Pestalozzi

Training Resources

Core competences in Education for democratic citizenship (EDC)

Building Democratic School Communities to Encourage Student Active Participation

by

Author: Alexandra Kouloumbaritsi - Greece
Editor: Miguel Ángel García López

Core competences in Education for democratic citizenship (EDC)

Building Democratic School Communities to Encourage Student Active Participation

by

Author: Alexandra Kouloumbaritsi - Greece
Editor: Miguel Ángel García López

Last edition: **December 2012**

Theme: Building Democratic School Communities to Encourage Student Active Participation

Expected outcome

➔ To introduce teacher trainers and teachers to the conceptual framework of EDC.
➔ To familiarize them with methodologies which support the development of whole-school and classroom-based activities, requiring and promoting a democratic school community culture which entails active participation.

Target group

➢ Primary Education School Advisors and Project-Work Experts (Experts on Environmental Education, Health Education and Cultural Promotion).
➢ That target group was chosen because it is representative of the existing educational infrastructure in the field of pre-service and in-service teacher training in Greece.

Type of training	School level / age	Subject area
In-service training	Primary school	In Greek Primary School Curriculum (6-11 years) Social and Environmental Studies (6-9 years old) Social and Civic Education (10-11 years old) Language and Arts (6-11 years) Art (6-11 years)

Brief description of the unit

This in-service training unit is about democratic communities within schools. The concept of "community" here is synonymous to the concept of "school governance" as delineated by Huddleston (2007, 5).
Why schools be involved in such an endeavour? Schools can benefit considerably by being transformed into communities where students could acquire and develop basic citizenship knowledge, values and skills necessary to claim quality life for themselves and the society they live in.
To be a member of a community is one of the basic building blocks of EDC; it is part of one's identity. To belong to a democratic school community widely means to be empowered to take an active part in school operational life (i.e. participating in rule-setting, defining rights and responsibilities), to be given the opportunity to express personal views, to be heard and respected. The experience of participating in school life can help young people to develop democratic values and competences (see Huddleston, 2007, 5).
This unit offers to the target group/trainees the opportunity to examine the relationship between democratic school community and active participation/citizenship and to realize that active participation can only occur in a democratic school community.
There are different instructional approaches of enabling teachers and students to experience different levels of participating and decision-making. A growing body of literature is supportive of the argument that teaching approaches based on modeling good practice and practicing on good models are proved to be more effective than direct instruction.
This unit provides the participants with activities that can be used on site (in the workplace) offering opportunities of cognitive apprenticeship.

Conceptual and Pedagogical Framework of the TU

«The practical task of community building in schools must follow the development not only of a clear conceptualization of community, but also of the specific values and commitments that such a conceptualization embodies» (Westheimer, 1996).
In order to help schools (teachers and their trainers/facilitators) understanding the meaning of "school communities" and "student active participation" and be able to put it into practice, two frameworks were constructed:
  ➢ A conceptual framework which includes basic concepts and related generalizations (cf. Erickson, 1998; Kouloubaritsis, 2009) (see Appendix 1)

➢ A pedagogical framework which includes essential EDC skills, namely personal, social, critical thinking and decision-making skills, those students should acquire while pursuing the topic "School communities and participation" (Appendix 2 – table 1). Students' perceptions and feelings can be expressed also through original art work. The full range of those essential skills is aligned to suggested activities (Appendix 2 – table 3).

Methods/techniques used

➢ Group work processes
➢ Debate and argumentation
➢ Interviewing (questioning techniques)
➢ Brainstorming
➢ Decision-making processes
➢ Role play
➢ Case study

Time 10 hours

Activity 1	▶ 30 minutes
Activity 2	▶ 60 minutes
Activity 3	▶ 60 minutes
Activity 4	▶ 30 minutes
Activity 5	▶ 40 minutes
Activity 6	▶ 60 minutes
Activity 7	▶ 120 minutes
Activity 8	▶ 120 minutes
Activity 9	▶ 40 minutes
Debriefing session	

Tips for trainers:

- ➢ Trainers assume the role of facilitator, not of knowledge transmitter who imposes ideas, values and feelings.
- ➢ It is imperative for participants to understand and experience that citizenship education is more of a "commitment to practiced democracy", a "hands-on democracy" rather than a mere "sum of entertaining activities".

Resources

A conceptual framework for Democratic school communities and Student active participation	Appendix 1
Pedagogical framework areas of development and essential EDC skills	Appendix 2
Proposed Concept Map of "Democratic School Community"	Appendix 3
Survey Questionnaire	Appendix 4
Myself, a blooming flower	Appendix 5
Examples of different parts of the rectangle	Appendix 6
Principles for a constructive debate (primary school level)	Appendix 7

Activity 1 Democratic School Community: what springs to mind?

30 minutes

	Notes

▶ **General aim:**
  ➢ To delineate the fundamental concepts and scope of the training unit (TU).
 	
▶ **Specific aims:**
  ➢ To record a concept map of "democratic school community" by using the prior knowledge of the trainees.
  ➢ To present the aims, the structure, and the scope of the TU.	

▶ **Methods /techniques used:**
  ➢ Whole-group and pair discussions
  ➢ Brainstorming
  ➢ Concept-mapping	

▶ **Resources:**
  ➢ A3-size papers and a marker for each pair of participants/trainees. For the proposed concept map of the "democratic school community", see Appendix 1.
  ➢ Flipchart for the trainer
  ➢ Bulletin board to clip on the concept maps of the trainees
  ➢ Handouts with the aims, structure and scope of the TU, see conceptual and pedagogical frameworks (Tables 1, 2, 3 of appendices 1 and 2).	

▶ **Practical arrangements:** ➢ The participants work in pairs: make sure that there is space enough to walk through the room and clip concept maps on the bulletin board.	

▶ **Instructions/procedure:**

- ➢ Ask the participants to brainstorm definitions of "democratic school community".
- ➢ Record on the flipchart all the answers provided.
- ➢ Ask participants to work in pairs, brainstorm, discuss and construct their own concept maps.
- ➢ Ask pairs to present their own concept map and to comment briefly on different maps.
- ➢ Present the aims, structure and scope of the TU.
- ➢ Give to the hand-outs to the participants.

▶ **Tips to trainers/anticipated difficulties:**
- ➢ Be careful not to provide ready-made answers to the trainees while they construct their own concept maps.
- ➢ Give specific time limits before they go working in pairs.

▶ **Debriefing/reflecting:**
- ➢ Try to give floor to as many participants as possible, in order to establish from the very beginning of the unit, a culture of democratic community where different voices are heard and respected.
- ➢ Make sure the participants end up with a clear view of the structure (What? How?), and of the purpose of the TU (Why we are doing this?).

Activity 2 Young reporters conduct a survey and find partners

60 minutes

	Notes
▶ **General aim:** ➢ To communicate with each other and find partners to form original pairs. ▶ **Specific aims:** ➢ To realize that there is diversity in the community. ➢ To activate. ➢ To communicate. ➢ To learn how to use criteria for decision-making.	
▶ **Methods /techniques used:** ➢ Interviewing (asking questions) ➢ Communicating ➢ Decision-making	
▶ **Resources:** ➢ Ready-made questionnaire with 6 statements related to personal or family traits and/or hobbies. The participants are also free to add-up more statements. (Appendix 4)	
▶ **Practical arrangements:** ➢ Put all the chairs and tables aside to get free space. Participants should have free space to move freely around the room.	
▶ **Instructions/procedure:** ➢ Every participant is given a ready-made questionnaire. The questionnaire is the tool to help the participants making choices and decisions concerning their partner.	

- ➢ Choices are commonly based on criteria. Choosing and using criteria is part of the decision-making technique.
- ➢ Criteria used to construct the ready-made questionnaire are discussed with the participants: i.e. uncommon features such as "speaks fluently more than two languages" or related to citizenship features such as "is a member of NGO".
- ➢ The participants are invited to choose their own criteria in order to personalize their own questionnaire.
- ➢ When the participants personalize their questionnaire, they are asked to stand-up and move around in order to talk with each other, and spot the person or persons who have the traits or hobbies identified in the questionnaire.
- ➢ The persons identified sign under the particular trait or hobby and have a brief conversation with the interviewer in order to form pairs.

▶ **Tips to trainers/anticipated difficulties:**
- ➢ Be alert for trainees who are reluctant or shy.

▶ **Debriefing/reflecting:**
- ➢ A whole group discussion follows. The participants are asked to report on the process their findings and observations:
- o "What kind of criteria was used to personalize questionnaires?"
- o "What were the questions they added up in order to choose a partner? Why?"
- o "What are their findings and their conclusions?"
- o "Are all participants alike? On what basis (criteria) they are alike or different?"

Activity 3 Getting to know each other

60 minutes

	Notes
▶ **General aim:** ➢ To give the participants the opportunity to communicate, learn more about each other, and start developing the sense of being a community member (belonging). ▶ **Specific aims:** ➢ To develop basic communication skills. ➢ To develop positive interdependence among participants. ➢ To encourage participants empathizing with their counterparts.	
▶ **Methods /techniques used:** ➢ Interview	
▶ **Resources:** ➢ A3 size papers ➢ Coloured markers ➢ Blue tack	
▶ **Practical arrangements:** ➢ Make sure there is space enough on the wall.	
▶ **Instructions/procedure:** ➢ Each pair has two A3 size sheets of paper, blue tack, and 2 or 3 coloured markers. ➢ The participants in pairs talk to each other and learn more about each other. They each use their A3 paper to draw each other's portrait at the top and personal information at the bottom.	

➢ Every pair takes turns to present each other and clip on the posters of portraits on the bulletin board.	
▶ **Tips to trainers/anticipated difficulties:** ➢ Brief the trainees on the interview questions. Point out that embarrassing personal question should be avoided. ➢ Provide for volunteers in case that someone feels uncomfortable drawing a portrait. ➢ Omit the present activity in case trainees already know each other.	
▶ **Debriefing/reflecting:** ➢ Ask trainees to express their opinions and feelings about the activity. Record their answers on the flip chart. ➢ Sum up and write down key points. Did the activity meet specific aims?	

Activity 4 Myself: A blooming flower

Note: This activity can be used to extend or in place of activity 3.

30 minutes

	Notes
▶ **General aim:** ➢ To stress everybody's distinguished contribution and status. ▶ **Specific aims:** ➢ To make everybody feel unique. ➢ To be heard of.	

▶ **Methods /techniques used:** ➢ Small and whole group discussions	

▶ **Resources:**
  ➢ Appendix 5
  ➢ Markers	

▶ **Practical arrangements:** ➢ The trainees sit in groups of four.	

▶ **Instructions/procedure:**
 	
  ➢ The trainees are given an empty flower (see Appendix 5).
  ➢ Each one writes his/her name in the centre. On the petals each trainee writes some of his/her major talents.
  ➢ The other members of the group (or of other groups) if they wish, are invited to add up their own positive comments on that person.	

▶ **Tips to trainers/anticipated difficulties:**
  ➢ Concentrate only on positive traits.
  ➢ When used in classroom conditions this activity may invite family's positive comments as well.	

▶ **Debriefing/reflecting:**
  ➢ Put all flowers on the wall sorted by groups.
  ➢ Comment on the diversity and variety of talents.	

Activity 5 We instead of Me: Acquiring Group Identity and Positive Interdependence

40 minutes

	Notes
▶ **General aim:** ➢ To structure the groups and arrange for essential components of group work such as group identity, personal commitment and positive interdependence. ▶ **Specific aims:** ➢ To have the participants sit in groups, identify group identity and record personal commitment. ➢ To develop positive interdependence. ➢ To understand that they are linked together and that it is impossible for anyone to succeed unless the entire group succeeds (see, Johnson et.al, 1994).	
▶ **Methods /techniques used:** ➢ Group discussions ➢ Non-verbal communication ➢ Game	
▶ **Resources:** ➢ A4 size white cards, one for each group ➢ Coloured markers ➢ Geometry shapes game: 4 mixed parts of rectangles enclosed in to 4 different envelopes. Envelopes match members of groups (for example see Appendix 6).	
▶ **Practical arrangements:** ➢ The trainees split into groups of four.	

▶ Instructions/procedure:

Identity and Positive Interdependence:
- ➢ Give each group one A4 white card and coloured markers.
- ➢ Members of each group decide upon the name and emblem of the group. The name and emblem are recorded on one side of the A4 white card. On the flipside, which is divided into 4 parts, the members take turns to record personal information and specify roles and commitment as follows:

GROUP CONTRACT	
My name is Ardian. **I come from** a village in the north of Tirana, Albania. **Here is a picture of my place:** **My group role is:** group coordinator. **I am willing to help my group**: by offering original ideas.	**My name** is Panos. **I come from** Athens, Greece. **Here is a picture of my place:** **My group role is:** recorder (scribe). **I am willing to help my group**: with my drawings, when needed.
My name is Mary. **I come from** Kiev, Ukraine. **Here is a picture of my place:** **My group role is:** group representative. **I am willing to help my group**: by sharing my coloured pencils.	**My name:** …… **I come from: ……** **Here is a picture of my place:** **My group role is:** **I am willing to help my group**: ….

Positive Interdependence:
- ➢ Give each group 4 envelopes with different parts from different rectangles in each envelope. When a trainer signs (i.e. claps hands), the members of each group take parts of rectangles out of the envelopes. Without talking to each other, group members have to find out ways to put parts together and construct a rectangle. Colour is a key feature to discriminate between different rectangles.

▶ **Tips to trainers/anticipated difficulties:**
  ➢ Give clear and short guidelines.
  ➢ Allow group members to interact and decide upon roles and commitments.
  ➢ Explain that the game is a non-verbal communication exercise. Stress that no one is allowed to speak or demand by grabbing the part that one needs (authoritarian behaviour).
  ➢ The members of the groups are expected to communicate through eye contact and to accept what the person who sits at their left hand side is offering.
  ➢ An alternative mode of the non-verbal communication game is to have the whole group of trainees split into two. One part may be divided into groups of four and play the game, whereas the rest may watch the game and take notes on the reactions of the players. At the end of the game player-trainees and observer-trainees discuss about the process and the value of the game.

▶ **Debriefing/reflecting:**
  ➢ Group members have to empathize with each other and realize that personal commitment and positive interdependence are essential components for group/community life.
  ➢ Ask the participants the following questions:
      o What are the essential habits and behaviours that keep group members together?
      o How did you communicate in the non-verbal communication game?
      o What group members can do to prevent authoritarian behaviours (members trying to impose their opinion)?

Activity 6 Debating and rule setting (rights and obligations)

60 minutes

	Notes
▶ **General aim:** ➢ To familiarize with speaking and listening skills in order to be able to participate in the operational life of their group/classroom/school. ▶ **Specific aims:** ➢ To practice speaking and listening skills. ➢ To co-ordinate group debates. ➢ To agree upon rules (rights and obligations) of the community (group/classroom/school) in order to construct a "social contract", a kind of constitution between group members.	
▶ **Methods /techniques used:** ➢ Debate – discussion based on argumentation ➢ Group work	
▶ **Resources:** ➢ Long paper (30x80cm approximately) ➢ Coloured markers for every group	
▶ **Practical arrangements:** ➢ The trainees work in groups.	
▶ **Instructions/procedure:** ➢ The trainer introduces the topic: "Setting rules in our group: What, why, what for?" ➢ The trainees discuss in groups and record their views on the paper.	

- ➢ The trainer introduces the trainees to the principles of a constructive debate (primary school level). Principles are presented in Appendix 5.
- ➢ One of the trainees is assigned to the role of coordinator and time-keeper. Speaking time should not exceed 30 seconds per person.
- ➢ The trainees take turns to present their views. Everybody's participation is encouraged.
  They argue and end up with a list of rules, rights and obligations, such as: One has the right to express one's point of view, opinions are heard but are not necessarily being accepted, majority is necessary to change a rule, arguments should be supported by evidence, etc.

▶ **Tips to trainers/anticipated difficulties:**
- ➢ The trainer should act as a facilitator, not a knowledge transmitter. The activity provides an excellent opportunity for shift of control from teacher to students.
- ➢ In case of conflict, the trainer uses questions to re-focus the discussion on the solutions.

▶ **Debriefing/reflecting:**
Ask participants the following questions:
- ➢ What are the pros and cons of debate?
- ➢ What entails a successful coordinator?
- ➢ What means are used to overcome disagreement?
- ➢ What is the role of the trainer and the trainees when part of power and control is passed on to the trainees?
- ➢ How rights and obligations will be respected?
- ➢ How does it feel to be obliged to abide by mutually agreed rules?

Activity 7 School open days: becoming an inclusive school community

120 minutes

	Notes
▶ **General aim:** ➢ Teachers, parents and students come together and decide upon common goals and actions. ▶ **Specific aims:** ➢ To decide upon common goals. What can all members do together? ➢ To predict possible barriers and take preventive measures. ➢ To take risks. ➢ To deal with conflict.	
▶ **Methods /techniques used:** ➢ Group work ➢ Decision-making ➢ Within groups and inter-groups discussions	
▶ **Resources:** ➢ Long paper (30x80cm approximately) ➢ Coloured markers for every group	
▶ **Practical arrangements:** ➢ The trainees work in groups.	
▶ **Instructions/procedure:** ➢ The trainees work in groups and decide upon the structure and the process of an open school day programme.	

- Members of the groups assume different roles: teachers, students, parents. - Different sides use criteria (importance, necessity, feasibility, etc.) to construct their own agenda (goals, priorities, i.e. "school safety"). - Different agendas are put forth, discussed and revised. Revisions are based on criteria. - Community members decide upon priorities of the common action plan and a timetable on a year basis. - Each side is assigned to a different action towards common goals.	

▶ **Tips to trainers/anticipated difficulties:** - Be aware of conflicts over contradicting goals. - Concentrate on criteria according to which decisions are made.	
▶ **Debriefing/reflecting:** Discuss with the participants the following questions: - Was it a good idea to come together and construct a common action plan? - What are the challenges of this common plan for individuals, classes and whole school? - What are the benefits for individuals, classes and the whole school from becoming a democratic school community? - Use the proposed concept map of a "Democratic school community" (Appendix 3) as a backdrop to discuss efforts to become a democratic community. - What else should be done to encourage community-building? Why? - Who else could help?	

Activity 8 Student-led meetings

120 minutes

	Notes

▶ **General aim:**
   ➢ To have the participants taking an active part in the operational life of schools.
 	
▶ **Specific aims:**
   ➢ To be able to set agendas and arrange procedures of meetings.
   ➢ To lead discussions and debates.
   ➢ To make decisions.
   ➢ To deal with conflict.	

▶ **Methods /techniques used:**
   ➢ Case study "Student-initiated and -led meeting"
   ➢ Role play
   ➢ Debating
   ➢ Decision making
   ➢ Self-evaluation	

▶ **Resources:**
   ➢ Post-it: self-adhesive paper
   ➢ Bulletin board
   ➢ Flipchart	

▶ **Practical arrangements:** ➢ Whole group work	

▶ **Instructions/procedure:**

➢ *Before-meeting activities*: The participants write down on post-it their proposals concerning the purpose and scope of the meeting. They clip their proposals on the bulletin board. They go through all proposals. Then they debate and decide upon the agenda and practical arrangements of the meeting (what, where, when, why).

➢ *During the meeting*: A coordinator (member of trainees) is appointed. Discussion starts. The issue(s) is (are) presented. The participants ask for clarification on the questions. The issue is discussed in groups. Group representatives present the decisions of their groups. Then follows an inter-group debate. Students arrive at final decisions.

➢ *Follow-up activities*: Participants sit in circle and get involved in reflective self-assessment discussions.
  o *Was the meeting well prepared?*
  o *Was everybody heard and respected?*
  o *Did all members of the groups participate?*
  o *Was the coordinator fair? Was she/he assertive? Did the coordinator encourage everybody's contribution?*
  o *Is there room for improvement? In which of the following areas:*
    ▪ *practical arrangements (space, time, resources)*
    ▪ *participants' cooperative skills*
    ▪ *participants' argumentation and debating skills*
    ▪ *participants' conflict resolving technique*s
    ▪ *participants' decision-making skills* (see also Leachman and Victor, 2003).

▶ **Tips to trainers/anticipated difficulties:**
➢ Try to speak less, spend more time listening and observing trainees.

▶ **Debriefing/reflecting:**
➢ Same as follow-up activities above.

Activity 9 Carrying for each other: a buddy programme.

40 minutes

	Notes
▶ **General aim:** ➢ To care for each other in the actual everyday school life. ▶ **Specific aims:** ➢ To empathize with each other. ➢ To help each other. ➢ To practice responsibility.	
▶ **Methods /techniques used:** ➢ Work in pairs ➢ Role play	
▶ **Resources:** ➢ A3 papers ➢ Markers	
▶ **Practical arrangements:** ➢ Work in pairs	
▶ **Instructions/procedure:** ➢ The participants form pairs (same as in activity 2). ➢ One member of the pair becomes a "buddy-minder". The buddy-minder will share some activities with his/her buddy, such as taking a tour to the school library or to the computer lab. The buddy-minder is reading a story or is making an illustration of the story to her/his buddy.	

➢ The participants work in pairs to design the "before, during and after the buddy programme activities" (see also, Schaps, 2003).	

▶ **Tips to trainers/anticipated difficulties:** ➢ Give clear guidelines to participants. It is easy to be confused.	
▶ **Debriefing/reflecting:** ➢ Ask participants what they have learned from the activity. ➢ Ask them to evaluate their buddy programme in regards to: o Social skills of care, empathy, responsibility, o Its coherence, clarity and practicality.	

Debriefing/ Evaluation and assessment

	Notes

▶ **Debriefing/reflecting:**
    ➢ What has been the key learning for you?
    ➢ Ask the participants to suggest one thing that has stimulated, interested or surprised them and that they will share with others.
    ➢ What aspect(s) of your practice, will change as a result of studying this topic and modeling what you have learned?
    ➢ Ask participants to focus on knowledge, essential EDC skills, and understanding.
    ➢ What aspects of the training unit will help to change your school climate and school ethos?
    ➢ Ask the participants to specify activities.
    ➢ What aspects of the training unit should be changed or modified? Why?
    ➢ Ask the participants to give clear examples.	

References

- Bellah, R., Madsen, R., Sullivan, W. M., Swidler, A., & Tipton, S. M. (1985). *Habits of the Heart: Individualism and Commitment in American Life*. New York: Perennial Library.
- Bennett,N. & Dunne, E. (1994) *Talking and Learning in Groups*. London: Routledge.
- Council of Europe (2008) *"Have Your Say!" Manual on the Revised European Charter on the Participation of Young People in Local and Regional Life*. Strasbourg: Council of Europe Publishing.
- Dimopoulou, M. et al. (2006) Social and Environmental Studies for 2nd Grade. Athens: State Textbooks Publications Co. www.pi-schools.gr
- Erickson, L. (1998) *Concept-based Curriculum and Instruction*. Thousand Oaks, CA: Corwin Press.
- Flowers, N. (2007) Compasito. Manual on Human Rights Education for Children. Strasbourg: Council of Europe Publishing.
- Furman, G (Ed.) (2002) *School as Community. From Promise to Practice*. New York, Albany: State University of New York Press.
- Furman, G., & Starratt, R. J. (2002). Leadership for Democratic Community in Schools. In J. P. Murphy (Ed.) *The Educational Leadership Challenge: Redefining Leadership for the 21st Century* (pp. 105–133). Chicago: National Society for the Study of Education.
- Huddleston, T. (2007) From Student Voice to Shared Responsibility. Effective Practice in Democratic School Governance in European Schools. NEF and CoE.
- Johnson, D.W, Johnson, R.T. and Johnson Holubec, E. (1994) The New Circles of Learning: Cooperation in the Classroom and School. Alexandria: ASCD. www.ascd.org
- Kouloubaritsis, A (2009) Active citizenship education and sustainable development as pedagogical aims in the Greek primary school curriculum. Second South- European and Mediterranean Conference on Citizenship Identity and Culture: The Challenge for Education, April 10-11, 2009, University of Patras, Greece. http://alexandrakouloumbaritsi.blogspot.com/
- Leachman, G. and Victor,D. (2003) Student-Led Class Meetings. *Educational Leadership*, 60(6): 64-68.   www.ascd.org
- Schaps,E. (2003) Creating a School Community. *Educational Leadership*, 60(6): 31-33.   www.ascd.org
- Sergiovanni, T. (1994) *Building Community in Schools*. San Francistco: Jossey-Bass.
- Weistheimer, J. (1996) Review of Sergiovanni's "Building Communities in Schools". *Harvard Educational Review*. http://www.hepg.org/her/abstract/251.

Appendix 1: A conceptual framework for Democratic school communities and Student active participation

Concepts	Definitions	Generalizations
Community	A group of people who live in a place. They are alike in some way. They develop relationships.	-People belong to some groups **by birth** and belong to some groups **by choice** or **by the rule of law.** -People **need to belong** to a group, to a community. They form communities to meet individual and group physical, social, and emotional needs (Erickson, 1998, 151). -People live in communities in which individuals have different **roles.** -Within any community there is usually a broad general agreement on which behaviour is acceptable or unacceptable. There are **rules.**
School community	Teachers, students, parents and staff are all members of a school. Schools as communities or School communities (SC) are different from schools in that SC are committed to democratic values. **Belonging, relationships, achievement and democracy are at the heart of a school transformed into a community** (Sergiovanni, 1994·Furman, 2002, 3).	-**Choice and need** bring members of schools together. The rule of law as well (i.e. compulsory education). -**Common goals and vision**, belonging and choice bring members of a SC together. -Members of schools and SC, such as students and teachers have different roles. -**Schools and SC have rules.** - **Belonging** to the school community **can remedy** the alienation experienced by many youth (Furman, 2002,3).

Democratic school community	A democratic school community (DSC) encompasses "the enactment of participatory processes of open inquiry in working for the common good" (Furman and Starratt 2002, p. 116). At the same time, the community is guided by a social morality which appreciates the differences of all the members, in evidence through recognized processes and norms of interaction. The democratic community, further, acknowledges the justice (or fairness) of the school's and society's rules and opportunities (Bellah et al. 1985).	-In a DSC, leadership rests on three fundamental principles: -Communitarian climate: a diverse community which fosters the sense of belonging, shared responsibility, and dialogue. -Active participation in decision-making and action-taking. -Democratic community of social justice: equality, justice, respect, solidarity.
Active participation	-A **working definition in school context is**: "*To be given the* **opportunity** *on your* **own free will** *to take part in decisions and actions concerning your school life*". -There is a variety of theories and approaches concerning participation. For instance, "Active participation is overlapping with the concept of active citizenship" (Hoskins et al, 2006). -Participation entails **free will** (do I want to?), **knowledge** (do I know how?), **competence** (can I do it?), **involvement** (why it is important for me and others?), **responsibility** (can I meet expectations?) (See also CoE, 2008, 11-12).	- Democracy works only if citizens are active (Flowers, 2007, 220). - Belonging to a community, in practice, entails participation. - Participating entails abiding to mutually agreed rules.

## Appendix 2: Pedagogical framework areas of development and essential EDC skills

Table 2: Pedagogical Framework Areas of Development and Essential EDC Skills

Areas	Essential EDC Skills The students:
Personal and Social	➢ Identify their needs and interests. ➢ Express feelings, ideas, and opinions. ➢ Share ideas and material. ➢ Listen to others and are being heard. ➢ Work with others towards a common goal. ➢ Work for common good. ➢ Participate in group discussions and actions. ➢ Take different roles in group work. ➢ Empathize with others. ➢ Are being responsible and meet deadlines.
Critical thinking	➢ Acquire and evaluate information. ➢ Brainstorm ideas, concepts, and solutions. ➢ Organize and interpret information. ➢ Question ideas, texts, and opinions. ➢ Support arguments with evidence.
Decision-making or problem solving	➢ Identify and specify the issue or problem. ➢ Brainstorm and use criteria to sort through possible solutions. ➢ Implement and evaluate.
Art- Creativity to support the development of essential EDC skills	➢ Original drawings ➢ Role playing

Table 3: Summary of Essential EDC Skills and Suggested Activities

	ESSENTIAL EDC SKILLS				
	Personal	Social/ Co-operative	Critical Thinking	Decision making	Creative
ACTIVITIES					
Community, Group-Building					
1. Democratic Community?	✔	✔	✔		
2. Young reporters conducting a survey	✔	✔	✔		
3. Getting to know each other	✔	✔			✔
4.Myself: A blooming flower	✔	✔		✔	✔
5. We instead of Me: Acquiring group identity and positive interdependence	✔	✔		✔	✔
6. Debating and rule setting in a Democratic Community	✔	✔	✔	✔	✔
7. School open days: Becoming an inclusive community	✔	✔	✔	✔	
8. Student-led meetings	✔	✔	✔	✔	
9. Caring for each other: A Buddies Program	✔	✔	✔	✔	

Appendix 3: Proposed Concept Map of "Democratic School Community"
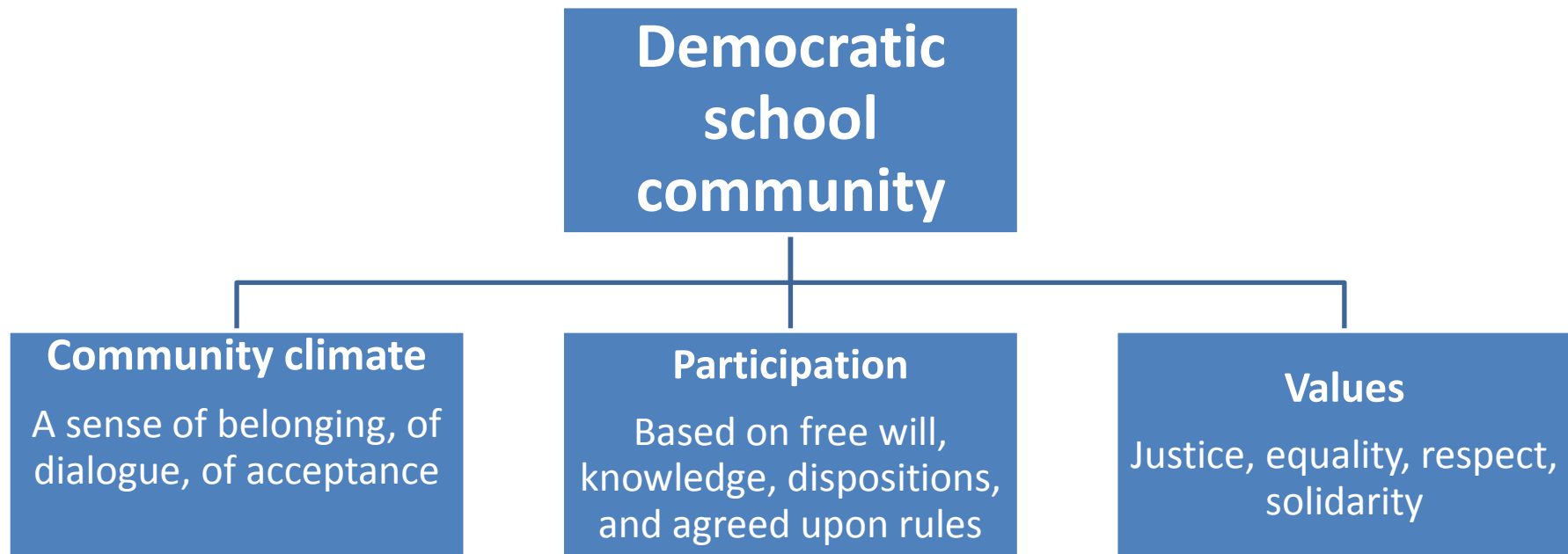
Appendix 4: Survey Questionnaire

Young reporters conduct a survey and find partners
Ready-made questionnaire

Find the person who fits with a particular trait or hobby.
Use your own criteria to add-up your own statements and choose a partner.

|	
I grew up in a family of four children or more. *Signed by:*	I play the piano, guitar, etc. *Signed by:*
I love cooking in parties. *Signed by:*	I am a member of NGOs and/or clubs (sports club, charity club, etc). *Signed by:*
I take part in tree planting campaigns. *Signed by:*	I speak fluently more than two languages. *Signed by:*
ADD YOUR OWN	ADD YOUR OWN
ADD YOUR OWN	ADD YOUR OWN

Appendix 5: Myself, a blooming flower

See Dimopoulou et al. (2006) Greek State Textbook of Social and Environmental Studies, Grade 2 (7 years old) Activity book p.8.
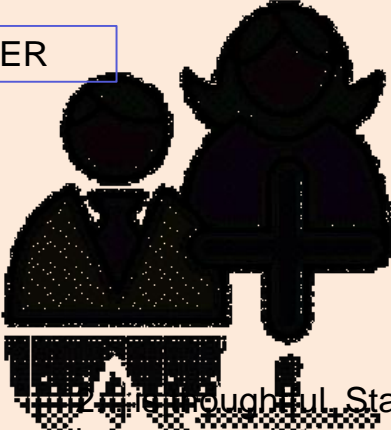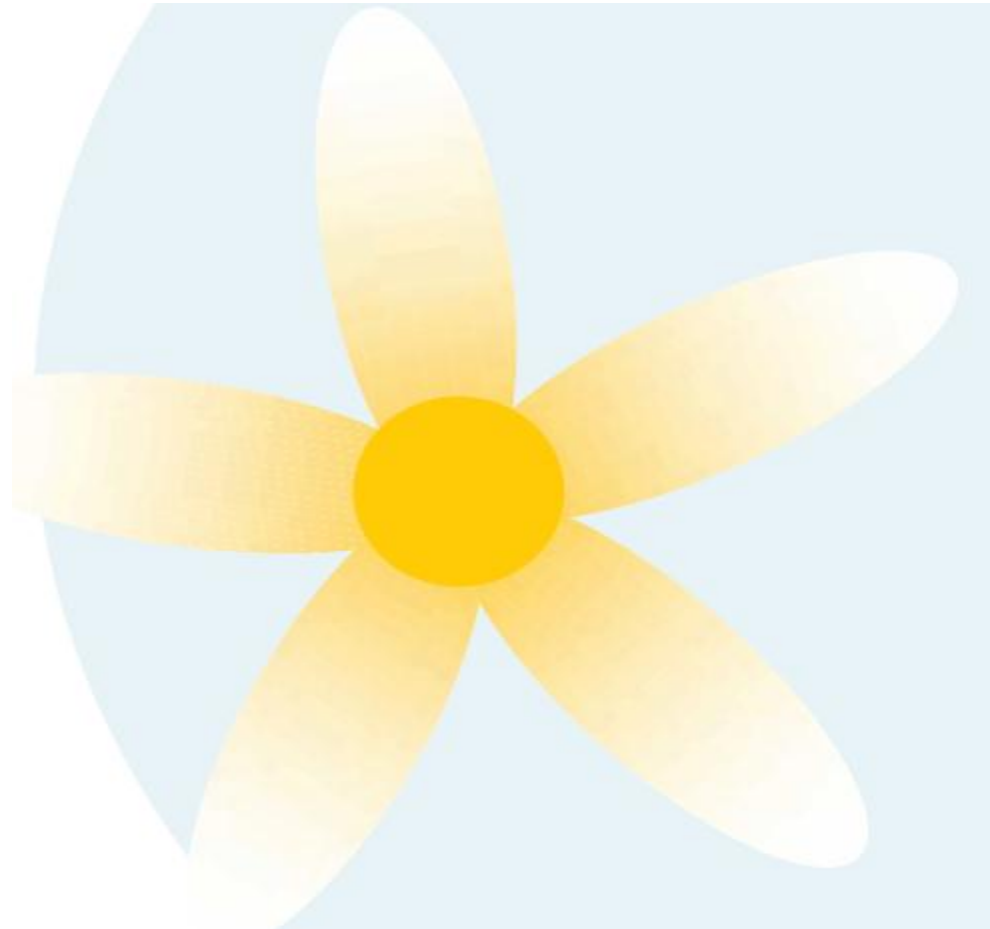
Appendix 6: Examples of different parts of the rectangle
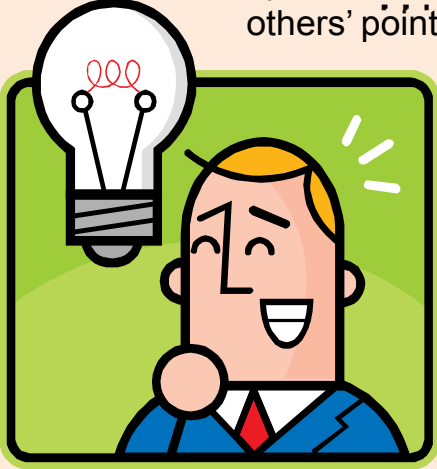
Notice same colour of shapes. Cut in dotted lines.
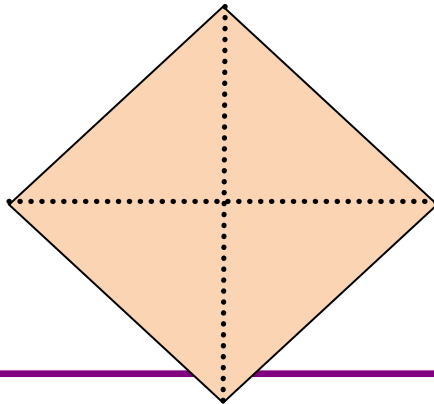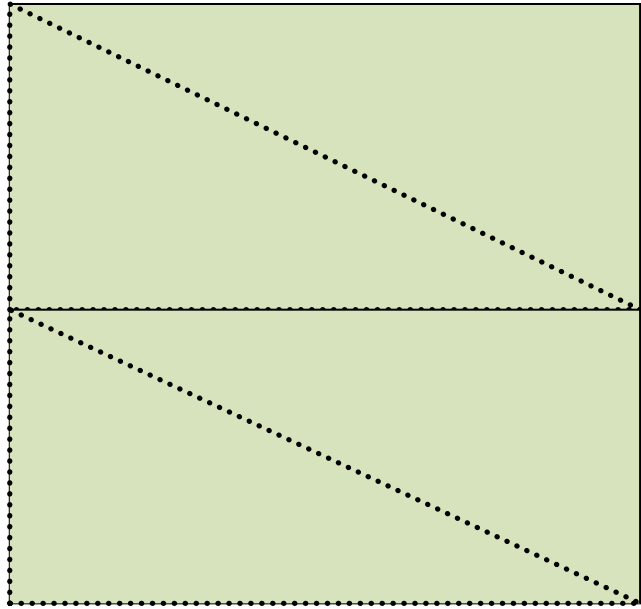
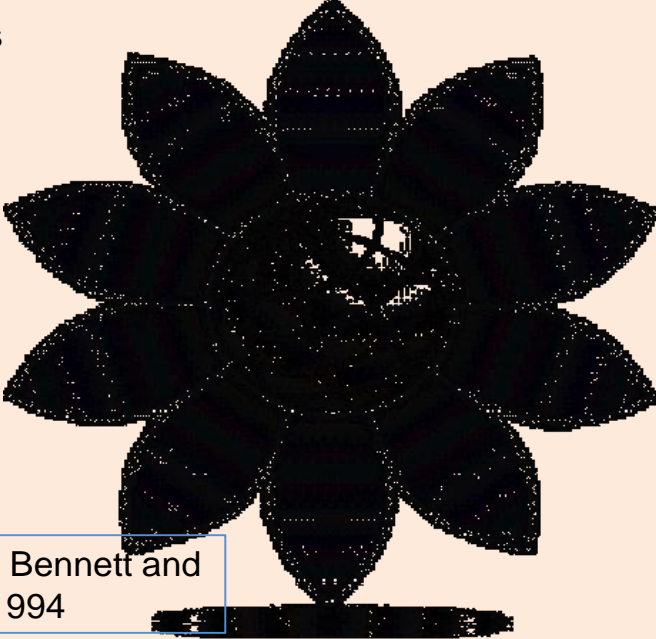## Appendix 7: Principles for a constructive debate (primary school level)

A GOOD SPEAKER

1.… is brief speaker and attentive listener.

3. … is collective. Welcomes everybody's' participation.

2. is thoughtful. Starts by commenting on others' points of view.

See also Bennett and Dunne, 1994