TRAINING PROGRAMME

Gefördert durch
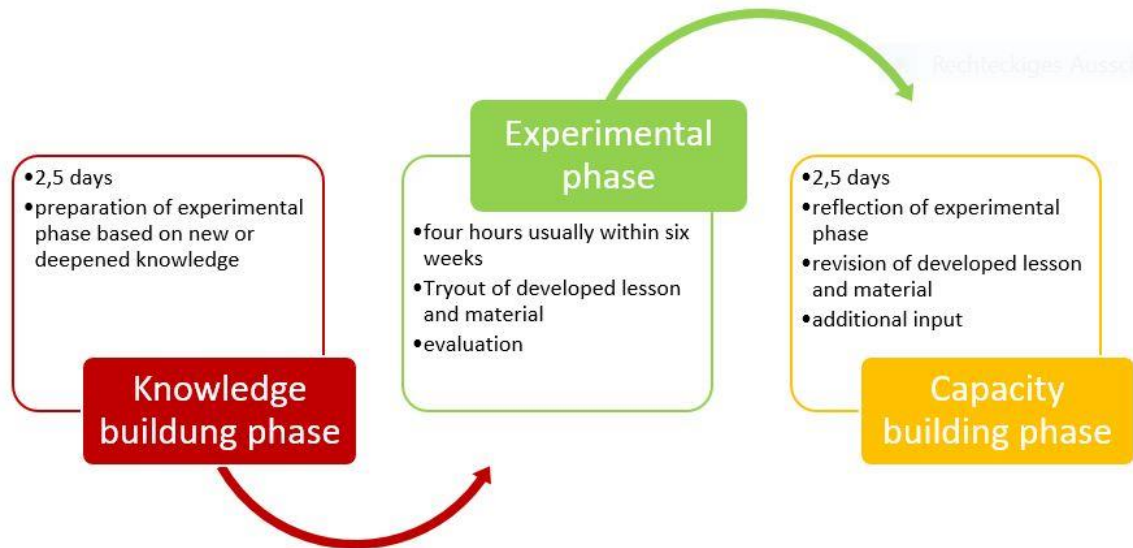
Erasmus+
Schulbildung

Objective

The Training Programme aims at offering a practice oriented Training for in service teachers. It addresses teacher trainers in order to give them support for developing teacher trainings that take into account national and local contexts as well as the teachers' needs. So flexibility and additivity to various contexts of doing school is one of its main advantages. The overall goal is to change school practice in order to foster students learning and life chances, no matter what starting conditions they come along with. By this, it is a project focusing on inclusion in a wide sense.

Structure

The training program is designed for an up to 40-hour in-service teacher training. There could be sessions that take one entire day or sessions that only take a few hours and may be held after school. They could take place outside the school or, ideally, inside it as part of the internal training scheme of a particular school. It basically depends on the specific background, needs and circumstances in each country that makes use of the training program. Due to findings in modern didactical research it seems to be the better option to offer schools individual trainings. They can directly be applied to the didactical setting in the respective lessons and thus respond to the most urgent needs of teachers and students as well as all others involved in school life.

Regardless of where it takes place and how it is individually designed due to schools' needs, the training is divided into three phases: a knowledge building, an experimental and a capacity building phase (see figure below).

- 2,5 days
- preparation of experimental phase based on new or deepened knowledge

Knowledge buildung phase

Experimental phase

- four hours usually within six weeks
- Tryout of developed lesson and material
- evaluation

- 2,5 days
- reflection of experimental phase
- revision of developed lesson and material
- additional input

Capacity building phase

For the experimental phase the participants are expected to spend four hours on reflecting their practice and on preparing the second workshop. The knowledge building and the capacity building phase are designed as workshops. Each of these two workshop phases consists of up to 20 hours of training time carried out/conducted in class and online. One hour is defined as a 45-minute lecture (in the following called session) and 15 minutes break. So the whole training consists of 40 sessions of 45 minutes each. When designing the training program the idea of modularization was crucial. Taking in account this paradigm the training program is structured in four modules (which will be explained later on). One module consists of a variable number of topics (in the following called bricks) and these bricks consist at least one session but mostly of more than one session. This detailed structure has been chosen in order to give teacher trainers the possibility to either use the whole training program or adapt those parts needed for their specific target group. Although also single sessions can be chosen by the trainers, there is a recommendation to stick to the bricks, because they are planned and designed as coherent parts. Further discussions about possibilities how to adapt the training program will be offered in the Training Manual (IO7). The module can contain present as well as blended learning settings. It also includes the possibility of self-organized learning. Sessions brought out in the latter way are nevertheless part of the calculation of overall sessions. That means, self-organized learning parts

are not designed for outsourcing work load. The maximal workload of the whole in-service teacher training has – as mentioned above – an amount of 40 sessions of 45 min. plus four hours for reflection during the experimental phase.

The Training Programme contains a number of modules, always focusing on both, Language Acquisition and Democratic Citizenship Education. Of course, some modules are more focusing on the first, others on the latter. But the connection of both dimensions, which can be seen as the core of the whole LADECI idea, is at the centre of all modules. The modules are not limited to the first workshop (knowledge building) but stretched over the whole time of the in-service teacher training, which means they are bridging the experimental phase.

The Training Programme is linked to *classroom material*, that can be given to and used by teachers, a *teaching guideline* offering advice on how to plan and conduct and a *trainers manual*. The latter is designed as additional resource for teacher trainers, supporting them when planning a concrete teacher training.

MODULE 7: Democratic and Social Communication

Guidelines

	Competencies	Guideline of the Session	Material	Additional Readings
Session 1 (ca. 45') **Human rights and Children´s rights in a democratic context**	The participants… Understand the concept of democracy in general and specifically democratic and social communication.	• Teachers have to read the Convention of rights of children (crc) and the Curriculum for the compulsory school, preschool class and school-age educare • Human rights and basic democratic values 35 min. Reflect and discuss with your colleagues: The goals of the school are that each student; • respects the intrinsic value of other people • rejects the subjection of people to discrimination, oppression and victimisation • can emphasise with other people . 10 min concluding discussion	English: https://www.unicef.org/crc/index_protecting.html German: https://www.kinderrechtskonvention.info/ Swedish: https://unicef.se/barnkonventionen Curriculum for the compulsory school, preschool and school-age educare Målarbok	*Aasebø (2017). Education Reform Journal, 2017, 2(1), 1-16* https://www.skolverket.se/sitevision/proxy/publikationer/svid12_5dfee44715d35a5cdfa2899/55935574/wtpub/ws/skolbok/wpubext/trycksak/Blob/pdf3984.pdf?k=3984 Aronsson, K. (2012). Barnperspektiv: Att avläsa barns utsatthet. LOCUS, 24(1-2), 100-117. Colnerud, G. (2004). Värdegrund som pedagogisk praktik och forskningsdiskurs. Pedagogisk forskning, 9(2), 81-98.

Guidelines

	Competencies	Guideline of the Session	Material	Additional Readings
Session T2 (ca. 45') **Children's rights and degree of influence**	The participants… Understand the concept of democracy Build up a democratic communicative style Vocabulary and concepts	15 minutes in tandem: Reflect on a classroom situation when the students influenced according to the CRC (article 2, 3, 6, and 12). 30 minutes: Reflect and discuss with your colleagues: Are the students offered possibilities to experience and develop democratic vocabulary and concepts, under consideration of their linguistic and cultural diversity? (Is the material adapted to the needs of all children the group? Are all children able to understand and discuss these topics?)	English: https://www.unicef.org/crc/index_protecting.html German: https://www.kinderrechtskonvention.info/ Swedish: https://unicef.se/barnkonventionen	Swedish: 10 lessons about CRC Hägglund, S., Quennerstedt, A., & Thelander, N. (2013). *Barns och ungas rättigheter I utbildning* (ss. 24-36). Malmö: Gleerups

Session T 3 (ca. 45') **Democratic leadership and migration**	The participants… Reflect and evaluate their own behaviors and practices at school according to this expectation	10 minutes: Analyze the teacher's leadership in the two different movie clips 35 minutes: Reflect and discuss with your colleagues: • Child perspective • Intercultural communication How your own behavior and practices may affect the students' achievement in school.	www.youtube.com/watch?v=CsMFeaWOwfk https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion	Bunar, N. (Red.). (2015). *Nyanlända och lärande – mottagande och inkludering* (ss. 9-80,214-262, 291-304). Stockholm: Natur & Kultu, Samuelsson, M. (2017). *Lärandets ordning och reda: ledarskap i klassrummet.* Stockholm: Natur & Kultur. (221 s.). (133 s.)
Session T 4 (ca. 45') **Norms and Values**	To understand the concept of inclusive language To become aware of ways in which language use can promote discrimination To be able to use inclusive language for various population groups	Read the Norm toolkit and discuss in tandems – understand the concept of inclusive language Self-assessment online about democracy and social communication • 15 minutes: Do the self-assessment test individually • 15minutes: Reflect and discuss with your colleagues in tandems • 15 minutes: Present your tandems discussions	Self-assessment tool, scale from 1-10 about democracy and social communication	*Björkman & Bromseth (2019)* English: Beyond the stereotypes https://docs.google.com/file/d/ 0B9v872fjImviNTRmODM2MjktZ DhmOS00M2ExLWJkODEtNGQ1 NGZjYjMyNjEx/edit?hl=en_US

Session T5 (ca. 45') Concluding seminar	Concluding seminar The participants…. Encourage pluralistic conversations about the fundamental values within the framework of democratic principles. See patterns in conflict situations, pay attention to power structures and try to find sustainable solutions	35 minutes: Presentation from each group Were and How can children and students become involved in the school's work about human rights, children's rights etc.? For example, the class council or the school assembly etc. • Inform and discuss with the children and students about their rights • Discuss what children / pupils think should be mapped and how - include suggestions Observations, questionnaires and planned conversations in connection with the survey. 10 min. Concluding the course	All materials and literature from all the sessions	

Materials: Democratic and Social Communication

Session 1

https://www.unicef.org/crc/index_protecting.html

German: https://www.kinderrechtskonvention.info/

Swedish: https://unicef.se/barnkonventionen

Curriculum for the compulsory school, preschool and school-age educare

https://www.skolverket.se/sitevision/proxy/publikationer/svid12_5dfee44715d35a5cdfa2899/55935574/wtpub/ws/skolbok/wpubext/trycksak/Blob/pdf3984.pdf?k=3984

Additional reading:

Aasebø (2017). Education Reform Journal, 2017, 2(1), 1-16

https://www.skolverket.se/sitevision/proxy/publikationer/svid12_5dfee44715d35a5cdfa2899/55935574/wtpub/ws/skolbok/wpubext/trycksak/Blob/pdf3984.pdf?k=3984

Aronsson, K. (2012). Barnperspektiv: Att avläsa barns utsatthet. LOCUS, 24(1-2), 100-117.

Colnerud, G. (2004). Värdegrund som pedagogisk praktik och forskningsdiskurs. Pedagogisk forskning, 9(2), 81-98.

Session 2

English: https://www.unicef.org/crc/index_protecting.html

German: https://www.kinderrechtskonvention.info/

Swedish: https://unicef.se/barnkonventionen

Swedish: 10 lessons about CRC

file:///C:/Users/Suzanne%20Alonzo/Downloads/Tio%20lektioner%20om%20barnets%20r%C3%A4ttigheter_UNICEF.pdf

Hägglund, S., Quennerstedt, A., & Thelander, N. (2013). Barns och ungas rättigheter iutbildning (ss. 24-36). Malmö: Gleerups

Session 3

www.youtube.com/watch?v=CsMFeaWOwfk

Ted Talk with Rita Pierson https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion

Additional reading

Swedish:

Bunar, N. (Red.). (2015). Nyanlända och lärande – mottagande och inkludering (ss. 9-80,214-262, 291-304). Stockholm: Natur & Kultu, Samuelsson, M. (2017). Lärandets ordning och reda: ledarskap i klassrummet. Stockholm:Natur & Kultur. (221 s)

Samuelsson, M. (2017). Lärandets ordning och reda: ledarskap i klassrummet. Stockholm:Natur & Kultur. (221 s.).

Session 4

Self-assessment about democracy and social communication

1.   *I reflect on what I think is normal and acceptable among my students*
        Never 1---------2-----------3----------4----------5-----------6-----------7-----------8-----------9----------10 Always

2.   *I reflect on what I think is normal and acceptable among my colleagues*
        Never 1---------2-----------3----------4----------5-----------6-----------7-----------8-----------9----------10 Always

3.   *I feel comfortable handling issues that may arise about stereotypes with my students.*
        Never 1---------2-----------3----------4----------5-----------6-----------7-----------8-----------9----------10 Always

4.   *I reflect over what norms are conveyed in my teaching and in my interactions with students and colleagues.*
        Never 1---------2-----------3----------4----------5-----------6-----------7-----------8-----------9----------10 Always

Norm-Toolkit

file:///C:/Users/Suzanne%20Alonzo/Dropbox/LADECI/03.%20Additional%20Material/Relevant%20links%20and%20literature/Norm-Toolkit-WEB.pdf

Additional reading

English: Beyond the stereotypes

https://docs.google.com/file/d/0B9v872fjImviNTRmODM2MjktZDhmOS00M2ExLWJkODEtNGQ1NGZjYjMyNjEx/edit?hl=en_US

Björkman, L. & Bromseth, J. (Red.) (2019). Normkritisk pedagogik: perspektiv, utmaningar och möjligheter,(kap. 1, 4, 6, 8 & 12). Lund:Studentlitteratur

Session 5

Guidelines

Progression towards a communicative and democratic leadership

The concept, communicative and democratic leadership includes the understanding of core values and human rights expressed in the curriculum: "the inviolability of human life, individual freedom and integrity, the *equal* value of all people, equality between women and men as well as solidarity with the weak and vulnerable".

The first part of the development towards a communicative and democratic leadership deals with the ability to lead and give influence, the second describes the ability to act on values and manage conflicts and the third trying to handle ability to communicate and interact.

A developed communicative skill is an essential part of a teachers ' professional competence. Few professions have the need, but teachers must have a communicative competence at various levels and in different contexts. First and foremost, it is about an empathetic way to communicate with either the entire child group or classes to individual children and students. The language is thus a key, but it's not just about the verbal language.

Body language, art, music and drama are also active language in communicating. However, it is not just about being able to express them in a clear and comprehensible manner, for example, by explaining tell and give instructions. It is also about being a good listener, a person who can engage in an equal dialogue with children, students, parents, colleagues, school management, politicians and the surrounding community. A well-developed communication skill is a central part of what is usually called social competence.

Leadership is about finding the balance between being private and personal, and to be aware of the importance of clarity and structure. To know the basic values governing documents and showing willingness and openness to establish contact and dialogue with children and colleagues. Level two, examines and develops their own leadership role. Be able to manage unexpected events and working explicit to create an open climate, strategies that must exist for interaction and communication with children and colleges and parents. The goal of the mask is to actively work with values in a brooder school context, not just in the own practice. The communicative ability is tested, challenged and extended in many different contexts. The participant can initiate and conduct a debate that could lead to concrete school development about values and democracy.

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