

# WORKSHOP 3

## BULLYING AND INCLUSION IN PRACTICE

### PART I – GENERAL INFORMATION

|                             |   |
|-----------------------------|---|
| Overview, issues addressed: | Presentation of anti-bullying-poster and planning of an anti-bullying action week.<br>Getting to know key factors for good inclusive lesson planning. |
|-----------------------------|---|

### PART II – SESSIONS STEP BY STEP

| Time                           | Description  | Resources  |
|--------------------------------|--|--|
| Workshop 3 - Session 1 – 1.5 h | <b>Part 1</b><br><b>Topic: Presentation of homework: Poster exhibition</b><br>Exhibition of the anti-bullying posters and internal competition. Each participant has five self-adhesive points that he/she can freely assign. Criteria: Graphic design and understandability.  | Participants' posters                            |
|                                | <b>Part 2</b><br><b>Topic: Action experience</b><br>In plenary, one of the trainers reports on a school visit at one of the participants' school.<br><br>Discussions and exchange in four circles of chairs:<br><br>Two rounds:<br>1. Each participant reports on one of the tested teaching exercises.<br>2. Each participant reports on one of the bullying prevention actions he/she has taken. | Trainer's report on visits (ppt)                 |
| Time                           | Description  | Resources  |
| Workshop 3 - Session 2 – 1.5 h | <b>Part 1</b><br><b>Topic: Planning an anti-bullying-week in school</b><br>With the background of knowledge about bullying and prevention/intervention proposals, the participants develop an action plan for a realistic anti-bullying week.<br><br>By way of support, they can make use of the planning grid for the cleaning day (see manual).  | Manuals<br>Flipchart<br>Power point presentation |
|                                | <b>Part 2</b><br><b>Topic: Presentation and mutual feedback</b><br>The teams present their plans (flipchart or power point).<br><br>After each presentation the participants give feedback and proposals for improvement.  | Ppt by participants                              |

| Time                           | Description  | Resources   |
|--------------------------------|--|---|
| Workshop 3 - Session 3 - 1.5 h | <b>Part 1</b><br><b>Planning inclusive teaching</b><br>Presentation of Part III: How to plan well – Six steps to inclusive lesson planning.  | Ppt presentation by the trainer based on the manual |
|                                | <b>Part 2</b><br><b>Teachers' preparation discussions on lesson planning</b><br>In pairs, the participants decide on two of the six steps to analyse and discuss (trainers make sure that all six steps are selected at least once). Preparation of a presentation on flipchart.<br>▶ How does it change my lesson preparation if I take this step into account?<br>▶ What do I still need to know/learn to implement this step?<br>▶ What support do I need from the school management?<br>▶ What support do I need from the project trainer? | Teachers' manual<br>flipchart                       |
|                                | <b>Part 3</b><br><b>Topic: Presentation of group analysis</b><br>The analysis of the six steps is presented. When step 1 is presented by a team and others have prepared the same, they complement the missing elements or differences in their analysis.  | Presentations by participants on flipchart          |
|                                | <b>Part 4</b><br><b>Topic: Reflection and discussion of consequences</b><br>Adjustments to one's own professional routines take time. Teachers must have the opportunity to formulate and share their doubts, fears, and hopes. The trainer finds the right form to do this. This can be done in plenary, through individual notes, through non-verbal forms (drawings, objects etc.).   |   |

| Time                           | Description   | Resources  |
|--------------------------------|---|--|
| Workshop 3 - Session 4 - 1.5 h | <p><b>Part 1</b></p> <p><b>Topic: Environmental Education – basic and important</b></p> <p>As a first step, the teachers clarify the attitudes towards environmental education. The trainer starts with an attractive motivational element. For example, with a simple look into the rubbish bin at school and then a discussion on the reality of life nowadays, but without bringing negative moral components into the discussion.</p> <p>Reading task: Introduction to the environmental education chapter: 'Environmental education with a long history'. Questions to tackle:</p> <ul style="list-style-type: none"> <li>▶ How important was this when I was young?</li> <li>▶ How do different generations see this?</li> <li>▶ How am I prepared as teacher for the cause?</li> <li>▶ Why has it become more important?</li> <li>▶ How is it linked to the sustainable development goals 2030 of the UN?</li> </ul> <p>The participants take personal notes (think) after reading and discuss (share) these with their working partner. What are the differences and joint views?</p> | <p>Waste collection.</p> <p>Pictures of waste in public etc.</p> |
|                                | <p><b>Part 2</b></p> <p><b>Topic: Environment as part of a democratic environment</b></p> <p>In plenary the trainer supports a discussion focussing on the question, in which way environmental education can be part of the culture of democracy. With the help of the 'butterfly' and the 135 descriptors and by using the garden poster, a profile of the two proposed projects are developed in smaller teams.</p>  | <p>Butterfly.</p> <p>Teachers' manual</p>                        |
|                                | <p><b>Part 3</b></p> <p><b>Topic: Democracy profile of environmental projects</b></p> <p>In two teams, the participants now develop the profiles of the two proposal (school gardening and clean-up-day).</p> <p>By using the garden poster, this will also be a fun exercise. The presentation of the posters will show the democratic and the didactic potential of this kind of work.</p>  | <p>Copies of the garden poster.</p> <p>Teachers' manual</p>      |
|                                | <p><b>Part 4</b></p> <p><b>Topic: Introduction of the mock-teaching during coming workshop</b></p> <p>During the last workshop, the participants will present in four small teams one class each for and with the other participants in the form of mock teaching. The participants need to fully understand the task, so they prepare the materials and the detailed planning.</p>   |  |

| Time      | Description   |
|-----------|---|
| Home-task | <p><b>Topic: Homework until the next workshop</b></p> <p>The participants will:</p> <ul style="list-style-type: none"> <li>▶ discuss in their school(s), which environmental project they will plan and carry out in a defined time.</li> <li>▶ present an initial proposal for either one to the plenary at the beginning of the next workshop.</li> <li>▶ Prepare one of the teaching examples from the manual (Exercise and lesson plans for daily news) in small teams.</li> </ul> <p>They might decide on one of the proposed projects (gardening or clean-up day) or choose something that is more suitable for their school and their wants and needs.</p> <p>The trainer might decide that there shall be two project proposals per school, so that there will be a variety of ideas to be discussed.</p> |

# WORKSHOP 4

## TEACHING PRACTICE VISIBLE THROUGH MOCK TEACHING

### PART I – GENERAL INFORMATION

|                             |  |
|-----------------------------|--|
| Overview, issues addressed: | <p>Presentation of environmental project with an analysis of its inclusive and democratic potential.</p> <p>Mock-teaching sessions by all participants as proof of personal development.</p> <p>Feedback on the entire course.</p> |
|-----------------------------|--|

### PART II – SESSIONS STEP BY STEP

| Time                           | Description   | Resources                       |
|--------------------------------|---|---------------------------------|
| Workshop 4 - Session 1 – 1.5 h | <p><b>Part 1</b></p> <p><b>Topic: Overview and starting the reflection of the course</b></p> <p>After an icebreaker, the trainer starts with reports on his/her school visits and on the observations and results.</p> <p>An overview of the day also includes the fact that this will be the last day of official training. The trainer puts a flip chart sheet on a wall and assists the participants to fill it during the day with notes: what did I learn? What did I implement? What will I need in the future?</p> | Icebreaker toolbox for trainers |
|                                | <p><b>Part 2</b></p> <p><b>Topic: Our environmental project ideas</b></p> <p>The prepared project ideas are presented and discussed in plenary.</p> <ul style="list-style-type: none"> <li>► How inclusive is the proposal?</li> <li>► What environmental problem will be solved or approached?</li> <li>► In which way is the RFCDC implemented or considered?</li> </ul>  |                                 |
|                                | <p><b>Part 3</b></p> <p><b>Topic: Detail planning</b></p> <p>What is needed will be a time and task table. In plenary (if only one project) or in small teams the participants take now real planning steps.</p>  | Flipchart for detailed planning |

| Time                           | Description  | Resources                                |
|--------------------------------|--|--|
| Workshop 4 - Session 2 – 1.5 h | <b>Part 1</b><br><b>Topic: Mock teaching 1</b><br>The participants of team 1 realise their mock-teaching lesson in a 20-minute slot. The other participants are their 'mock-students'. | Materials prepared for the chosen lesson |
|                                | <b>Part 2</b><br><b>Topic: Mock teaching 2</b>   | Materials prepared for the chosen lesson |
|                                | <b>Part 3</b><br><b>Topic: Mock teaching 3</b>   | Materials prepared for the chosen lesson |
|                                | <b>Part 2</b><br><b>Topic: Mock teaching 4</b>   | Materials prepared for the chosen lesson |

| Time                           | Description   | Resources |
|--------------------------------|---|-----------|
| Workshop 4 - Session 3 – 1.5 h | <b>Part 1</b><br><b>Topic: Reflection and feedback of the mock-teaching-sessions</b><br>15 minutes are reserved for supportive and relevant feedback on the mock-teaching-sessions: <ul style="list-style-type: none"> <li>▶ In which way was it inclusive (using the manuals criteria)?</li> <li>▶ How is the RFCDC implemented (using the relevant form from the manual).</li> <li>▶ What is the quality of teaching and including all learners? How well is the time divided between teaching and learning?</li> <li>▶ How interesting and fun was it for us?</li> </ul> |           |
|                                | <b>Part 2</b><br><b>Topic: Reflection and impressions by the trainer</b><br>The trainer first comments on the quality of the feedback and then gives an overview of the lessons attended and the mock-teaching sessions observed: What has developed? What did the participants learn?  |           |

| Time                           | Description  | Resources                         |
|--------------------------------|--|-----------------------------------|
| Workshop 4 - Session 4 – 1.5 h | <b>Part 1</b><br><b>Topic: Looking back to the four workshop days and the homework</b><br>Introduction: The trainer recalls the goals, processes related to the task, implementation activities and uses the poster with the participants' notes introduced at the beginning of this day of the workshop.  | Poster from the days' session one |
|                                | <b>Part 2</b><br><b>Topic:</b><br>Participants are divided in groups of four (two learning teams):<br>Present to and comment on each other <ul style="list-style-type: none"> <li>▶ The most important inclusion and democracy elements integrated in your implementation activity</li> <li>▶ Your concrete next steps</li> <li>▶ Some possible challenges to solve</li> <li>▶ How you see your impact on the situation of the Roma, Ashkali and Egyptians living in Kosovo</li> </ul> |                                   |
|                                | <b>Part 3</b><br><b>Plenary: presentation of group results</b><br>Seminar conclusion<br>Trainer encourages participants to <ul style="list-style-type: none"> <li>▶ use resources</li> <li>▶ stay in touch with each other</li> <li>▶ respond to evaluation survey</li> </ul>  |                                   |
|                                | <b>Debriefing/feedback</b><br>Evaluation survey to be sent after completing the course   |                                   |





# PART III: TRAINERS' TOOL-BOX



# HOW TO SUPPORT THE IMPLEMENTATION OF INCLUSION IN DAILY TEACHING?

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## BASICS FOR THE DAILY TEACHING PRACTICE

### Room concepts

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Tables and benches lined up and a blackboard at the front of the classroom. The traditional spatial concept of the school and the associated method of frontal teaching has had its day, especially when children with different abilities and support needs are taught together in one class. Here, new, variable room concepts are needed that can always be adapted to current needs. We would like to show you here how you can create an optimal learning environment and achieve great things with sometimes small measures. A few cushions on the floor or a table with benches around it - the place for the morning circle is ready!

The morning circle is a simple and quick way to give children the best possible start to their school day. When sitting together in a circle, children and teachers meet at eye level. This promotes class cohesion and provides an opportunity for a relaxed exchange of ideas, where everything can be discussed, from the upcoming class trip to planned projects to possible conflicts that are currently on the children's minds.

Ideal for larger classes or where space is limited: The mobile morning circle made of cushions can be set up and taken down quickly and is also extremely inexpensive. The practical cushions have a sturdy metal eyelet with which they can be easily hung up after use or threaded onto the seat cushion roundel.

In small classes or if there is enough space in the classroom, it is a good idea to set up a fixed meeting place for the morning circle. Simply put two or three tables together and place benches around them so that the pupils can sit more closely together. And there you have it, a comfortable meeting place for the morning circle or other discussion groups, ready for use at any time.

### Morning circle

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#### a) Background

Sitting together in a circle is an ancient form of togetherness. Regardless of whether the people of earlier times sat around a warming and protective fire or gathered around the kitchen table on long winter evenings and told each other stories - the meaning of this ritual is still the same today: the members of a group are together and meet each other at eye level. This conveys a sense of togetherness, gives individual security and support, and provides an opportunity to address and resolve any conflicts within the group. This tradition lives on in the morning circle. The morning get-together in the circle is a short but intensive breath before the start of the lesson and enables an optimal start to the school day.

#### b) Design of the morning circle

How the morning circle is organised in detail and which topics are discussed should primarily be decided by the children and young people participating in it. For example, they can tell each other about the experiences of the weekend, plan the upcoming school day or discuss planned actions or projects. They can introduce wishes or ideas for lesson planning, celebrate the birthday of a child or even sing together.

### **c) Tips from the practice**

No matter how the morning circle is run, the first commandment should always be participation is voluntary. Those who do not feel like participating should not be forced to do so. Only when everyone is relaxed and happy to participate, is the morning circle successful and can have a positive effect on the mood in the class. In addition, it has proven successful that a different child moderates the morning circle every day, while the teacher keeps a low profile. The moderator has the task of opening the morning circle. He welcomes the participants, leads the discussion, and makes sure that everyone who wants to say something gets a chance to speak.

### **d) Practical implementation**

The concrete implementation of the morning circle in the classroom is simple: Either form a circle of seat cushions on the floor or use existing tables around which all participants can gather in a circle. This is a very uncomplicated and effective way to give pupils the opportunity to get to know each other better. It increases the understanding for each other, leads to more consideration for each other and improves the class climate in the long term. The teachers also benefit from this.

## **Station work**

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Station work is a form of open teaching. The aim is for the pupils to work on a specific learning topic predominantly independently at several learning stations installed in the classroom.

### **a) Learning stations**

Each of the fixed stations contains certain aspects of an overarching learning topic as well as materials and work instructions. As a rule, learners are free to choose the order in which they work through the stations and the time they spend at each station. In this way, they can steer their own learning path according to their interests and existing knowledge, and differences in learning behaviour are better accommodated. Once the students have completed the stations, they present their results, discuss them in class and receive qualified feedback on them. Additional stations can be set up for particularly high-achieving pupils.

### **b) Method and the role of the teacher**

The teaching method of station work is emphatically action-oriented, as the learners take an active role in the learning process and not merely a consuming one. The teacher's tasks lie primarily in the (usually time-consuming) stimulating preparation of the learning material, while the teacher accompanies the learning process in a more supportive way in the background.

### **c) Advantages of station learning**

Station learning is particularly characterised by the fact that it enables a variety of possible approaches to the learning material through the type, selection and preparation of the learning material (such as experiments, puzzles, exercises, practical tasks, background literature, etc.). This promotes the methodological competence of the pupils, as everyone learns how to solve tasks in a targeted and effective way. Station learning can be done individually or in smaller groups. The latter trains cooperation skills and communicative behaviour and the pupils learn how to break down larger tasks into work steps and, thus, solve them systematically. Finally, station learning increases the pupils' motivation, as the variety of methods, techniques and materials used encourages individual learning paths and enables positive learning experiences.

Station learning is primarily recommended for the differentiated consolidation of knowledge and within the framework of interdisciplinary teaching.

## **Project work**

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Project work is a teaching and learning form of action-oriented teaching in which physical and mental work should be brought into as balanced a relationship as possible and as many of the pupils' senses as possible should be addressed.

### **a) Objective**

With project work, learning content is conveyed clearly and with practical relevance. The task of the students is to form working groups after selecting a topic and deciding on a project. Within these groups, the pupils mostly work independently and are responsible for their work. From the formation of the group to the

understanding of the task, the planning, organization, implementation and final presentation of the results, the pupils go through a complex process that demands a variety of skills from them. Thus, their ability to perceive problems is increased and they have to show willingness to cooperate). They have to think ahead, plan work steps logically and, last but not least, show artistry. Communicative and argumentative skills are required for discussion within the group.

#### **b) Role and tasks of the pupils**

In the project work, each pupil takes an active role. They participate in the project design independently and on their own responsibility. The cooperative work enables everyone to profitably contribute and expand their individual skills and knowledge in the group work. This combination of intellectual and manual work enables holistic and sustainable learning and increases the pupils' motivation.

### **Inquiry-based teaching**

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Inquiry-based teaching is a form of open teaching and is oriented towards the method of gaining scientific knowledge. It is primarily suitable for the subject's physics, chemistry, and biology.

#### **a) Objective**

The aim of research-development lessons is not only to impart knowledge of the subject matters in these areas, but also scientific ways of thinking and working. Reflection, critical observation, and the development of one's own approaches to solutions are central to this. The high level of personal responsibility of the pupils and the opportunity to implement their own suggestions also have a positive effect on the motivation of the learners. In addition, learning through experimentation provides children with a vivid approach to scientific phenomena.

#### **b) Course of instruction and work steps**

The starting point of the teaching concept is the presentation of a "problem" in the form of a physical, chemical, or biological phenomenon. As set out below, it is then the pupils' task to explain this phenomenon in defined steps, which always proceed in the same way, and, thus, to solve the problem.

In the introductory phase, the first step is to use a vivid presentation (e.g. in the form of an experiment) to instil a questioning attitude in the pupils and to define the problem.

In the hypothesis generation phase, the students are asked to develop their own solution concepts by drawing on existing knowledge and applying it to the current situation. Each of the hypotheses obtained in this way must be justified and formulated precisely before the class. As a rule, constructive discussions and possibly new approaches to solutions develop from this. In this phase, the teacher has the position of an observer who moderates the discussion but does not try to steer it in a certain direction.

In the subsequent phase of solution planning, suggestions are collected to test the hypotheses that have been put forward. Here too, the aim is to teach the pupils scientific working methods and procedures. They are asked to specify their thoughts and possibly name suitable working techniques for the following elaboration phase. In this phase, the hypotheses are tested empirically using various methods. In this phase, the pupils have the opportunity to try out basic scientific techniques such as observation and comparison and to evaluate the results.

In the securing results phase, the results of the investigation are evaluated and interpreted, and the initial question is answered, or the problem is solved. Finally, detailed questions can be clarified, or the newly gained knowledge can be consolidated and used to explain further phenomena.

### **CONCEPTS TO CLOSE THE LEARNING GAPS FOR ROMA, ASHKALI AND EGYPTIANS AFTER COVID-19**

It is assumed worldwide that especially children from socially and economically disadvantaged groups missed a lot of learning during the pandemic period. To support these children, much more flexibility is needed in school education from now on.

#### **Tutoring - even during the school holidays**

The first measure is scheduled tutoring after school hours and during the school holidays. Without more contact teaching, disadvantaged children will not have a chance to catch up on their learning. However, one must

also warn against too much stress during the school holidays. The children and young people would need this time to recover. They also experience massive corona stress. So, you have to find an appropriate balance.

### **Sorting out learning material**

However, it is also important to think carefully about what content is necessary and what is not! Instead of going into the general aspects of knowledge, you have to go into much more depth. Under no circumstances, however, should entirely school subjects be omitted.

### **Saturday as a school day**

Consideration should also be given to whether Saturday should be used as a normal school day for a certain period. This can also be done on a voluntary basis. This applies to pupils and teachers.

### **Forming inter-year learning groups**

Many schools are discussing the possibility of temporarily breaking up classes and setting up inter-year learning groups. Pupils should learn together according to their weaknesses and strengths, regardless of which class they are in, to compensate for deficits.

# COMPETENCES AS A GOAL OF UPBRINGING AND OF EDUCATION

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## WHAT ARE COMPETENCES?

Nowadays, the whole world seems to be talking about skills: Am I competent enough to be a mother or a father? Do I have enough skills to ride my bike in congested city traffic? What about my cooking skills? My reading skills? My conversation skills? Many school curricula are based on skills and, thus, respond to new challenges in our society. Work and coexistence are changing because economic, ecological and social conditions are changing. In order for future generations to prove themselves in private and public life and find their place on the job market, children and young people should be able to apply their knowledge and skills in an innovative and responsible manner. In technical discussions, the term competence is sometimes used synonymously for terms such as talent, aptitude, skill, ability, performance, learning, knowledge or even intelligence.

To narrow down the concept of competence, one can try to differentiate it from existing terms. For example, competency is primarily seen as changeable, learnable, and trainable. Accordingly, competence can be understood as the basis for a successful learning process, while knowledge can be regarded as the product of this learning process.

What is meant by a competence, therefore, is the ability and skill to solve problems and the willingness to do the same. This is very important in today's rapidly changing world: Nobody can predict which problems our children will be faced with in the near and distant future. If we give them the skills through which they have the courage and the self-confidence to confront their problems, then we prepare them for this unknown future. If we provide them with solutions, we make a big mistake.

## WHAT ARE COMPETENCES FOR A DEMOCRATIC CITIZENSHIP?

Competences are invisible, and we can only gain access to them by looking at the actions we all take in our daily lives. Democratic citizens demonstrate their competence through their actions and performance. This includes parents as well as children. In schools it is widely understood, that teaching through, about and for democracy and human rights are key approaches. Why should it not be applied in family life? To be more precise, let us look at different types of competences which support young people to become responsible members of their society. They include the following:

- ▶ analysis and judgment
- ▶ skills
- ▶ taking action and participating
- ▶ personal and social competences.

### Competences of analysis and judgment

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Democratic citizenship requires citizens to understand the issues under discussion, which requires citizens to be informed and capable of analysing problems and lines of argument and conflict. This is the cognitive dimension of competence development (learning "about" issues of public life).

Without this level of understanding, a citizen is easy prey for demagogues, lobbyists and populists, and will not be able to identify and negotiate his or her individual or group interests. We depend on the media as a



source of information, and we must be able to engage with it critically. Acting in a democratic society is only possible if we know what we want to achieve. We must be able to define our interests and objectives, balancing wants and needs, values and responsibilities. Public life is a process of decision-making to solve problems and settle conflicts; there is no option not to decide, and decisions are not possible without judgement. Increasing complexity in our increasingly modern societies tends to excessively strain the 'normal citizen's' competences of analysis and judgment. Addressing trust or distrust towards existing political leaders is one way of reducing this complexity. Education is key in enabling citizens to stay well-informed of the political decisions that affect them.

## Skills

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Children and young people need a set of skills or techniques in order to acquire and use information and to form their opinions independently and systematically. These tools enable future citizens to:

- ▶ acquire information both through media and first-hand experience and research – techniques of using print and electronic media, interviews, research, reflection, etc.
- ▶ select and study information thanks to techniques of planning, time management, reading, thinking, recording etc
- ▶ determine, present, share, and argue their views
- ▶ reflect on the outcomes and processes of learning and application.

To a considerable extent, these skills are necessary not only for young peoples' lives as future citizens, but also for the life-long learning process more broadly. They prepare everybody for more advanced academic studies and for qualified jobs. The more this type of learning is also discussed, upheld, and shared within families, the more it will be applied by family members. There is no final goal. We are learners throughout our lives. Parents and grandparents can learn from their children and likewise children learn from them.

## Taking action and participation

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The formal skills training mentioned above supports learning for life in democracy, but it is not sufficient. Schools, neighbourhoods, and families can all be understood as micro-communities in which children and young people learn how to take part in society through practical experience. The competences they need to acquire to achieve a well-functioning family life include the following:

- ▶ reflecting wants and needs, clarifying and promoting different interests
- ▶ negotiating and decision making
- ▶ understanding and appreciating the need for a framework of rules and sanctions.

Therefore, this is beyond the family or neighbourhood, it lies in society as a whole, and extends into adult life.

## Personal and social competences

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Perhaps the concept of competences is somewhat overloaded when it is extended to the dimension of values and attitudes. On the other hand, it is the performance, or the way in which children and young people behave, that counts, and the tendency to behave can be conceived as a competence. This dimension of competence development corresponds to learning "through" democracy and human rights and reflects the culture of democracy discussed in this manual. It includes the following:

- ▶ self-awareness and self-esteem;
- ▶ empathy;
- ▶ mutual respect;
- ▶ appreciation of the need to compromise;
- ▶ responsibility;
- ▶ appreciation of human rights as a collectively shared set of values.

The framework of 20 competences for a democratic culture is, therefore, not just a framework for schools, but gives a clear picture, of what we ourselves need to learn and apply throughout our lives.



# APPLYING BLOOM'S TAXONOMY IN ALL TRAININGS

**A**s a trainer and experienced teacher, you are, of course, aware that even in workshops for active teachers, passive learning has little impact on the participants' everyday professional life. That is why you always make sure that your assignments are challenging: From simply reproducing knowledge, to understanding problems in depth, to solving challenging analysis or assessment tasks. When formulating learning objectives and designing tasks, it is, therefore, a good idea to follow Benjamin Bloom's taxonomy of cognitive learning objectives. Of course, everyone is familiar with this taxonomy. It is good to become aware of it again and to use it concretely. According to Bloom, learning objectives are only actionable and easily understood by learners if they formulate the learning objective and use activity words (verbs) to clearly describe what behaviour the learners are supposed to show.

The most commonly used taxonomy of learning objectives is that of Benjamin Bloom (1956) and a modified version based on it published by Anderson & Krathwohl, collaborators of Bloom in 2001. These newer revisions emphasize active learning even more. Instead of assessing, they place developing and creating as the highest level of competence.

The learning goal taxonomy according to Bloom, Anderson & Krathwohl comprises six levels of cognitive learning goals and describes the desired end behavior with verbs in each case. Each level of knowledge and skill builds on and includes the previous level.

As a trainer, check yourself whether your assignments to the participants meet these criteria and make the participants aware of this. This is another learning step for everyone (model learning).

## ACTION-VERBS IN THE CENTRE OF LEARNING ACTIVITIES (FOLLOWING BLOOM'S REVISED TAXONOMY)

| Stages | I.<br>Remembering   | II.<br>Understanding  | III.<br>Applying   | IV.<br>Analysing   | V.<br>Evaluating   | VI.<br>Creating  |
|--------|---|---|--|--|--|--|
|        | Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers. | Demonstrate understanding of facts/ideas by organizing, comparing, interpreting, giving descriptions, and stating main ideas. | Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way. | Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations. | Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria. | Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions. |

| Stages | I.<br>Remembering   | II.<br>Understanding  | III.<br>Applying   | IV.<br>Analysing  | V.<br>Evaluating  | VI.<br>Creating  |
|--------|---|---|--|---|---|--|
| Verbs  | <ul style="list-style-type: none"> <li>▶ Choose</li> <li>▶ Define</li> <li>▶ Find</li> <li>▶ Label</li> <li>▶ List</li> <li>▶ Match</li> <li>▶ Name</li> <li>▶ Recall</li> <li>▶ Relate</li> <li>▶ Select</li> <li>▶ Show</li> <li>▶ Spell</li> <li>▶ Tell</li> <li>▶ Specify:</li> <li>▶ What</li> <li>▶ When</li> <li>▶ Where</li> <li>▶ Which</li> <li>▶ Who</li> <li>▶ Why</li> </ul> | <ul style="list-style-type: none"> <li>▶ Classify</li> <li>▶ Compare</li> <li>▶ Contrast</li> <li>▶ Demonstrate</li> <li>▶ Explain</li> <li>▶ Extend</li> <li>▶ Illustrate</li> <li>▶ Interpret</li> <li>▶ Outline</li> <li>▶ Relate</li> <li>▶ Rephrase</li> <li>▶ Show</li> <li>▶ Summarize</li> <li>▶ Translate</li> </ul> | <ul style="list-style-type: none"> <li>▶ Apply</li> <li>▶ Build</li> <li>▶ Choose</li> <li>▶ Construct</li> <li>▶ Develop</li> <li>▶ Experiment with</li> <li>▶ Identify</li> <li>▶ Interview</li> <li>▶ Make use of</li> <li>▶ Model</li> <li>▶ Organize</li> <li>▶ Plan</li> <li>▶ Select</li> <li>▶ Solve</li> <li>▶ Utilize</li> </ul> | <ul style="list-style-type: none"> <li>▶ Analyse</li> <li>▶ Assume</li> <li>▶ Categorize</li> <li>▶ Classify</li> <li>▶ Compare</li> <li>▶ Conclusion</li> <li>▶ Contrast</li> <li>▶ Discover</li> <li>▶ Dissect</li> <li>▶ Distinguish</li> <li>▶ Divide</li> <li>▶ Examine</li> <li>▶ Function</li> <li>▶ Inference</li> <li>▶ Inspect</li> <li>▶ List</li> <li>▶ Motive</li> <li>▶ Simplify</li> <li>▶ Survey</li> <li>▶ Take part in</li> <li>▶ Test for</li> </ul> | <ul style="list-style-type: none"> <li>▶ Agree</li> <li>▶ Appraise</li> <li>▶ Assess</li> <li>▶ Award</li> <li>▶ Choose</li> <li>▶ Compare</li> <li>▶ Conclude</li> <li>▶ Criteria</li> <li>▶ Criticize</li> <li>▶ Decide</li> <li>▶ Defend</li> <li>▶ Determine</li> <li>▶ Estimate</li> <li>▶ Evaluate</li> <li>▶ Explain</li> <li>▶ Influence</li> <li>▶ Interpret</li> <li>▶ Judge</li> <li>▶ Justify</li> <li>▶ Mark</li> <li>▶ Measure</li> <li>▶ Perceive</li> <li>▶ Prioritize</li> <li>▶ Prove</li> <li>▶ Recommend</li> <li>▶ Select</li> <li>▶ Support</li> <li>▶ Value</li> </ul> | <ul style="list-style-type: none"> <li>▶ Adapt</li> <li>▶ Build</li> <li>▶ Change</li> <li>▶ Choose</li> <li>▶ Combine</li> <li>▶ Compile</li> <li>▶ Compose</li> <li>▶ Construct</li> <li>▶ Create</li> <li>▶ Delete</li> <li>▶ Design</li> <li>▶ Develop</li> <li>▶ Discuss</li> <li>▶ Elaborate</li> <li>▶ Estimate</li> <li>▶ Formulate</li> <li>▶ Imagine</li> <li>▶ Improve</li> <li>▶ Invent</li> <li>▶ Maximize</li> <li>▶ Minimize</li> <li>▶ Modify</li> <li>▶ Plan</li> <li>▶ Predict</li> <li>▶ Propose</li> <li>▶ Solve</li> <li>▶ Suppose</li> <li>▶ Test</li> </ul> |

# VISITING THE TEACHERS: OBSERVING AND GIVING FEEDBACK

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**C**onducting observations and giving feedback are the most important jobs when visiting a trained teacher who will learn most from reflective practice. However, as a trainer, you will also benefit. What was understood through my training? What can be implemented? How do I adapt my next training? Evidence-based and prepared lesson observations and a subsequent discussion: these are the best prerequisites for continuous professional development for all involved. Observe him/her carefully by taking notes (better few but well observed and always evidence based). And then, reserve plenty of time for the feedback.

Here are three ways to get the most out of the time you spend observing a trained teacher:

## **Prepare yourself**

Know the framework you base your feedback on and communicate it clearly to the visited teacher. Interpret what you see fairly, and make sure your comments will support, not hurt; empower, not discourage. A classroom is a micro-society in which a culture of democracy can be lived and where inclusion is a daily practice. Daily practice is real life influenced by real human beings.

## **Look for learning, not teaching**

Instead of observing a teacher teaching a lesson, start out with the idea that you are observing learning. Try to keep this as your emphasis by looking for evidence of all pupils learning in the classroom. Three essential questions guide your observations, your notes and your feedback:

- Are all the pupils engaged? And if they aren't, how long does it take to get them back on task?
- Does the teacher make it clear to the pupils what they should be learning?
- Classroom participation. Getting pupils to answer questions is a lot more complicated than calling on the first hand to go up. Check to see if the teacher is varying whom he or she calls on, waiting sufficiently to allow more pupils to participate, etc.

## **Give feedback promptly**

Be clear with the teacher about what you'll be observing, and again: take detailed notes, make a positive comment right after the lesson (your body and your face are talking too), sit together the same day if possible and be aware that your feedback will be one of the most powerful means of development for the teacher (and for yourself).

## **OBSERVATION TASKS GIVEN BY THE TEACHERS:**

### **Step 1. Make an observation suggestion:**

Prior to the lesson, the teacher gives the trainer an observation focus that is appropriate to the lesson (e.g., "Will I succeed in encouraging the pupils to actively participate? How do I respond to the pupils' contributions? How do I divide my attention?").

The observation task ensures that the trainer observes in a targeted manner and focuses on aspects that are currently concerning the teacher. If the trainee is unsure what she/he wants to have observed, the trainer supports her/him with suitable suggestions.

### **Step 2. The trainer observes and records according to the focus of the task:**

Before observing lessons, the practice teacher considers how the agreed observation focus can best be observed and recorded (e.g., recording pupils' activities, recording verbal statements, drawing up tally sheets, etc.). During

the lesson she/he takes notes without judging. The notes are converted into a legible form immediately after the lesson observation. The recorded data should allow an evaluation of what happened in class.

**Step 3. The teacher and trainer reflect on the lesson, using the data:**

The observation form serves as the basis for the debriefing session with the teacher. The trainee comments on the data collected. A dialogue develops in which the trainer supports the teacher in reflecting on the lesson. The aim of the conversation is for the teacher to become a reflective practitioner, by perceiving and evaluating the results of his or her own actions, becoming aware of what constitutes good teaching and finding ways to continually improve.

**Step 4. Record the reflection in written form (minutes):**

Immediately after debriefing, the teacher writes down the main findings. The written reflection should cover two points:

- a) a brief description of the lesson and the observations of the trainer
- b) the consequences for future action

If these four steps are followed, the teacher will take responsibility for his or her own learning, because it is about his or her own professional future.

**FORM FOR PREPARING AND OBSERVING THE TEACHING**

**Include: Observation and feedback of classes**

Date and time:

School and grade:

Subject and topic:

Name of teacher:

Name of visitor:

**Agreement: What shall be observed? What is the focus of the observation?**

|  |
|--|
| <b>Observation (data collection for the reflection)</b>  |
| <p>Description of</p> <ul style="list-style-type: none"><li>▶ pupil actions/learning</li><li>▶ teacher input</li><li>▶ inclusion supportive class/room organisation</li><li>▶ interaction between teacher and student, student and student</li><li>▶ obviously built-in elements from the workshops</li></ul> <p>No judgment, just description and data collection</p> |
| <b>Topics I want to bring up during the feedback discussion</b>  |

## AFTER THE VISIT: WHAT HAVE I LEARNED FROM THE FEEDBACK?

Date and time:

Name of the visitor:

Feedback given to me:

The ideas I choose to integrate, and why and how:

## CONTENT-FOCUSED COACHING (CFC): POWERFUL PROFESSIONAL SUPPORT

As a trainer, one of the most relevant parts of your job after the training is coaching your trainee. Content-focused coaching will support you in this work through a three-step approach. Together with the teacher, you first see how much time you have at your disposal and which elements of the CFC model you wish to focus on. The model aims to a) support the preparation of the lesson, b) observe and even take part in the lesson and c) debrief together with the teacher. Before the coaching process is explained here in detail, some background information about this internationally tested and implemented method is given.

### CFC: background information

In teacher training, the central issue is stimulating learning amongst teachers, so that teaching practice can be optimally adapted and constantly improved upon. From a social constructivist perspective on learning and change processes, a successful change only can take place if the learner can 'translate' a proposal, a model or a new insight into his or her personal repertoire of action. Content-focused coaching supports this process of adaptation and learning amongst teachers through the close support by the trainer in the role of a coach. In this role, you work with the teacher in cycles of planning, teaching and reflection. In this way, you help to expand the trainee's pedagogical and content knowledge and improve his or her teaching practice. The aim of CFC is a continuous development of the teachers' repertoire of action competences for the practical field. In a co-creative setting, the elements of planning, implementation and reflection on teaching-and-learning arrangements are worked on together and as equals. Only if teachers understand and can co-create (construct) the learning steps independently, can they adopt a new method or approach into their repertoire of teaching.

In the most fundamental way, CFC must be seen as a cooperation between the coach and the coachee and, as mentioned above, it is important that they meet as equals. Of course, the trainer or coach has, maybe, more experience than the teacher. However, in the teaching profession, there is no such thing as being 100% right or wrong. In CFC terminology, this relationship is referred to as 'instructional cooperation'. Through the experience of CFC, the future teacher experiences how fruitful it is to develop and reflect on all elements of the teaching process together with another professional. In the long run, CFC leads to collegial classroom coaching, in other words exchange and support amongst peers in schools. This collegial classroom coaching encourages teachers to create effective learning environments by reflecting on and developing their repertoire. You as a trainer play a crucial role in this process for the colleagues.

#### For further reading:

Becker, E. S., Waldis, M., & Staub, F. C. (2019). *Advancing student teachers' learning in the teaching practicum through Content-Focused Coaching: A field experiment*. *Teaching and Teacher Education*, 83, 12-26. doi:10.1016/j.tate.2019.03.007

Kreis, A. (2019). *Content-Focused Peer Coaching – facilitating student learning in a collaborative way*. In T. Janík, I. M. Dalehefte, & S. Zehetmeier (Eds.), *Supporting teachers: improving instruction. Examples of research-based in-service teacher education* (pp. 37-55). Münster: Waxmann Publishing House.

## CONTENT-FOCUSED COACHING: STEP BY STEP

### Step 1: Before the coaching session

Before the start of a session, the trainer and the student regulate organisational matters:

- ▶ When and where does the coaching take place?
- ▶ When do the lessons, briefing and debriefing take place?
- ▶ How much time is available for the meetings?

**Step 2: Preliminary discussion**

1) The teacher (as coachee) and trainer (as coach) select core perspectives and guiding questions as the focus of this coaching session. The following two guiding questions are always present:

- ▶ What should the pupils learn (learning goals and subject content)?
- ▶ Is the lesson focused on the learner (lesson design)?

2) The teacher presents their idea and relevant teaching materials.

3) The trainer and the student prepare the final lesson-plan together in a real dialogue.

4) They agree on whether the lesson should be co-taught.

**Step 3: Jointly responsible teaching and observation**

For the trainer it is important to remember, that during the lessons, the teacher and the pupils are simultaneously involved in the learning process.

- ▶ The trainer teaches selected teaching sequences as a model.
- ▶ The teacher and the trainer teach together.
- ▶ The trainer participates spontaneously in the lessons, for example in a round of presentations and discussions of the pupils' solutions.
- ▶ The coached student teaches alone, the trainer observes and takes notes.

In any case, the trainer observes and takes notes to prepare the debriefing. The focal points of observation are, as mentioned, agreed in advance.

**Step 4: Debriefing**

1) The teacher reports how he or she felt the lesson went in relation to the selected key questions, whether there were significant deviations from the plan and whether there were challenging or unsatisfactory situations.

2) The trainer adds to this from his or her perspective, also with regard to the observation elements selected in the preliminary discussion.

3) The debriefing should also take place as a dialogical and co-constructive conversation, rather than as two consecutive monologues.



# TRAINING AND PLANNING THE COMPETENCES FOR DEMOCRATIC CULTURE (CDC)

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**T**eachers can organise a wide variety of pedagogical approaches that are suitable for the development of CDC and, thus, help create more enjoyable and safe learning environments while addressing violent, discriminatory and anti-democratic structures within classroom settings. The trainer needs to be aware of this, also knowing, that these hints always overlap with approaches to good teaching and learning in general.

Through planning, pursuing the development of CDC among learners and evaluating their activities, teachers as facilitators of learning will focus on the principles of the Framework and enact pedagogical approaches and methods that encourage learners to become actively involved in experience, discovery, challenge, analysis, comparison, reflection and co-operation. They reconsider their role in the classroom to better address learners as whole persons and engage children with their head, heart and hands and develop practices which are best suited to developing learners' autonomy and responsibility in the matter of competence for a democratic culture.

To answer an often heard question your participants might have right at the beginning: The development of CDC can be understood both explicitly, as a topic, and implicitly, as a transversal concern integrated into the overall teaching and learning processes taking place in schools within a framework of shared responsibility. The pedagogical approaches integrated into the CDC and outlined below are, as experienced educators will know, not only apt for the development of CDC but they also help create more enjoyable and safe learning environments and find ways to address violent, discriminatory and anti-democratic structures within settings.

## HOW TO ORGANISE THE LEARNING PROCESS

The following questions can guide reflection on how to organise the learning processes.

|   |
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| To what extent would you say your teaching contributes towards learners becoming active citizens/respecting human rights? |
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|---|
| How often do your students have an opportunity to express their own ideas/ listen to different views, discuss their differences in class? |
|---|

|   |
|---|
| How often are questions relevant to human rights, democratic citizenship, justice, equality or the rule of law raised in the classes you teach? |
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|---|
| How is your current practice facilitating the development of intellectual, personal and social resources that will enable learners to participate as active citizens? |
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| How are you providing time for learners to work with each other to strengthen their understanding, as well as practise social skills, thus, fostering both individual and social processes and outcomes? |
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| How often are you including practical activities and experiential approaches? |
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| Do you effectively bring learners' previous experience into your teaching? |
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## PLANNING PRINCIPALS

Planning and pursuing the development of CDC among learners is important for all facilitators of learning. Being aware of some will help the teachers, as facilitators to include opportunities for:

**Experience.** A fitting way of developing attitudes of respect and openness, as well as empathy, is by providing opportunities for learning through experience, which can be either real or imagined; learners are able to experience these attitudes through, for example, games, activities, traditional media and social media, face-to-face interaction with others or through correspondence.

**Comparison.** Learners can benefit from exposure to “difference”. Learners often compare what is unfamiliar with what is familiar and evaluate the unfamiliar as “bizarre”, as “worse” or even as “uncivilised”. Teachers need to be aware of this kind of comparison of value and replace it with comparison for understanding, which involves seeing similarities and differences in a non-judgmental manner and taking the perspective of the other. Learners reflect on and are engaged in a conscious comparison of their own values and attitudes with different ones in order to become more aware of how they construct reality.

**Analysis.** Behind similarities and differences, there are explanations for practices, thoughts, values and beliefs. Facilitators can support their learners in the analysis of what may lie beneath what they can see others doing and saying. This can be achieved, for example, by careful discussion and analysis, through inquiry-based methods, of written or audio/video sources.

**Reflection.** Comparison, analysis and experience need to be accompanied by time and space for reflection and the development of critical awareness and understanding. Facilitators, especially in non-formal and formal education, need to ensure that such time and space is provided in a deliberate and planned way.

**Action.** Reflection can and should be the basis for taking action, for engagement with others through dialogue and for becoming involved in co-operative activities with others. Facilitators may take the responsibility for encouraging and even managing co-operative action, for example, in making improvements in the social and physical environment through “whole-school” approaches or school partnerships.

## METHODS/APPROACHES

If teachers decide to apply CDC into their teaching, eight methods/approaches (it depends on the professional pedagogical tradition on how the terms are used in different countries) help to take action. The first five methods concentrate on the process of learning itself, the remaining three relate more to the specific content.

### a) Process-oriented methods and approaches

- ▶ Modelling democratic attitudes and behaviour
- ▶ Democratic processes in the classroom
- ▶ Co-operative learning
- ▶ Project-based learning
- ▶ Service learning

### b) Content-based methods and approaches

- ▶ Using the existing curriculum – within subject areas
- ▶ Team teaching and integrated curricular approaches
- ▶ Addressing the “hidden curriculum”

## Process-oriented methods and approaches to apply CDC

### Modelling democratic attitudes and behaviours

The way teachers communicate and interact with students has a major influence on the values, attitudes and skills acquired by learners. Democratic values, attitudes and skills cannot be acquired through formal teaching about democracy alone but need to be practised. Values are implicitly transmitted through the way in which

teachers act and communicate. Educators can develop more awareness of the values they convey and mirror in their day-to-day practice, the values, attitudes, skills, and knowledge and critical understanding one needs to develop. Choices made by educators can support – or hinder – the development of a democratic ethos with the learners. Learning-by-doing approaches and experiential learning engage students in a process of experience, challenge and reflection that has important potential for the development of CDC. Through their attitudes, behaviour and practices teachers can create safe learning environments, address discrimination and support individualised learning of a broad base or core humanistic components.

Teachers might reflect on how values in the CDC model are upheld in their practice. For example, a teacher who chooses to investigate how his or her value of “fairness” plays out in daily activities with students can try out a new practice based on this value, pilot it and reflect on it.

Learning environments have an influence on student engagement and learning. It is important to foster open safe spaces for inclusive and effective learning and for managing difficult dialogues or emotional exchanges where learners feel confident to voice their thoughts and disagreements. When teachers embrace inclusive methods, they send a meaningful message to learners: they say “you are all important and valuable”, “we can all learn from each other”. This is especially critical in culturally and linguistically diverse classrooms, where pedagogical approaches that value the specific cultural backgrounds of learners are required.

When including in their everyday practice the modelling of democratic attitudes and behaviour, teachers will be deploying the CDC values. They will consciously develop awareness of their own values, aligning practices and values, and support the development of the following clusters of competences:

- ▶ Valuing human dignity and human rights
- ▶ Valuing cultural diversity
- ▶ Valuing democracy, justice, fairness, equality and the rule of law
- ▶ Empathy, respect and positive regard for other people
- ▶ Listening and observing in a non-judgmental way
- ▶ Openness to others
- ▶ Tolerance for ambiguity

## **Democratic processes in the classroom**

There are many everyday situations in which choices need to be made and decisions taken in the classroom. Decisions can be taken in an authoritarian way, by the teacher or by the “strongest” or “best” students, or by following democratic procedures. A conflict or disagreement can be adjudicated by the strongest, or a win-win solution can be sought after and reached through negotiation or mediation. Classroom rules can be imposed by the teacher or adopted democratically through reflection and discussion with the students. Students having specific responsibilities in the class can be appointed by the teacher or elected democratically by their peers. Student voice can be increased through simple means such as a “suggestion box” (which can also be an online tool) set up so that every student can share ideas, perhaps even in an anonymous way. In so doing, teachers contribute effectively to the development of students’ CDC by establishing and using – at classroom level – procedures that ensure fairness, equality and non-discrimination, and inclusivity, providing opportunities for all young people.

Democratic processes can also be applied as part of the teaching and learning methods used in a variety of subject matters. Educational activities can include simulations of elections, possibly accompanied by the simulation of a political campaign, mock parliaments, mock trials, defining and using fair procedures for making decisions to choose between various options, role-plays and simulations including testing positions of authority (a day as mayor), the right to free speech (simulation of the work of journalists), etc. All these methods can serve specific learning goals in the curriculum while also developing CDC.

By experiencing democratic processes, students will develop the following cluster of competences:

- ▶ Valuing democracy, fairness, equality and the rule of law;
- ▶ Responsibility and civic-mindedness;
- ▶ Communicative, co-operation and conflict-resolution skills; and
- ▶ Knowledge and critical understanding of democracy and politics.

## Co-operative learning

A teacher will not be able to have students get along with one another just by telling them that “prejudice and discrimination are bad things”. Studies have demonstrated how using co-operative principles for at least two hours a day at school will decrease the tensions and aggression between students and prevent violence.

The learning process is structured according to four specific co-operative principles that help examine, assess and enhance the learning activities:

*Positive interdependence: everyone must contribute.* In a classroom without co-operative structures, a teacher may have students working alone on individual worksheets. When working alone, in a competitive setting, students are not engaged in helping their peers do well. In fact, they may secretly hope others do poorly, so they look good by comparison. Students working in a classroom using co-operative structures complete work together, each taking turns to solve a problem while their partner serves as coach. They have a common goal of reaching solutions, answers and explanations.

*Individual accountability: no hiding!* In a co-operative structure, when the teacher asks a question or gives a task, each student is given the opportunity to take part in completing the task, hence the individual student's input and effort is valued. This process requires every student to prepare an individual public performance in every round. Students who in other settings would not engage become engaged.

*Equal access: non-discriminatory participation.* A teacher has presented a topic and asks students to “discuss the issue in teams”. The result is predictable: the more articulate, extroverted students, or students who feel strongly about the topic will do most or all of the talking. The teacher who structures the activity co-operatively enables each student to contribute equally by having each student in turn stand for a minute while being interviewed by their teammates.

*Simultaneous interaction: increased per student participation.* When a teacher wants students to practise reading so, one at a time, each student reads aloud so the teacher can evaluate and coach. In a class of 30 students engaged in a period of 50 minutes, the maximum amount of oral reading per hour for each student is less than two minutes! In a co-operative setting, the teacher pairs students, who take turns reading to each other. Each student can read aloud for a substantial amount of time and the teacher has increased the number of opportunities for evaluation and coaching by listening to the small teams.

By engaging in these processes, learners develop the following cluster of competences:

- ▶ Openness to others' beliefs and thoughts
- ▶ Responsibility for one's own actions
- ▶ Autonomous learning skills
- ▶ Empathy and relating to others' thoughts, beliefs and feelings
- ▶ Flexibility and adaptability
- ▶ Co-operation skills
- ▶ Conflict-resolution skills
- ▶ Critical understanding of the self

## Project-based learning

Project work, or learning through projects, is a pedagogical approach particularly appropriate for the development of CDC because it contributes to acquiring a combination of attitudes, skills, knowledge and critical understanding, as well as to developing values. It can be used within a specific subject area but it is also very appropriate for a cross-curricular approach and for addressing cross-cutting issues. Project-based learning offers its best potential when conducted in small groups and/or by a whole class. It is usually structured in a sequence of steps spread over several weeks:

choice of a topic of study or of an open question and planning of the work

collection of information, organisation of the information collected and decision making (implying both individual responsibility, co-operation in a group and managing potential differences of views or disagreements)

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|--|
| preparation of the product (which can take various forms, such as a poster, video, podcast, publication, website, portfolio, text, performance or event) |
| presentation of the product  |
| reflection on the learning experience  |

Depending on the topic selected, the elements of knowledge and critical understanding of the world in the CDC model can also be developed. When the topic involves linguistic and cultural diversity, the process can also stimulate valuing diversity and openness to difference and otherness. The role of the teacher in a project-based learning process is that of a facilitator of the learning process. Students follow the instructions given by the teacher concerning the steps to go through, but, in terms of content, the decision should remain largely with the students. The teacher's main instrument is the question, not the answer. The principles described above still apply and the teacher monitors how collaboration in the groups is taking place. The teacher should encourage students to co-operate, support each other, give each other feedback and reflect on what they discover as well as on their interactions.

By engaging in this process, regardless of the topic chosen and in addition to acquiring knowledge and skills about the topic, students develop the following cluster of competences:

- ▶ autonomous learning skills and self-efficacy: the learners set out to identify sources of information, check their reliability and organise the data collection process and the design of the product themselves
- ▶ analytical and critical thinking skills: related to understanding, processing and organising information, but also to reflection on the learning experience
- ▶ listening and observing skills, particularly in the phase of information gathering
- ▶ empathy, flexibility and adaptability, co-operation skills and conflict-resolution skills, as well as respect, responsibility and tolerance of ambiguity
- ▶ communication skills: oral, written, public speaking, plurilingualism
- ▶ knowledge and critical understanding of the self, of language and communication particularly during the phase of reflection on the learning experience.

## Service learning

Service learning is also an effective way to develop the full range of CDC because it gives learners opportunities to connect the knowledge and critical understanding and skills acquired in a classroom setting with meaningful action targeting a real-world issue. Service learning is more than community service. It implies providing a community service in the context of a structured set of steps, in which the teacher plays an important role as organiser and facilitator, while keeping a strong learner-centered approach and empowering learners to make decisions in co-operation with their peers.

As service learning is a form of project-based learning, a similar sequence of steps will serve as a reference for the process:

|  |
|--|
| Assessment of community needs and identification of the improvement or change to be envisaged  |
| Preparation of the task to be undertaken by collecting information, identifying, and contacting key community stakeholders, analysing options to address the issue and planning the intervention   |
| Taking action by engaging in a community service activity which is meaningful for the learners and enhances learning and the development of values, attitudes, skills, and knowledge and critical understanding. The action can be of several types. |
| Presentation of the work and its outcomes to the community and celebration of the achievements   |
| Reflection on the learning experience, preferably throughout the whole process, and evaluation of the work done leading to conclusions and recommendations for improving the effectiveness of future similar activities                              |

Effective service learning has several characteristics which contribute to the development of the full range of values, attitudes, skills, and knowledge and critical understanding included in the CDC model:

- ▶ civic mindedness but also responsibility, openness, empathy, observation skills

- ▶ self-efficacy, analytical and critical thinking skills
- ▶ tolerance of ambiguity, autonomous learning skills and critical thinking
- ▶ co-operation and conflict-resolution skills, together with flexibility and adaptability, and communication skills
- ▶ knowledge and critical understanding of world
- ▶ openness to cultural otherness, listening skills, linguistic and communicative skills
- ▶ reflection on values, and knowledge and critical understanding of the self.

## Content-based methods and approaches

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The development of CDC should not be perceived as being in competition with teaching the basic skills of language, mathematics, science, and all the other school subjects such as history, geography, physical education and modern languages. It is vital to give the children and young people of Europe today the values, attitudes, skills, knowledge, and critical understanding essential for steering their lives both individually and collectively in the generations to come and to avoid repeating the mistakes and disasters of history. Teachers can use a wide range of opportunities to include the topics important to developing CDC. The way the examples below are to be implemented may vary depending on the age, grade/class level and preferences of students, as well as on the classroom context.

### Using the existing curriculum – within subject areas

Taught in a conscious and purposeful way, all subjects, within their existing curriculum, can offer learning activities that teach the values, attitudes, skills, and knowledge and critical understanding that learners need to be able to contribute to a democratic culture. The temptation to “sprinkle” teaching for CDC here and there, with a few hours a year devoted to topics such as intercultural competence or democratic citizenship, can have the negative consequence of an inevitable superficiality that both obscures and scatters the fundamentally important messages. Team teaching and developing processes to cover the CDC model throughout the curriculum and at the intersection of the subject-specific curricula is a predictable approach.

To begin with, all school subjects can make good use of short icebreakers, grouping techniques and other team building and evaluation activities to ensure that the classroom becomes a supportive community of learners who are increasingly motivated to learn together and contribute, and who trust each other and wish to co-operate.

Teachers can acquire methods for finding opportunities in the existing curriculum. Intercultural education, education for democratic citizenship and human rights education, for example, can be approached within certain subjects such as history, social studies, and civics, but all school subjects can support the development of CDC, including language and literature, mathematics, science, history, geography, art, drama, modern languages, physical education, music, or information and information technology.

### Team teaching and integrated curricular approaches

Besides what each teacher can do in the context of a specific subject, co-operation between teachers of several subjects can lead to valuable and effective additional outcomes for the development of CDC. This co-operation can be between several teachers working with the same class, who co-ordinate their intervention to enhance CDC, but it can also be between teachers working with different classes, which are supported to engage in a partnership and co-operate in learning activities resulting in the development of CDC.

Teachers working with the same class can plan their teaching together in order to ensure that they complement each other in covering all the elements of CDC, leading to a gradual progress of the class in all aspects, so as to avoid overlapping and overlooking elements of CDC. They can also plan together larger project-based learning activities or cover, from the perspective of, among others, different disciplines over a longer period of time, transversal topics particularly relevant for CDC, such as human rights, gender equality, sustainable development, sociocultural and linguistic diversity, and the prevention of discrimination and violence.

### Addressing the “hidden curriculum”

The hidden curriculum is very often an unquestioned status quo. Because the Framework is based on the three principles of transparency, coherence and comprehensiveness, and takes a holistic perspective on democratic

learning processes, it is important that schools look at their hidden practices and messages and align the ethos of the school with the CDC values and attitudes.

Nothing one teaches is free of social connotation. Gender bias, ethnic and racial bias, and cultural dominance are the most commonly found ills in the curriculum and in its use in schools.

Teachers should become aware and take an active approach in spotting the unintentional lessons that are taught in their setting. Educators may tend to select resources from a restricted body of sources, thus reinforcing social inequalities or cultural domination as well as stereotypes and discrimination.

Many mathematics and science teachers, for example, insist that what they teach is free of social connotations. Students are given mathematical “problems” to solve which rarely relate to anything from real life. The result of such hidden or implicit, and probably unintentional messages, is that a number of students end up thinking that the content is irrelevant to their lives. They may lose interest not only in the work but also in mathematics as a whole as it appears to have no connection to our reality. Many studies argue that putting maths back into a social context is one way to counter this type of “hidden curriculum”.

Another way of controlling the implicit messages of the hidden curriculum is to pay close attention to what resources and illustrations are used in the materials. For example, if literature classes never include authors from different walks of life and geographical places, or if language course books only contain pictures and stories of white middle-class families visiting tourist sights, then one may consider whether students are being subjected to a hidden curriculum, and if through the power structures of knowledge and culture, teachers are made to continue discriminatory practices.

### **Using competence descriptors**

In designing lessons or activities that focus on both process and content, teachers have at their disposal a set of validated and scaled competence descriptors. The ways of using the descriptors and the potential misuses to avoid are described in the main document of the Framework and more details and the list of descriptors are presented in Volume 2. These are particularly relevant for the pedagogy of CDC because descriptors are formulated by using the language of learning outcomes and can be taken as a reference in defining learning outcomes of various learning activities. Special attention should be given to the fact that in most cases descriptors corresponding to a cluster of competences need to be combined in the development of a learning activity.



# TRAINERS' ROLE REFLECTION

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If teachers in schools are the most important actors in influencing the quality of students' educational processes, it can be assumed that teacher educators (pre- or in-service) have a significant influence on the quality of student teachers' learning. High demands are placed on leadership and management to enable a coherent coordination of (sub-)expertise. A first list of such (sub-)expertise could include the following competences to be acquired by teacher educators:

- ▶ first-order teaching competences (teaching students);
- ▶ second-order teaching competences (teaching about teaching);
- ▶ development of knowledge;
- ▶ systemic competences;
- ▶ transversal competences;
- ▶ leadership competences;
- ▶ competences in (interdisciplinary) cooperation.

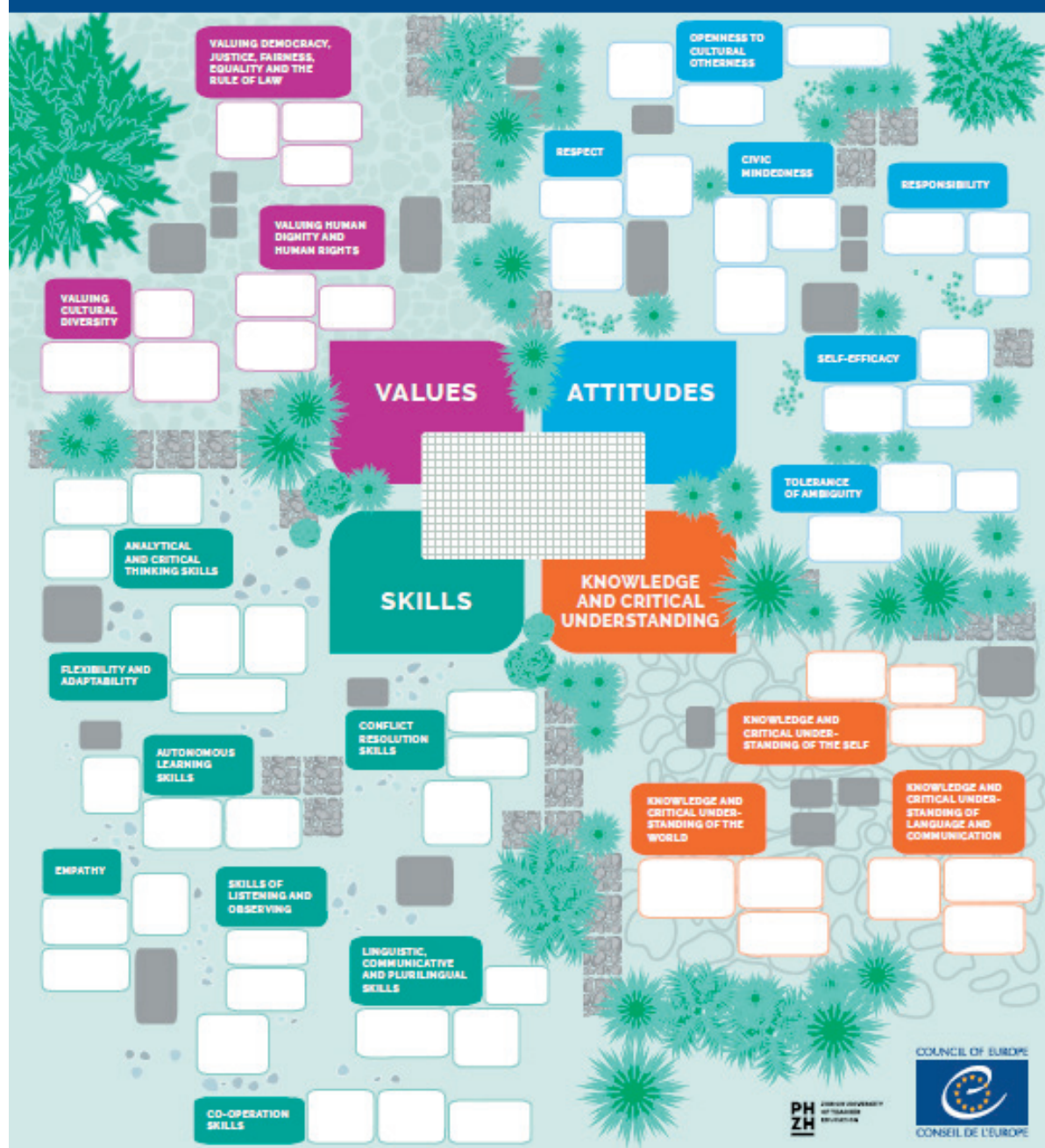
Experience shows that a mere list of competences does not (yet) contribute to the desirable performance. Teacher educators should act in such a way that other stakeholders are involved. As a trainer, it is of central importance to question yourself and not to work in isolation:

- ▶ How do you network with colleagues?
- ▶ How do you keep informed about the latest developments in the ministry?
- ▶ Which professionals (here for inclusion issues) are you in contact with?
- ▶ What contact do you have with head teachers?



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