



Council of Europe Conference

6-7 June 2019

Democracy in Action

Learning & Teaching Resources in Democratic School Practice

Parallel Workshops

Inclusive practices in schools and resources

Workshop 1: Providing language support

Background

Providing language support has been always a challenge for educational systems, schools and educators. This workshop will focus on the interdependence between teaching host language, as well as supporting heritage languages of students with a migrant or refugee background, as an essential component of the effort to develop a culture of participation and democracy inside and outside schools.

Main Objectives

During this workshop participants are expected:

- to realize the importance of language support provision for students of a migrant or-refugee background in diversified contexts;
- to reflect on how educational authorities, schools and teachers set priorities to facilitate integration in multilingual/multicultural settings;
- to explore approaches and practices that have proved to facilitate both host language and heritage language instruction;
- to familiarize with the pedagogic use and utility of translanguaging in multilingual classes;
- to critically think on the language policies carried out in Europe and to conceptualize heritage and host language teaching as complementary and not antagonistic approaches.
- to define challenges, obstacles and opportunities on providing language support;
- to explore the connection between language support provision and creating competences for democratic school from the perspective of educators and students.

Expected Outcomes

- A common understanding of how language support provision is related to the aim of developing schools', teachers' and students' competences to deal with heterogeneity in a positive way, participating actively and effectively in a culture of democracy;
- Basic guidelines to inform educational decision making and planning, fostering on the importance of the '5 Cs' (Communication, Collaboration, Creativity, Critical Reflection, Change) for the transformation of learning in schools;
- A draft set of recommendations concerning:
 - a. the integration of heritage and host language instruction into mainstream educational policies;
 - b. the interdependence between supporting plurilingualism and creating a culture of democracy and intercultural dialogue in schools.

Participating Schools

Name of School:

2nd High School of Lavrion, Greece

Short description of practice(s)

The second High School of Lavrion was founded in 2003. The high rate of immigrant and refugee population in Lavrion gave a multicultural character to this small town near Athens. The co-existence of local and foreign population led to the establishment of Reception Classes (R.C.). The importance of the R.C. became particularly noticeable after their 16-year continuous operation in the school, hosting more than 400 foreign students (refugees and immigrants). Intercultural education and integration of immigrants and refugees also concerns native students, parents, teachers of the school and the whole local community. Innovative teaching methods and approaches, like differentiated, team cooperative or interdisciplinary teaching, CLIL method, the use of native languages as mediators and the use of modern technologies, both in R.C. and in the mainstream classes of the school, as well as during activities which give space to all our students to express themselves have been our good practices in our work against discrimination in our school.

Name of School:

Babington Academy Leicester, United Kingdom

50% of pupils in this school do not use English as a first language. Between them they speak 61 different first languages and have 58 different countries of origin. 14% are identified as having some form of special education needs, a much higher number than the national average are entitled to free school meals and they also have pupils with cerebral palsy, mobility issues, hearing and visual impairment. Some of the pupils are openly gay and three are reassigning their gender without being bullied. There are 200 Muslims, 178 Hindus, Buddhist's, Sikhs and Christians from different denominations.

Short description of practice(s)

Babington is a school with a very strong commitment to inclusion. It was awarded the status of “National Centre of Excellence for Inclusion.”

Some of their practices include:

- Interreligious practice of a common prayer room organized by a group of pupils;
- Anti-bullying practices;
- Creation of a safe school environment for all students including those belonging to vulnerable groups and of diverse backgrounds;
- Learning methods that result to progress much higher than the national average.

Workshop 2: Embracing religious and cultural diversity

Background

Mobility creates a multicultural student population.

Most educational systems either offer the majority Religious Education, or do not include religion in curricula. Nevertheless, knowing about religion is not anymore, a private sphere issue.

In fact, every single student is diverse in ways of learning and knowing. Regardless of the religious and cultural diversity in schools, they need to create a democratic culture that safeguards everyone's right to education in a safe learning environment.

How can the RFCDC be used as a method towards a Democratic Culture, but also as a bridge to the Council of Europe educational tools?

Main Objectives

- To present three examples of good practices from different educational environments;
- To offer information about the Council of Europe educational tools relevant to the workshop theme;
- To inform about RFCDC as a democratic method to work with and on diversity;
- To discuss how RFCDC and the Council of Europe educational tools can contribute towards the creation of a whole school approach that embraces religious and cultural diversity.

Expected Outcomes

Recommendations for the Council of Europe Democratic Schools Network regarding religious and cultural diversity:

- Ways in which educational tools like Living Democracy, Signposts, Teaching Controversial Issues, Democratic School Governance and other can contribute in building a democratic school culture;
- Practical propositions on how RFCDC can be used as a method of researching and analyzing educational needs but also as an evaluation key;
- Thoughts and ideas on how sharing good practices contributes to the creation of a feeling of belonging to a wide family of people working towards a Democratic School Culture.

Participating Schools

Name of School:

87th Intercultural Primary School of Athens, Greece

The 87th Intercultural Primary School of Athens is a primary school in the centre of Athens with a very diverse student population. The main body of students come from countries such as Syria, Afghanistan, Iran, Iraq, Pakistan, but there are also children from Congo, Egypt, Georgia, China, and Albania. There are also a lot of Roma students, most of them of Albanian origin, as well as local students. In terms of religious diversity, the Muslims are more than the Christians.

Examples from practice include:

In an effort not to leave anyone out, the school has enriched their programme with projects aiming to promote communication, self-expression, accepting cultural otherness and other beliefs, achieving understanding of the self and thus making students feel safer and happier to focus on learning processes. Some of our projects are:

1. **Drama in education** aiming to help students accept diversity, cultivate their social and emotional skills.
2. **Reading aloud** aiming to promote language learning, cooperation, empathy, listening, respect.
3. **Book club** aiming to create a supportive environment, to involve all students in activities and enable them to feel self-confident.
4. **Using art** aiming to help students deal with conflict in the classroom through works of art.
5. **Classroom intervention programmes** aiming to enhance students' psychological wellbeing, build resilience, and foster team spirit.

Name of School:

Kalmarsundsskolan, Kalmar, Sweden

Kalmarsundsskolan is a 850 students primary school in a socially and ethnically diverse area. It has recently been part of the Council of Europe project "Dealing with Controversy through Education".

At Kalmarsundsskolan they work actively, in a structured way and purposefully to counter discrimination and to create a supporting and welcoming environment. Their work is all well-documented and the purpose is to lay a foundation for creating a safe, open and inclusive school environment for everyone. They want their school's key values – *knowledge, consideration and diversity* – to permeate the entire school, from thought to action by both staff and pupils.

Examples from practice include:

* Kalmarsundsskolan has recently been part of the Council of Europe project *Dealing with Controversy through Education*. This work has for example been implemented through practical

exercises and discussions about values and attitudes – both for pupils, but also for teachers. This is an ongoing and active work.

* Scheduled activities and discussions focusing on team building and values, such as human rights (the UN Convention on the Rights of the Child), equality and respect for each other's differences.

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Workshop 3: Implementing anti-discrimination measures

<p>Background</p>
<p>There is an ongoing need for schools to deal with discrimination and exclusion mechanism. It is easier and more efficient for schools to respond appropriately and to prevent discrimination when they pursue a strategic approach. Successful anti-discrimination and inclusion work must take into account the different levels of the school system as well as the different types of discrimination in order to be effective. As a first step, the ability to identify and detect discrimination needs to be strengthened. In a next step, concrete measures for prevention and intervention of discrimination should be developed. This finally should lead to an institutionalization of anti-discrimination measures.</p>
<p>Main Objectives</p>
<ul style="list-style-type: none"> • Presentation of two successful school development projects (Cyprus and Germany); • Background information on key areas and main strategies for fostering school development towards non-discrimination and inclusion; • Presentation of Council of Europe resources and materials for supporting non-discrimination and inclusion by addressing strategies for improving school culture; classroom development through social learning and human rights education; and competences for critical understanding and multiperspectivity.
<p>Expected Outcomes</p>
<ul style="list-style-type: none"> • Recommendations for the Council of Europe Democratic Schools Network regarding anti-discrimination measures and democratic school development: <ul style="list-style-type: none"> ○ How can the anti-discrimination strategies presented in the workshop contribute to democratic school development/to the Council of Europe Democratic Schools Network? How can we best guarantee that anti-discrimination and inclusion strategies also foster democratic school development? How can the Council of Europe Democratic Schools Network foster anti-discrimination policies in the school system? ○ How can the concrete materials/activities analysed in the workshop contribute to democratic school development? How are the concrete materials/activities analysed in the workshop linked to the Reference Framework of Competences for Democratic Culture (RFCDC)?

Participating Schools

Name of School:

4th Primary School of Aglantzia, Cyprus

Effective practices include:

- ▶ Involving school principals, staff, pupils and parents (whole-school approach)
- ▶ Building a strong normative framework
- ▶ Developing and implementing a Code of Conduct
- ▶ Strong school leadership
- ▶ Combating direct discrimination and racist bullying through teaching and learning
- ▶ Enhancing teacher and student competences for diversity management
- ▶ Creating an inclusive and safe environment

Name of School:

Nelson Mandela Realschule plus, Trier, Germany

Effective practices include:

- ▶ De-segregation policies and practices supporting inclusion
- ▶ Democratic school culture and school climate
- ▶ Inclusive and safe environment for all children
- ▶ Providing equal opportunities for all children
- ▶ Reducing inequalities and closing the achievement gap
- ▶ Social learning
- ▶ Learner-centered methodologies
- ▶ Learning in projects
- ▶ Learning about historical forms of discrimination