



# Pestalozzi **Training Unit**

**Evaluation and assessment of transversal attitudes,  
skills and knowledge (EVAL)  
Towards the 21<sup>st</sup> century school**

by

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## Title

Towards the 21<sup>st</sup> century school

## Brief description

The main objective of the training unit is to improve key professional competencies of pedagogical staff in primary/secondary education. The specific objective is to increase awareness regarding the acceptance of diversity as a positive value and to understand the main concept of intercultural education in order to provide an inclusive and democratic educational environment for all. The training unit provides space for self-reflection of own teaching practices, raising awareness to use teaching practices towards a supportive learning environment, learning as much as possible from the experience and tracing aspects for own improvement.

Target group: in-service teachers in primary/secondary education

## Expected outcomes

- ✓ To accept the diversity as a positive value for environment and the survival of humankind, A\_DIV\_1
- ✓ To prevent the marginalization of any individual or group, S\_HR\_2
- ✓ To understand the main concepts related to diversity (e.g. culture, identity, equality), K\_DIV\_1

## Activities

Type of activity	Duration	Methods used
Activity 1: Awareness web Warm-up activity	60 minutes	Brainstorming Cooperative work Debriefing
Activity 2: Inclusive schools	60 minutes	Individual work Cooperative work Debriefing
Activity 3: Montage and mirror Evaluation activity	55 minutes	Individual work Cooperative work Debriefing

## Background and context

The training unit was developed within the training session entitled *Evaluation and assessment of transversal skills, attitudes and knowledge*, provided by the Council of Europe Pestalozzi Programme. The training unit deals with the topic concerning the acceptance of diversity, understanding the concept of diversity, stressing the need for intercultural education in order to promote and support education for all and to prevent any kind of marginalization. The emphasis is put on development of competences of teachers in this area and raising their awareness in order to implement effective teaching practices promoting an inclusive and democratic educational environment for all.

## Activity 1: Awareness web, warm-up activity

Duration: 60 min

### Expected outcome

- ✓ To work as a team to complete a common goal
- ✓ To raise awareness about pedagogical practices in order to develop a supportive learning environment for all learners

### Methods/ techniques used

- ✓ Brainstorming
- ✓ Cooperative work
- ✓ Debriefing

### Resources

- ✓ A ball of thin string or strong wool
- ✓ A pair of scissors
- ✓ Sheets of paper for posters (sheets of paper in different colours)
- ✓ Markers

### Practical arrangements

- ✓ A large enough space where participants can stand in a circle
- ✓ Desks and chairs arranged for group work (a group of three)

### Procedure

#### Step 1 (Cooperative work - 6 min)

Ask the participants to stand in a circle. Explain to them they are to build a model of the awareness web – by naming an aspect / a component for building up the 21<sup>st</sup> century school - in order to provide effective intercultural and inclusive education for all.

- ✓ Start by holding the ball of string in your hand and naming a general aspect / component for building up the 21<sup>st</sup> school, for example, *a barrier-free school*. Hold onto the end of the string and throw the ball to someone across the circle to catch it. There is now a straight line of string between the two of you. This person has to give another aspect / a component for building up the 21<sup>st</sup> century school, for example, *whole-school approach*. Participant holds onto the string and throws the ball to a third person across the circle. This third person has to think of another aspect, which has not been mentioned yet, for example, *cultural diversity*, then to throw the ball to the fourth person.
- ✓ Continue the game, so the ball of string passes back and forth across the circle until you have created a criss-cross web.

#### Step 2 (Cooperative work - 6 min)

- ✓ Ask the participants to “strengthen” the criss-cross web by providing a concrete example of their pedagogical practice in order to support their developed 21<sup>st</sup> century school – a concrete example by specifying what the participant as a teacher does in his/her daily practice in the classroom; for example, *I know where my pupils come from. / I know my pupil’s learning style. / I involve my pupils in the assessment*. The activity continues in the same way, by throwing the ball of string to create a thicker criss-cross web, which represents the “awareness web”.

Step 3 (Cooperative work - 3 min)

- ✓ Take the scissors and ask the participants to give specific examples of what damages this web of awareness – a concrete example of the participant’s daily practice from the classroom, for example, *lack of self-assessment/peer-assessment, unclear instructions, pupils not knowing the assessment criteria*. For each example make one cut in the string web.

Step 4 (Debriefing - 45 min)

- ✓ Group participants into micro-groups of three, i. e. provide them a sheet of paper in different colours, participants with the same colour form one micro-group. On each sheet of paper there is a question. Each group member takes up a role as “a question manager” for the particular question on his/her sheet of paper (managing and watching the time given for this part of the activity – 8 minutes/question, being the discussion on the topic, summarizing and writing down the points). Participants discuss the questions in their micro-groups and the question manager summarizes the points on a poster (24 minutes).

1. *What can you as a teacher do in order to promote supportive learning environment in your daily practice in the classroom?*

2. *What can your pupils do in order to promote supportive learning environment in the classroom?*

3. *Which measures have been already taken into practice at your school level in order to promote a supportive learning environment?*

- ✓ Micro-groups hang or stick their posters on the wall. Next to every “gallery picture” or poster, 2 members of the groups act as guides who will present the content of the picture while third member ‘visits’ exponents. Each presentation lasts 2 minutes. Visitors rotate from one poster to the next until all have seen all posters. After that change roles: guides become visitors. They stand by the poster and present the content while the other members rotate, until all participants have seen all posters. When the micro-group comes back to its poster, participants have a chance to do any adjustments.

Tips for trainers

- ✓ This activity as a warm-up activity is the best to be conducted with a group, where participants already know each other.
- ✓ The destroyed web might be a powerful image. Therefore it might be essential that time is given to participants to follow on with at least a short brainstorming or discussion about the measures, which have already been taken into practice successfully.

## Activity 2: Inclusive schools, main activity

Duration: 60 min

### Expected outcome

- ✓ To accept the diversity as a positive value
- ✓ To understand the concept related to diversity, i. e. intercultural education

### Methods/ techniques used

- ✓ Individual work
- ✓ Cooperative work
- ✓ Debriefing

### Resources

- ✓ Task sheet – Intercultural school guide (Appendix 1)
- ✓ Sheets of paper for posters
- ✓ Markers
- ✓ A box/bag with pieces of paper with numbers (used for forming the micro-groups, this preparation depends on the number of all participants, e. g. if there are 12 participants, there are three sets of numbers from 1 – 4; each set in different colour: blue, white, red)

### Practical arrangements

- ✓ Desks and chairs arranged for group work (a group of three)

### Procedure

#### Step 1 (Individual work - 10 min)

- ✓ Provide the participants with the Task sheet – Intercultural school guide (Appendix 1). Ask the participants to read the list carefully and to check (mark) the practices they carry out in their daily teaching.

#### Step 2 (Cooperative work - 30 min)

- ✓ Group participants into micro-groups of three. Use pieces of paper with numbers on it for putting participants into micro-groups, e. g. if there are 12 participants, prepare three sets of paper with number 1 / 2 / 3 / 4 on it; each set in different colour: blue, white, red. Put these pieces of paper into a box/bag. Ask each participant to take out one piece of paper from the box/bag. Participants with number 1 form the first group; participants with number 2 form the second group, participants with number 3 form the third group, participants with number 4 form the fourth group.
- ✓ Each group member takes up one role: a time manager (watching the time for the activity); a terminology manager (watching the usage of correct terminology); a poster manager (summarizing the ideas and putting them down on the poster).
- ✓ Ask micro-groups to share and discuss intervention clues leading towards intercultural and more inclusive practices – the intervention clues and participant' answers from the Intercultural school guide can be used for this purpose. Tell the micro-groups to record their results on a poster you have provided and put in on a wall (20 minutes).

- ✓ After 20 minutes ask all participants to go around the room in their micro-groups and look at each other's posters. Participants go back to their micro-groups to see if they wish to add/change anything in their posters. If there is anything they wish to add/change, they can do so (10 minutes).

Step 4 (Debriefing - 20 min)

- ✓ Participants will look again at the whole exercise, trying to clarify some key questions. Ask following key questions in plenary while participants are still sitting in their micro-group; make sure each micro-group tries to clarify every question.
  1. *What can we conduct from this activity?*
  2. *What does it tell us about intercultural learning?*
  3. *How can we contribute to improving equal opportunity and intercultural communication in our classroom?*
  4. *What can we do to open paths to an intercultural atmosphere?*
  5. *How can we contribute to a more inclusive and shared school organization?*
- ✓ After each micro-group answers the key question, summarize and complement the participants' comments on a poster (1 poster/question).

Tips for trainers

- ✓ It is important that the group is diverse regarding age, gender, geographical/ethnic origin, etc., so that the range of experiences can be wide and participants can profit from each other's ideas.

### Activity 3: Montage and mirror, evaluation activity

Duration: 55 min

#### Expected outcome

- ✓ To accept the fact that every individual constructs knowledge differently
- ✓ To be willing to work together with others and become actively involved

#### Methods/ techniques used

- ✓ Individual work
- ✓ Cooperative work
- ✓ Debriefing

#### Resources

- ✓ Blank coloured cards of different shapes (one set: circle, triangle, ellipse, heart, square; Appendix 2)
- ✓ A magnetic or pin board
- ✓ Markers

#### Practical arrangements

- ✓ Desks and chairs arranged for group work (a group of four)

#### Procedure

##### Step 1 (Individual work -15 min)

- ✓ Give each participant one set of coloured cards of different shapes in order to evaluate the whole session and to do his/her self-reflection. Ask participants to write a short evaluation/reaction/suggestion on each card, for example, about aims, atmosphere, techniques, their own effort and progress, difficulties, plans for the future relating to the main objective of the session, etc.
- ✓ Give participants the start of the sentence they may finish and copy on the card. Write the sentences they may finish on a poster/flip chart:
  - Something important I learned about inclusive schools today....*
  - Something important I learned about intercultural education today....*
  - Something I enjoyed very much in the session....*
  - Something I did not really like in the session....*
  - Something I need to learn more about to benefit from diversity....*
  - Something I would like to show my pupils/students....*

##### Step 2 (Cooperative work - 25 min)

- ✓ Ask participants to get together and form groups of four. Use the numbers participants got in the previous activity for forming the groups – participants with a blue number form the first group, participants with a red number form the second group, participants with a white number form the third group.
- ✓ Each member of the group takes up one role: a time manager (watching the time given for the activity), a spokesperson (presenting the collage in the next step of the activity), a poster manager (watching the poster being in accordance with the group discussion), a discussion manager (watching all cards of all group members have been discussed and the discussions were on the topic).

- ✓ Ask participants to discuss their sentences in their group; they use their cards for this discussion. Tell the group to choose the cards its participants consider the most important, and ask to form something meaningful on a pin board (see the example in appendix 3). Stress that it is important they discuss what they wrote and why and how they can together make a meaningful picture out of cards to evaluate the session. The group has 15 minutes for this part of the activity. After 15 minutes the participants walk around to check what the other groups have created.

Step 3 (Debriefing - 15 min)

- ✓ Ask a spokesperson from each group to present their collage and explain their evaluation of the session. The whole group can comment or ask questions. React to both positive and negative remarks as objectively and gratefully as possible and ask participants about their future plans regarding to the main objective of the session.

Tips for trainers

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Duration: 175 min



## Resources

Banks J. (ed.) (2001), *Diversity within unity: essential principles for teaching and learning in a multicultural society*, University of Washington, Center for Multicultural Education, Seattle.

LaFortune L. and Gaudet É. (2000), *Une Pédagogie Interculturelle : Pour une Éducation à la Citoyenneté*, Éditions du Renouveau Pédagogique, Québec, Canada.

Compass. A Manual on Human Rights Education with Young People. Council of Europe, 2002. ISBN 92-871-4880-5, chapter 2.4.1. Available online:  
<http://www.eycb.coe.int/compass/en/contents.html>

Mompoin-Gaillard, P., & Lázár, I. (2015). *TASKs for democracy. 60 activities to learn and assess transversal attitudes, skills and knowledge*. Pestalozzi series no. 4. Strasbourg: Council of Europe. pp. 289 – 290. Available online:  
[http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi4\\_EN.pdf](http://www.coe.int/t/dg4/education/pestalozzi/Source/Documentation/Pestalozzi4_EN.pdf)

## Appendices

### Appendix 1

#### Task sheet - Intercultural school guide

Principles	Yes	No
<b>To know the pupils</b>		
1.1. I know where my pupils come from		
1.2. I monitor my pupils' progress		
1.3. I know my pupils' learning styles		
<b>Development of an atmosphere to enhance communication</b>		
2.1. I try to nurture a feeling of belonging		
2.2. I can identify and approach discriminatory behaviour in the classroom		
<b>Awareness about the presence of pupils of different origins</b>		
3.1. I try to recognise the contributions of different pupils		
3.2. I'm aware of the dynamic nature of culture/identity and see it as an on-going change process		
3.3. I take action for the whole group of pupils to recognise cultural diversity		
3.4. I try to mobilise means to favouring all pupils' integration in school life and in society		
<b>Classroom management</b>		
4.1. I try to answer to pupils' different expressed needs, without risking their autonomy		
4.2. I try to ensure language support to pupils with a different mother language		
4.3. I try to guarantee the equitable participation of all students (discussions, exchanges, questions)		
4.4. I try to ensure an atmosphere of co-operation and solidarity, instead of individualism and competition		
4.5. I know and apply co-operative learning techniques		
4.6. I pay attention to the interaction among pupils and intervene to provide or maintain equal status		
<b>Pedagogical interventions regarding cultural diversity</b>		
5.1. I evaluate my pedagogical practices		
5.2. I try to approach themes and contents which reflect society's diversity (e.g. geographical, cultural, social)		
5.3. I try to help my pupils to be aware that knowledge is socially constructed and reflects personal experiences and social contexts		
5.4. I try to create opportunities for pupils to learn about stereotyping, prejudice and discrimination, by participating in live activities		
5.5. I examine the pedagogical materials I use in order to identify and refuse/denounce embedded		

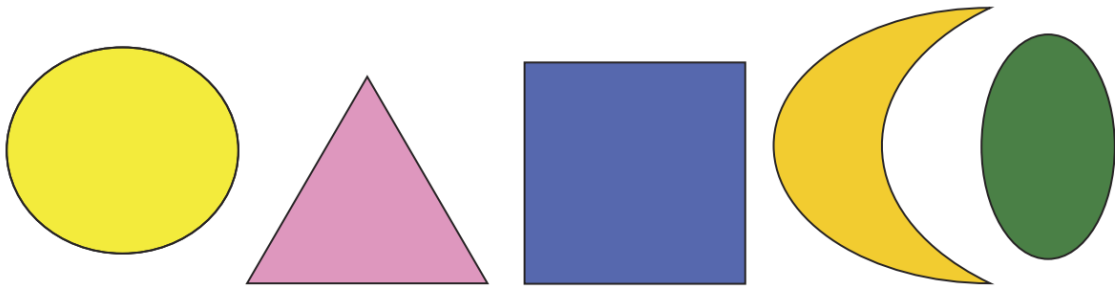
cultural prejudices		
5.6. I write clear instructions about proposed activities, etc.		
5.7. Pupils know my assessment criteria		
5.8. Pupils know my correction criteria		
5.9. My demands concerning the work I propose are clear, understood and accepted by the pupils		
5.10. I check regularly pupils' progress and achievements		
5.11. I try to diversify my pedagogical practices and my work proposals		
5.12. I try to involve pupils in classroom management		
<b>School organisation</b>		
6.1. The school avoids tracking and rigid forms of student assignment		
6.2. The school accepts all the pupils of the surrounding area without discrimination		
6.3. The school affirms values such as justice, equality, freedom, peace, solidarity and co-operation and actively promotes them		
6.4. The school organisation provides extra services and co-curricular activities to the pupils who need them		
6.5. The school staff organises projects, or activities that provide co-operative work and contribute to developing a positive group identity		
6.6. The school organisation ensures that decision making is widely shared		
6.7. The school community tries to learn and develop collaborative skills		
6.8. Parents are involved in meaningful ways in school policy and decision making		
6.9. School staff training programmes are prepared in relation to school projects and discussions are widely participated in		

Inspired by:

Banks J. (ed.) (2001), *Diversity within unity: essential principles for teaching and learning in a multicultural society*, University of Washington, Center for Multicultural Education, Seattle.

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**Appendix 2**



### Appendix 3

