



Pestalozzi

Strengthening education for democracy (STED)

Teacher's Roles in democratic citizenship education

by

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Last edition: November, 2017

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Teachers Roles in democratic citizenship education

Brief description

The main issue that the training unit addresses is teacher's attitudes and values towards their roles in the interactive education for democratic citizenship.

Expected outcomes

Through this training unit the participants are expected to:

- ✓ Reflect on their self-understanding as teachers
- ✓ Investigate their values and motivation as professionals
- ✓ Understand the importance of the teacher's role and teacher's impact on learning, promoting change and a democratic culture in schools
- ✓ Get acquainted with some key competences which are crucial for professional and democratic teaching
- ✓ Build on their motivation to develop as professionals who promote interactive and democratic citizenship education
- ✓ Make use of the translated version of the Competence Model in their own teaching
- ✓ Recognize possibilities for promoting democratic culture in the frame of civic education

Activities

	Duration	Methods used
Activity 1: That's me	30 minutes	✓ Personal sharing in a group
Activity 2: Unpacking values	100 minutes	✓ Individual work ✓ Pair work ✓ Plenary discussion
Activity 3: Arguing for change	50 minutes	✓ Thought experiment ✓ Video analysis
Activity 4: Play-doh activity	40 minutes	✓ Individual art creating ✓ Plenary discussion
Activity 5: Teacher's roles in a nondemocratic and democratic school	60 minutes	✓ Individual work ✓ Group work ✓ Plenary presentations (in groups rotation)
Activity 6: Analyzing The Model of Competence	60 minutes	✓ Individual work ✓ Group work
Activity 7: My personal Motiv-a-tor	70 minutes	✓ Individual creative work ✓ Pair sharing

Activity 8: Applying the Model for Reflection of the Training activities	50 minutes	✓ individual work, ✓ plenary discussion
Activity 9: Evaluation and impact assessment	25 minutes	✓ Individual work ✓ Group discussion

Background and context

Teachers often tend to overestimate the content or the teaching technics while teaching civic education, representing accordingly a classical or a 'magical' attitude toward teaching. But one of the most important foundations and a crucial precondition for reasonable civic education which is suitable to prepare pupils for real active participation in a democratic society are the attitudes, values and self-understanding of the teachers. A lot of them are not willing to reflect upon their values and attitudes, others don't understand the importance and the way values, attitudes and self-understanding influence the daily work at school. This training unit explores the interconnections and interdependence between teacher's attitudes, values and self-understanding and motivation for change and developing a democratic culture at school.

This training unit was piloted in March 2017 in Bulgaria as part of in-service training for teachers in philosophy and civic education in high school. The training has been approved as part of the Training program for in service training administrated by the university Department for qualification and professional development of pedagogical specialists and will be offered during the school year 2017-2018.

Activity 1: That's me

Duration: 30 min

Expected outcome

- ✓ To reflect on personal views of our own professional role
- ✓ To know each other better
- ✓ To create a pleasant atmosphere

Methods/ techniques used

- ✓ Personal sharing in a group

Resources

- ✓ Adjective cards, printed out on small colour tickets (appendix 1)

Practical arrangements

- ✓ Prepare an empty space for participants to move freely.

Procedure

Step 1 (20 min)

- ✓ Every participant receives from the trainer 3-5 adjective cards randomly handed over.
- ✓ Participants check if those adjectives describe them as teachers adequately.
- ✓ Participants are allowed to exchange their adjectives cards by talking and negotiation with the others or by exchanging with a reserve pool until they are satisfied with the characteristics. They might also write additional adjectives on some empty cards themselves if needed.
- ✓ Participants present briefly some of their cards and explain with examples and personal details from their experience why they think the qualities suitably describe them as teachers.

Step 2 - Debriefing (10 min)

- ✓ The trainer asks the participants to share their views and feelings about the activity and points out the importance of self-awareness and realistic self-understanding for the professional work of the teacher.
- ✓ Ask questions to draw the participant's attention to the positive sides of the teacher's profession, to the moments of satisfaction, to the events/decisions which have brought them to the profession and keep them motivated in the daily work, to people, emotions and encounters which help them to overcome challenges.

Tips for trainers

- ✓ Try to create a trusting and amusing atmosphere to encourage participants to share not only positive characteristics but also some more problematic ones. It is possible that the trainer should first give a model demonstration by giving an example how to share and explain not only positive characteristics in an open and authentic manner.
- ✓ According to the group size the trainer should decide how many cards to give – 5 cards when the group is smaller or 3 card in bigger groups in order to keep within the time frame of the activity. It is also possible to hand over 5 cards but let the participants choose only 2-3 to present in plenary....

Activity 2: Unpacking values

Adapted from **Kessels, J., P. Mostert, E. Boers**. *Free space. Field guide to conversations*, Boom, Amsterdam, 2009.

Duration: 100 min

Expected outcome

- ✓ To deepen understanding of one's professional values
- ✓ To reflect on personal experience
- ✓ To create common understanding and language for sharing experiences

Methods/ techniques used

- ✓ Individual work
- ✓ Pair work
- ✓ Plenary discussion

Resources

- ✓ Flipchart
- ✓ A4 paper
- ✓ Markers in different colours
- ✓ Road map for guiding the activity (Appendix 2)

Practical arrangements

- ✓ Prepare a road map for facilitation of this task with all steps and preliminary times needed.

Procedure

Step 1 (10 min)

- ✓ Let the participants share some values they consider to be very important for their work as teachers and write them down as a list on the flipchart.

Step 2 (10 min)

- ✓ Let the participants discuss very briefly and choose which one they would like to explore deeper. Write the chosen value on a separate sheet to be ready for further investigation.

Step 3 (10 min)

- ✓ Every participant should formulate a sentence or a statement about the chosen value and write it down on a separate sheet of paper (A4 size).

Step 4 (10 min)

- ✓ Sharing – Everybody presents their own sentence. The others are not allowed to discuss but should listen carefully and try to understand the position of the speaker. The trainer puts the sheets of paper with the sentences on the wall.

Step 5 (10 min)

- ✓ Participants should come back to their own formulations and think about and discuss in pairs if and eventually what they would like to change in their initial statements after hearing the others explanations

Step 6 (10 min)

- ✓ Values do always exist interrelated with other values. Discuss within the whole group which values support and which contradict to the unpacked value. The trainer writes down and marks with different colours, for instance – positive interrelation with green and negative – with red. Ask if there is any need for the participants to change their initial statements after this step.

Step 7 (10 min)

- ✓ Values should not only be described but do underline every single

experience we make as human beings and professionals. Encourage participants to think about and talk briefly about a concrete experience – a real life situation, which shows what the unpacked value means to them. Collect and list on the flipchart some experiences.

Step 8 (10 min)

- ✓ Choose one experience to deepen into and discuss in the group why it is a case for the value they are investigating together.

Step 9 (10 min)

- ✓ Let the participants come back to their initial statements and reformulate if needed.

Variation 2 for larger groups:

- ✓ If you have a larger group you can split it into small groups after step 1 to proceed further in the small groups with steps 2 to 9. In this case additional step 10 should be added for the small groups to share the outcomes of their work in the whole group.

Step 3 - Debriefing (10 min)

- ✓ What do we learned from the activity? What do we take to our hearts?

Tips for trainers

- ✓ Because it is a long and complex activity be aware of time and follow strictly the steps. (Appendix 2)
- ✓ Don't invest too much time in choosing a value. It should be motivating for the group indeed but otherwise every value turns out to have some unexpected and interesting aspects by its unpacking.
- ✓ Be aware to separate clearly the phases of individual work and silence/listening from the discussion phases.

- ✓ Pay attention in step 7 that participants tell concrete experiences from their real life and not constructed stories.
- ✓ Be flexible with time. According to the group size and the motivation to discuss the activity could last even longer than one hour.
- ✓ In case of working in small groups the trainer should prepare a detailed “road map” for the activity and instruct the facilitators in the small groups with the tips above (Appendix 3)
- ✓ The trainer could vary the beginning of the activity:
 1. Let the small groups do step 2 by their own and choose different values. In this case it would be interesting to compare during a final discussion the values chosen by the different groups or
 2. Do the choice in the whole group (Step 1) and let the small groups investigate the same value although the results will be necessarily different. In this case the final discussion could underline the wide range of understanding and interpreting the same value.

Activity 3: Arguing for change

Duration: 50 min

Expected outcome

- ✓ To explore the need for change in the educational system, assess some core arguments for change, to inspire and motivate that change is possible

Methods/ techniques used

- ✓ Thought experiment
- ✓ Video analysis

Resources

- ✓ PC, speakers, internet connection
- ✓ Flipchart, markers

Practical arrangements

- ✓ Prepare translation/subtitles for the video if participants don't know enough English
- ✓ Prepare an easy technique for quickly splitting the participants in 3-4 small groups (for instance chop funny photos into puzzles)

Procedure

Step 1 (10 min)

- ✓ Split the participants in 3-4 small groups (for instance by letting them take a piece from a chopped photo and then finding the other parts to complete the picture)
- ✓ *Visions and expectations toward change*: If you could change one thing in the education of your country, what would it be? Discuss briefly the ideas

within the group and the reasons for the particular suggestions.

Step 2 (10 min)

- ✓ *Tasks for observing:* You will see a “court trial” where the defendant is the educational system. What is the accusation against the educational system? What evidence supports that accusation? What problems does the educational system have? – answer the 3rd question from the point of view of the students, of the teachers, of the parents or school principals (Split the group in 3-4 subgroups for that task – to note the problems of the educational system from one of the three or four points of view mentioned above.)
- ✓ *Watching:* Watch the video of Prince Ea, **The People vs. The school system** (<https://www.youtube.com/watch?v=dqTTojTija8>). (6 minutes) Take notes according to your observation tasks.

Step 3 (10 min)

- ✓ *Small group work:* Share general impressions and comment on the problems of the educational system you have observed and noted from the specific point of view assigned to your small group. Compare the video with the educational system of your country.

Step 4 (10 min)

- ✓ *Plenary discussion:* Discuss the video using the following questions:
 - What is your general impression of that accusatory speech?
 - Did the accuser prove his accusation?
 - What are the similarities and the differences between your national educational context and the video (the American educational system)?
 - What are the current problems of the educational system in your country?
 - Why is there a need for change?
 - What and how should be changed in the educational system in your

country?....

Step 5 - Debriefing (10 min)

- ✓ Do you think that there is a need for change in your educational system?
- ✓ Do you believe that this change is possible?
- ✓ What evidence, good practices and experiences make you believe that change could be successful?
- ✓ What can teachers do to make change possible?

Tips for trainers

- ✓ Try to avoid people stuck in complaints and balance between talking about current problems, future visions and motivation for change.
- ✓ If participants don't know enough English, translation/subtitles in their own language should be prepared.
- ✓ If you want to involve participants more intensively you could vary the instruction in step 2 or 5 by asking the small groups to present their results as poster.

Activity 4: Play-doh activity

Adapted from Garisson, Jim. *Dewey and Eros, Wisdom and Desire in the Art of Teaching*, Teachers College, Columbia University, 1997

Duration: 40 min

Expected outcome

- ✓ to personally experience through a creative activity the (positive and negative) impact that teachers have on learning, promoting change and democratic culture in schools
- ✓ to reflect on the importance of teachers' roles and their power to foster or to undermine personal development and development and change of the school community.

Methods/ techniques used

- ✓ Individual art creating
- ✓ Plenary discussion

Resources

- ✓ Play-doh in different colours – quantity corresponding to the group size (1-2 pieces for each participant).

Practical arrangements

- ✓ Participants need to have tables or other suitable hard surfaces to work on with the play-doh and eventually sheets of paper to put their pieces of art on.

Procedure

- ✓ Give the participants 1-2 pieces of play-doh. Let them choose the colour if possible.

Step 1 (8 min)

✓ *Creation* - Give the participants a very open but enthusiastic instruction to make something with that play-doh in a couple of minutes. (whatever they want to) Encourage them to be creative and to enjoy the task.

Step 2 (5 min)

✓ *Exhibition* - Let the participants present their pieces of art or organize a kind of “exhibition”. Let them have a look and admire all the works.

Step 3 (5 min)

✓ *Observation* - Participants exchange impressions of their works and the way they felt during the activity. The Trainer should pay attention that they notice the beauty and originality of every piece of art although the material was the same and also very simple and plain. Take pictures of the creations.

Step 4 (2 min)

✓ *Destruction* - In a very serious, threatening and dramatic manner give the participants clear instructions to destroy what they have created. If they hesitate refer to your authority as trainer and their role as trainees to obey and follow your instructions.

Step 5 - Debriefing (20 min)

- ✓ Give the participants the possibility to express and share their feelings during all phases.
- ✓ Does everyone follow all instructions? Why or why not?
- ✓ What does this activity have in common with the teacher’s work at school?

Tips for trainers

- ✓ If some participants try to resist participating in the activity with objection that it is childish, invite them on an imaginative journey back to their childhood. :)

✓ Keep some more play-doh for participants who could be very fast to enable them to make additional creations and ensure enough time for slower participants to finish without pressure.

✓ For a better effect by the second part of the activity you should be able to perform very dramatically and plausible the “bad guy” – the destroying authority.

Tips for debriefing

This information may help you to lead debriefing:

Creative phase – As teachers we should let our students express their personalities in the very process of learning at school. Individual approach is needed to make possible for the learners to find/creatively construct their personal meanings and share in the learning community. (Connect later with the democratic school culture.)

Destroying phase – It is very easy to misuse our power and authority as teachers and force the students into external depersonalizing frames which do not correspond to their interests and do not foster their personal development. (Connect later with the nondemocratic school culture.)

Destruction has also a positive meaning. It is a necessary phase in the process of change because we should give up our old ways of thinking, our prejudices, and our habits. Sometimes it hurts but this is the price for being able to change.

It is the great responsibility of the teacher to be aware at least of some possible effects of his or her behaviour towards the students. Self-awareness and self-reflection are key competences of the democratic interactive teacher.

The core message regarding the possibility of change – teachers have real power in the classroom, they can let things happen.

Activity 5: Teachers roles in a democratic and nondemocratic school

Duration: 60 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ Point out the interdependence between the school culture and the teachers roles by contrast analyses of two videos
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Individual work ✓ Group work ✓ Plenary presentations (in groups rotation)
<p>Resources</p> <ul style="list-style-type: none"> ✓ PC, speakers, internet connection ✓ Flipchart, markers
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ If participants don't understand enough English take care to translate the second video. The first one doesn't need any translation because it is an animation without any words.
<p>Procedure</p> <p>Step 1 (20 min)</p> <ul style="list-style-type: none"> ✓ Divide participants into groups of 4. ✓ Explain the task – two videos should be watched and analysed in regard to their main message and to the particular teachers' roles in different school environments. ✓ Watch the first video about nondemocratic school - https://www.youtube.com/watch?v=Rumvh3QnL38&t=6s (6 minutes). ✓ Invite participants to work individually. What do the teachers do and why? Ask participants to note what this school looks like, what types of teachers' roles they can recognize and what metaphors and images

symbolize the particular school culture with its goals, achievements and problematic issues.

- ✓ Invite participants to discuss the impression of the video and the main characteristics of this (nondemocratic) school culture and its corresponding teacher's roles. Write main ideas on flipchart.

Step 2 (20 min)

- ✓ Watch the second video – The TED Talk of Rita Pierson, 2013 **Every child needs a hero**, <https://www.youtube.com/watch?v=er689DrydyM> (8 minutes).
- ✓ Invite participants to write individually, what is the main message. What different roles does the good teacher play? What are his or her main characteristics?
- ✓ Ask participants to share in groups and write down main ideas of the same flipchart.

Step 3 (20 min)

- ✓ Ask groups to present their flipchart. In a first circle every group presents their ideas about teacher roles in non-democratic school, in a second circle – about teacher's roles in a democratic school setting. Ask groups to avoid repeating.

Tips for trainers

- ✓ By analysing the first video pay attention to the contrast between beginning and ending (real life, colourfully dressed, loud and lively children) and the middle (cartoon – depersonalisation, sketchily representation of the people, uniformity and other nondemocratic features).
- ✓ Point out the **facilitator and model roles** as having key significance for the personal growth of students and development of democratic culture in schools.
- ✓ Underline the importance of relationships, authenticity and creating possibilities for students to develop as valuable elements of the democratic school culture. Good teachers are loving and supporting, they can inspire and motivate for change although this is a risky undertaking.

Activity 6: Analysing Model of Competence

Duration: 60 min

<p>Expected outcome</p> <ul style="list-style-type: none"> ✓ To get acquainted with the Model of Competences of the Council of Europe and apply it for reflection of their own understanding of teacher competences.
<p>Methods/ techniques used</p> <ul style="list-style-type: none"> ✓ Individual work ✓ Group work
<p>Resources</p> <ul style="list-style-type: none"> ✓ Model of Competence, one per participant, Appendix 3 (or appendix 4 in Bulgarian) ✓ Markers and cards (number of participants x 5 + some more) ✓ An empty butterfly, only with the headlines of the four sections (values, skills, attitudes or knowledge and critical understanding), drawn on the flipchart – one per group.
<p>Practical arrangements</p> <ul style="list-style-type: none"> ✓ Prepare easily accessible space on the wall for filled butterflies.
<p>Procedure</p> <p>Step 1 (10 min)</p> <ul style="list-style-type: none"> ✓ Write on separate cards 5 characteristics of a competent teacher who is capable of implementing interactive and democratic citizenship education. <p>Step 2 (20 min)</p> <ul style="list-style-type: none"> ✓ Give a copy of the Model of Competence to every participant (Appendix 3), and invite them to analyse it individually. ✓ Ask participants to work in a group, discuss and classify the characteristics

(from step 1) of every group member by putting the cards into the empty butterfly where participants think they should belong – values, skills, attitudes or knowledge and critical understanding.

Step 3 (10 min)

- ✓ Stick all butterflies to the wall.
- ✓ Invite participants to walk freely and analyse every butterfly.

Step 4 - Debriefing (20 min)

- ✓ In which way can the Model be helpful for your understanding of your professional role in democratic citizenship education?
- ✓ How could the Model be used in every day teaching democracy at school?

Tips for trainers

Activity 7: My personal motiv-a-tor

Duration: 70 min

Expected outcome

- ✓ To reflect on successful experiences in teaching and using them to straighten the intrinsic motivation of teachers
- ✓ To increase participants motivation to apply the Model and to sustain it throughout everyday school life in their efforts to develop as competent, inspiring and effective teachers.

Methods/ techniques used

- ✓ Individual creative work
- ✓ Pair sharing

Resources

- ✓ Some nice materials for applied arts - colour paper, markers, pencils, paints
- ✓ Internet access
- ✓ Or cards with motivational quotes (Appendix 5)

Practical arrangements

- ✓ Prepare tables for creative work.

Procedure

Step 1 (30 min)

- ✓ Think of an inspiring successful situation from your personal teaching experience.
- ✓ What was your motivation to achieve your goal? Note it.
- ✓ Search the internet for quotations or images which have had a motivating effect on you.

- ✓ Use the materials provided and by applying an art technique of your choice make your personal motiv-a-tor: a card, a poster, a calendar or present booklet

Step 2 (20 min)

- ✓ Share in pairs the motiv-a-tors and inspiring personal experiences (from step 1).
- ✓ Change pairs a few times.

Step 3 - Debriefing (20 min)

- ✓ Are the images and/or quotations of other participants inspiring you? Which one do you find the most inspiring? Why?
- ✓ Are those motivators motivating you to implement the Model of Competences in your practice? Why?

Tips for trainers

- ✓ In case of technical difficulties or to shorten the time the trainer could use pre-prepared cards with motivational quotes or images and let the participants choose from them and explain their choices. (Appendix 5).

Activity 8: Applying the Model of Competence for Reflection of the Training activities

Duration: 50 min

Expected outcome

- ✓ To deepen the understanding of the Model by applying it to reflect on the outcomes of the particular activities during the training event
- ✓ To reflect on interrelations between the four domains of the models

Methods/ techniques used

- ✓ individual work,
- ✓ plenary discussion

Resources

- ✓ Model of Competences (Appendix 3)
- ✓ Reflection sheet (Appendix 6) – one per participant
- ✓ Overview of expected outcomes of the training (according to the current planning) (Appendix 7) – one per participant

Practical arrangements

Procedure

Step 1 (20 min)

- ✓ Ask participants to look at the Model of Competences once again (Appendix 3).
- ✓ Hand out to every participant the reflection sheet (Appendix 6).
- ✓ Let participants work individually and fill out the Reflection sheet, using competences from the module.

Step 2 (10 min)

- ✓ Hand out the Overview of the expected outcomes (Appendix 7) and let the participants compare it with their filled in Reflection sheets.

Step 3 - Debriefing in plenary (20 min)

- ✓ Did applying the model help you to understand better what you have learned during the training event?
- ✓ How would you comment on the differences between the planned and the reflected outcomes?

Tips for trainers

- ✓ Pay attention to the energy level of participants. If it is low try to energise first and motivate for the task because it is not easy.
- ✓ It is expected that the participants will try to fill all or almost all columns for each activity even if the planning is different. This evidence can underline two important points:
 1. Planned outcomes are not real outcomes because in interactive education learners have autonomy to construct their own meaning.
 2. One activity could have an impact on different levels/competences simultaneously including the difficult and underestimated levels of attitudes and values. This does not mean that separate activities can build attitudes or values but rather that every activity, with or without intention of the teacher, contributes to the building of values and attitudes.

Activity 9: Evaluation and impact assessment

Duration: 25 min

<p>Expected outcome</p> <ul style="list-style-type: none">✓ To reflect on the outcomes of the training✓ To motivate participants to practice self-reflection as an essential competence of a democratic and interactive teacher.
<p>Methods/ techniques used</p> <ul style="list-style-type: none">✓ Individual work✓ Group discussion
<p>Resources</p> <ul style="list-style-type: none">✓ Questionnaire (Appendix 8).
<p>Practical arrangements</p>
<p>Procedure</p> <p>Step 1 (10 min)</p> <ul style="list-style-type: none">✓ Invite participants to fill in the questionnaire (appendix 8) <p>Step 2 - Debriefing in plenary (15 min)</p> <ul style="list-style-type: none">✓ Offer a group discussion after filling out the questionnaires as a possibility to share and comment:<ol style="list-style-type: none">1. issues from the questionnaire2. issues which are not mentioned in the templates
<p>Tips for trainers</p>

References

Books and online tools:

- ✓ The document Competences for democratic culture (Council of Europe, 2016)
On-line version: http://www.coe.int/t/dg4/education/Source/competences/CDC_en.pdf
- ✓ Garisson, Jim. Dewey and Eros, Wisdom and Desire in the Art of Teaching, Teachers College, Columbia University, 1997
- ✓ Kessels, J., P. Mostert, E. Boers. Free space. Field guide to conversations, Boom, Amsterdam, 2009.
- ✓ Meier, Deborah Creating democratic schools,
http://rethinkingschools.aidcvt.com/special_reports/quality_teachers/demo194.shtml
- ✓ Sappir, Michael What are the ingredients of democratic culture?,
<http://www.didyulearnanything.net/blog/tag/democratic-schools/>

Videos:

- ✓ Gabbert, Jan Democratic schools, Documentary, 2006, <http://en democratic-schools.com/dvd/>. Link to the animation part used in the TU, youtube: <https://www.youtube.com/watch?v=Rumvh3QnL38&t=6s>
- ✓ Pierson, Rita 2013 The TED Talk: Every child needs a hero, <https://www.youtube.com/watch?v=er689DrydyM> (8 minutes)./ alternative a video about a democratic school in Jerusalem: Jerusalem Sudbury School, https://www.youtube.com/watch?v=mg_qDC-DbEw (14 min)
- ✓ Prince Ea The People vs The school system (<https://www.youtube.com/watch?v=dqTT0jTija8> (6 minutes).

Appendices

Appendix 1

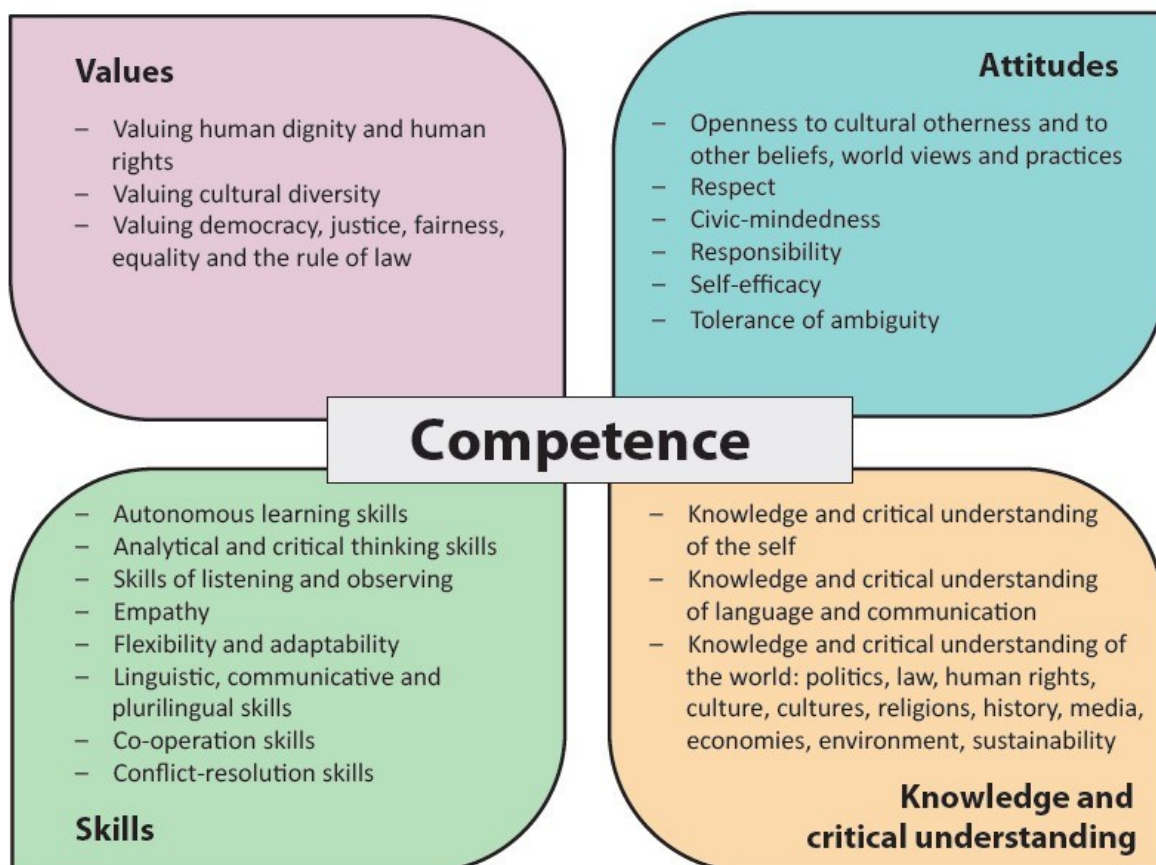
Patient	Creative
Fair	Loving
Impatient	Ambitious
Cooperative	Sensitive
Imperious	Possessive
Compliant	Impersonal
Enthusiastic	Curious
Innovative	Self-assertive
Self-reflecting	Authentic
Thin-skinned	Inquiring
Arrogant	

Appendix 2

Road map and instructions for facilitation of small group work on unpacking values

- ✓ Step 1: Let the participants share some values they consider to be very important for their work as teachers and write them down as a list on the flipchart. – **It is done in a plenary.**
- ✓ Step 2: Let the participants in small groups discuss very briefly and choose which value from the list they would like to explore deeper. Write the chosen value on a separate sheet to be ready for further investigation.
- ✓ Step 3: Every participant should formulate a sentence or a statement about the chosen value and write it down.
- ✓ Step 4: Sharing – Everybody presents their own sentence. The others are not allowed to discuss but should listen carefully and try to understand the position of the speaker. The facilitator writes all sentences down.
- ✓ Step 5: Participants should come back to their own formulations and think about and discuss in pairs if and eventually what they would like to change in their initial statements after hearing the others' explanations
- ✓ Step 6: Values always exist interrelated with other values. Discuss in small groups which values support and which contradict the unpacked value. The facilitator writes down and marks with different colours, for instance – positive interrelation with green and negative – with red. Ask if there is any need for the participants to change their initial statements after this step.
- ✓ Step 7: Values should not only be described but underline every single experience we made as human beings and professionals. Encourage participants to think about and recount briefly a concrete experience – a real life situation, which shows what the unpacked value means to them. Collect and list on the flipchart some experiences.
- ✓ Step 8: Choose one experience to deepen into and discuss in small groups why it is an example of the value they are investigating together.
- ✓ Step 9: Let the participants come back to their initial statements and reformulate them if needed. Prepare for presenting the results in plenary.
- ✓ Step 10: Present the work done in small groups and final discussion

Appendix 3



Appendix 4



Appendix 5

MISTAKES
are proof
that you
are
TRYING

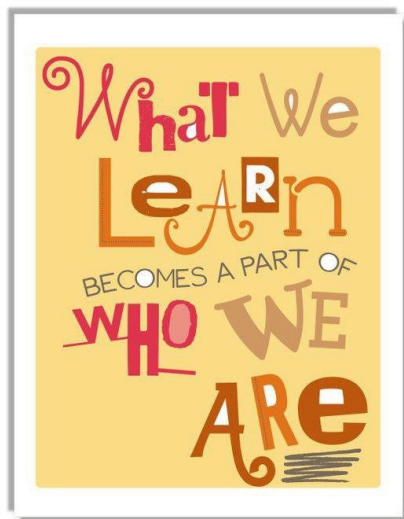
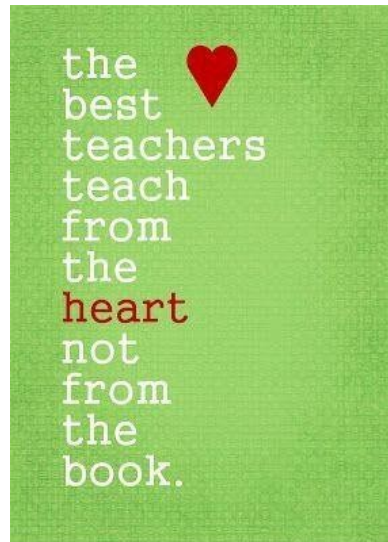
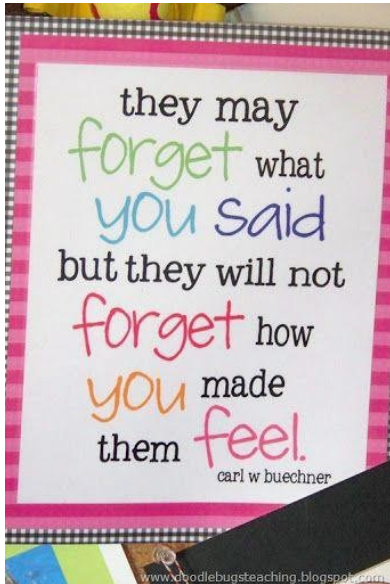
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Do what is
RIGHT,
Not what is
EASY.

There is No
Such Thing as
Failure,
Only
Learning
Experiences.

Join Smith's Classroom @class KG Fonts

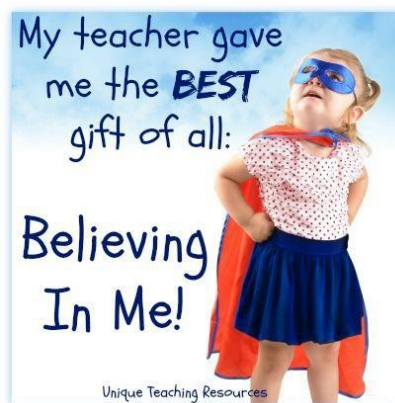
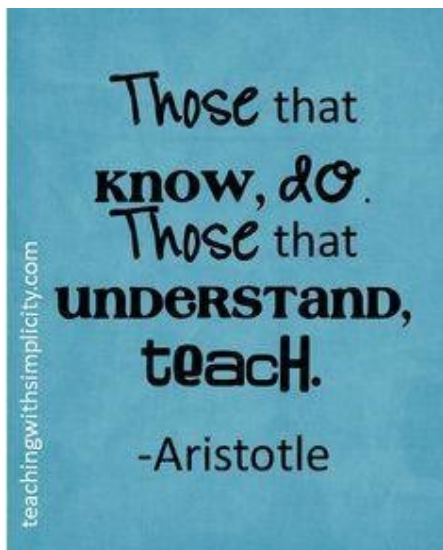
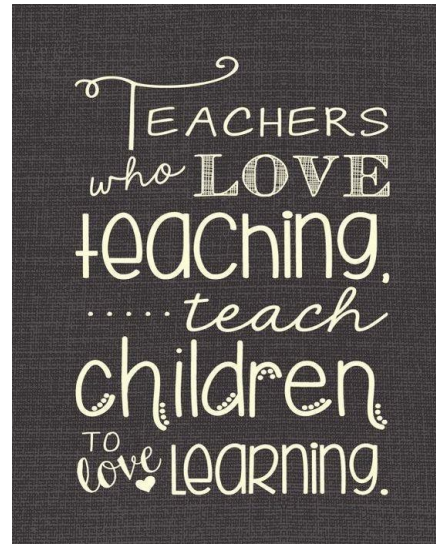
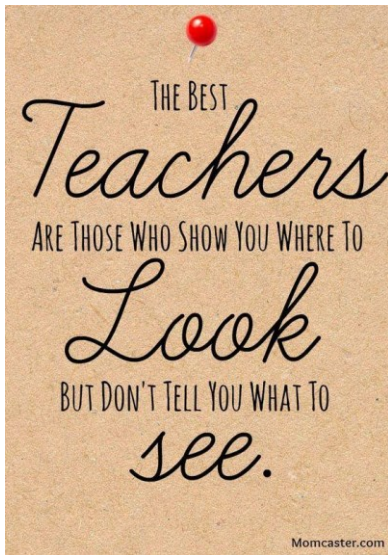
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telling you
it's going
to be
easy,
I'm
telling you
it's going
to be
WORTH IT.

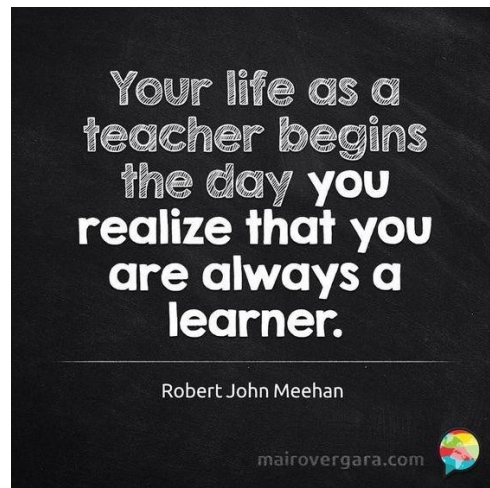
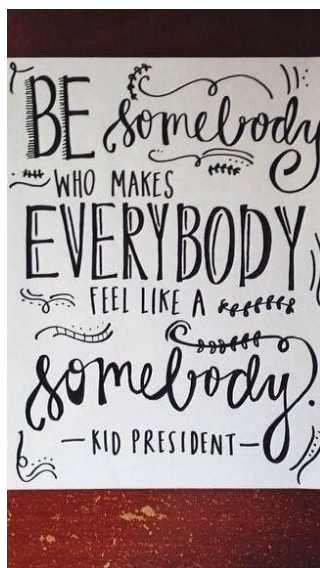
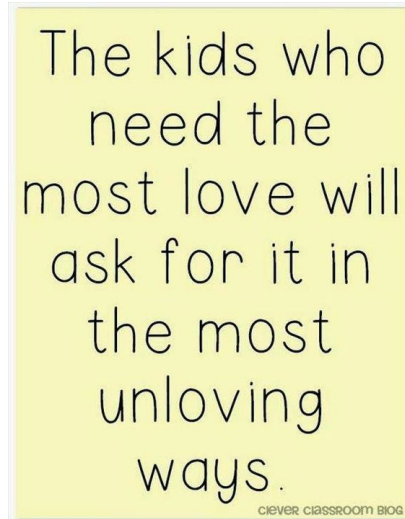


"If a child
can't learn
the way we teach,
maybe we
should
teach the
way they learn."

~ Ignacio Estrada

An Everyday Story





Appendix 6 Reflection sheet

activity	values	attitudes	skills	knowledge
activity 1: That's me				
activity 2: Unpacking values				
activity 3: Arguing for change				
activity 4: Play-doh activity				
activity 5: Teacher's roles in non-democratic and democratic schools				
activity 6: Analysing The Model of Competence				
activity 7: My personal Motivator				
activity 8: Applying the Model for Reflection of the Training activities				

Appendix 7: Overview of the expected outcomes planned

activity	values	attitudes	skills	knowledge
activity 1: That's me			analytical skills communicative skills	knowledge and critical understanding of self
activity 2: Unpacking Values	sharing understanding of professional values, analysing how values are implemented in everyday experiences	respect towards others responsibility	analytical and critical thinking skills, skills of listening and communicating co-operation skills	of self, of language and communication
activity 3: Arguing for change	human dignity and human rights	Openness for other ... worldviews and practices; responsibility	Analytical and critical thinking, argumentation skills; Linguistic, communicative and plurilingual skills	of the world and the education
activity 4: Play-doh activity	valuing human dignity and human rights	respect; responsibility	empathy	of the self
activity 5: Teacher's roles in non-democratic and democratic school	democracy		Analytical and critical thinking; listening and observing; Linguistic, communicative	of the self, culture and education
activity 6: Analysing The Model of Competence			Listening and communication skills	of the self, education and the notion and model of competence
activity 7: My personal Motivator		Responsibility Self-efficacy	Flexibility and adaptability	of the self
activity 8: Applying the Model for Reflection of the Training activities		Openness to other ... worldviews and practices	Analytical and critical thinking skills. Listening and communication skills	of the self, of education and the notion of competence and the Model of competence

Appendix 8: Questionnaire for evaluation and assessment of the training

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

What do you think about.....?	POOR					EXCELLENT				
	1	2	3	4	5	1	2	3	4	5
The organization of the seminar										
The timeframe for the seminar										
The training's planning										
The training's structuring										
Usefulness and actuality of content										
The working materials and tools										
The teaching-learning climate										
The level of participants' activity										
The balance theory - practical activities										
The usefulness of the seminar in relation to your teaching practice										
the performance of the trainer										

2. Note 2 activities/things from the seminar that you found most interesting, or enjoyed more.

3. Note 2 activities/things from the seminar that you found the least interesting.
