



Senatsverwaltung
für Bildung, Jugend
und Familie



Pädagogische
Hochschule Weingarten



UNIVERSITÀ
DEGLI STUDI
DI PALERMO

L'Univercittà



Stockholm
University



University College
South Denmark

TRAINING PROGRAMME

Gefördert durch



Erasmus+

Schulbildung

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Objective

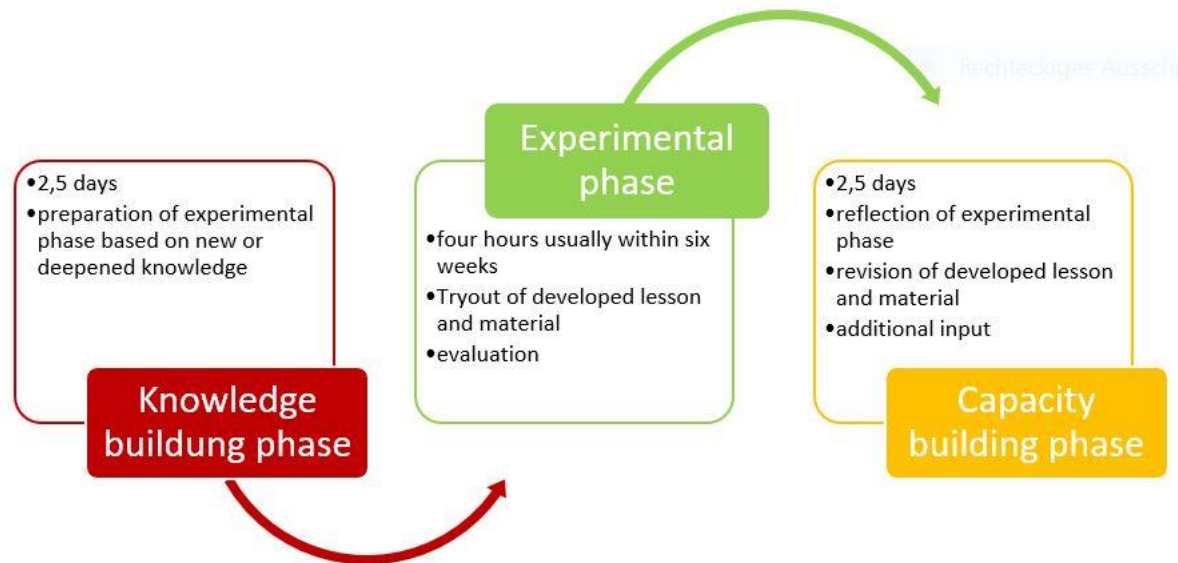
The Training Programme aims at offering a practice oriented Training for in service teachers. It addresses teacher trainers in order to give them support for developing teacher trainings that take into account national and local contexts as well as the teachers' needs. So flexibility and additivity to 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).

LADECI – Language Acquisition through Democratic Citizenship Education



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



LADECI – Language Acquisition through Democratic Citizenship Education

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 8: Inclusive Practice

Core				
Conventions, Declarations, Policies and Ethics: Foundations for LADECI and inclusion				
T1	Main Competency	Material	Guidelines	Tips
	<p>Achieving competencies is based on skills to identify knowledge, set this into words, have a dialogue on and argue about. Hence this topic will be centered on activities, which, with the outset in basic conventions, declarations, policies and ethics, will be the pillars and focus for teaching activities in the LADECI project and the inclusive focus</p>	<p>Relevant and current functioning global conventions, declarations like the UNCHR declaration on The Rights of the Child, The Salamanca Declaration and The Handicap Convention together with national, regional or local policies with importance the for the LADECI and inclusive perspective.</p> <p>Excerpts from the media which frames the national and local debate in the field of how policies and communities of all kind are dealing with the topics related to LADECI and inclusion.</p>	<p>Skills for locating injustice in communities of practice like classes in schools acquire knowledge, opinions and attitudes. Based on this it is possible to set up inclusive learning environments as the baseline for pedagogical initiatives supporting the development of literacy skills. Hence activities in this module T1 will be based on all kinds of oral, written and practical exercises with focus on the participants’ narratives and experiences.</p>	<p>Be aware of the newest editions of declarations and policies and how they are implemented in the context of national and local curricula and executed in the actual school practice.</p> <p>Do also seek information on the development of the migrant and refugee situation nationally and locally and how the present inclusive challenges related to LADECI topics are presented in all kinds of media including social media.</p> <p>(PS: This session is altered from one 45 minutes session to three sessions with the duration of 135 minutes)</p>



T2	Democratic learning environment in multicultural classrooms – challenges and didactical approaches that can support inclusive practice			
	Main Competency	Material	Guidelines	Tips
	To achieve knowledge and competencies to identify possibilities and challenges concerning participation in multicultural classrooms, and to gain ideas for didactical approaches that can support participation.	<p>Cases which show challenges in multicultural classrooms</p> <p>Eg.: Gilliam, L. (2005). Det er os, der laver ballade. I: Gilliam, L., Olwig, K.F., & Valentin, K. (Red.), Lokale liv fjerne forbindelser – studier af børn, unge og migration. (s. 57-76) Hans Reitzels Forlag</p> <p>Red Barnet: Klappeleg https://www.youtube.com/watch?v=8TWY6mHRQ-s</p> <p>Philosophy for children: https://www.youtube.com/watch?v=tk_B32HtnWg</p> <p>The structure and function of the Socratic dialogue: https://sites.google.com/site/entelequiafilosofia/pratica/aconselhamento-filosofico-1/the-structure-and-function-of-a-socratic-dialogue-by-lou-marinoff</p>	Skills for recognizing challenges and needs according to diversity and participation In heterogenic classes gaining competences in didactical approaches that supports inclusive practice	For further inspiration Watch the movie <i>Freedom Writers</i> , that shows an example of inclusive practice in a heterogenic environment.
T3	Establishing connections between languages, cultures and developing the language awareness approach in the multilingual inclusive classroom			
	Main Competency	Material	Guidelines	Tips
	Developing an understanding of the different ways people live, both within their own communities and	Visual inputs like films etc. which exemplifies how different cultures in the global village are moving	An important guideline for working with this topic is the need for instructors like teachers and	It should be recommended to integrate other languages of relevance according to the

LADECI – Language Acquisition through Democratic Citizenship Education



	<p>around the world, is basic for intercultural understanding and cooperation in communities of practices and hence also crucial for the LADECI participants. Competencies for this also provides qualification of reflections on differences and similarities with 'the other' with a different cultural, linguistic etc. background and narrative, in order to not just understand the value of diversity, but also to act with this understanding in mind.</p>	<p>and melting together with and without different kinds of challenges. Visualized narratives from all participants in the form of geographical maps showing voyages of migration in the family.</p>	<p>pedagogues in a team to go through the activities themselves in order to be able to understand the participants and guide the process properly</p>	<p>group of participants and hence the context for this activity, including minority and regional languages, e.g.</p> <p>(PS: This session is altered from one 45 minutes session to three sessions with the duration of 135 minutes)</p>
T4	Experience, summary, reflection and dialogue on working with LADECI and inclusion related topics			
	Main Competency	Material	Guidelines	Tips
	<p>This concluding session is both a feedback and a feedforward for working with LADECI and issues of inclusion. It is important for the participants to have a compass for further work and initiatives on both a professional and a personal level and an evaluation will be able to provide this.</p>	<p>This session will provide material comprised of different kinds of artefacts from the three first sessions practice module and registered reflections on the challenges related to working with LADECI related topics and inclusion. The session will supply all participants with material for further work from both individual reflections and plenum dialogue.</p>	<p>To guide this concluding session the teachers or organizers should support the process by taking care of different kind of tasks as there at least should be designated a leader of the dialogue and a referent for taking notes.</p>	<p>In order to acknowledge that the LADECI and inclusion topic always will be related to personal values and ethics it could be relevant to supply the verbal reflections with creative process like writing a poem on the basis of the participants experiences from working with perhaps not just the three modules in the theme about 'Inclusive Practice' but on the LADECI experience in general.</p>



Guidelines

	Competencies	Guideline of the session	Material	Additional Readings etc.
Session 1 (ca. 135 minutes)	<p>Focus is on promoting knowledge about conventions and ethics.</p> <p>That the participating teachers will get to know:</p> <p>What specific topics in the conventions, declarations, and policies there will be relevant for teaching in the framework of LADECI and learning about the LADECI perspectives.</p> <p>How democratic citizenship is linked with becoming as a human and how identity is linked with each other</p> <p>How policies support or disrupts structures and procedures in communities of practice</p>	<p>PS: As preparation for this session, teachers and participating professionals need to read the relevant and mentioned conventions, declarations and policies. And of course, knowledge about the LADECI project and its objectives and contents in general. Another preparation is to collect a bricolage of clips from newspapers and news from a number of diverse medias with focus on the current national discussions on conventions, declarations etc.</p> <p><i>Activity 'step by step':</i></p> <p>20 minutes common dialogue</p> <p>A talk focused on the level of knowledge about relevant conventions, content of, accessibility to-, and understandability of conventions.</p> <p>30 minutes tandem talk</p> <p>In depth: In tandems reflect on how the Convention on the Rights for Children (CRC) is achieved in the classroom (and school) and illustrate with two examples how the rights are covered well and two examples of how they not are covered and hence ask for development in order to follow the CRC better. This process should also relate to local municipal policies.</p> <p>40 minutes group work shop</p> <p>Mapping connections between the personal and the societal levels in groups of 3 – 4 participants in words, drawings, drama and other sorts of artefacts. The basic idea is to focus on the phylogenetic and ontogenetic development and the connection in-between the two levels, also related to ethics in the teachers teaching and the relations to 'the other'.</p> <p>45 minutes plenum</p> <p>Presenting artefacts from the work shops for the other participants and talking about the topics from the presentations. In this presentation the teacher will have a focused attention on the literacy and language dimension highlighting</p>	<p>Convention texts e.g. https://www.unicef.org/crc/index_protecting.html</p> <p>A pixi edition of LADECI translated to Danish</p> <p>Collected material of different kind from the media</p> <p>School policies and objectives</p> <p>Ccompulsory policies on child and youth from the local municipality</p> <p>A3 sheets, pencils and diverse artefacts</p> <p>Osler, A. & Starkey, H. (2005). Changing Citizenship in Education - democracy and inclusion in education. Open University Press, Berkshire</p>	<p>'Index for inclusion' by Tony Booth & Mel Ainscow in the 2012 edition or in the Danish translation: 'Inklusionshåndbogen'; translated and revised by Christian Quvang and John Willumsen and Quvang, C. (2017).</p> <p>Etiske overvejelser, In: Engsig, T. T. (red). <i>Empiriske undersøgelser</i>. Hans Reitzels Forlag (2015)</p>



		and analyzing how words and concepts differ, how they originate from the same or different sources, connotations and meaning, hence the morphology of the word or concept; it's meaning, it's origin and not least how this specific word or concept is being used in everyday life.		
Session 2 (ca. 90')	Focus is on promoting knowledge and reflection about diversity, individuality and community and democratic learning environment, challenges and didactical approaches	<p>As preparation for the session the participants read the national objectives for the school and underline important values. Further preparation is to bring one story from practice, that show their challenges in multilingual classrooms – what value is this challenge connected to?</p> <p><i>Activity 'step by step':</i> 20 min. common dialogue about Learning environment – Diversity, individuality versus community. Values in class – connected to the national objectives.</p> <p>15 min Participants share their stories from practice learning environment focusing on the challenges concerning diversity versus community. Note values and challenges</p> <p>10 min. Common dialogue - What challenges do you experience in your class, Emotional resistance, prejudices?</p>	<p>Cases which show challenges in multicultural classrooms</p> <p>Gilliam, L. (2005). Det er os, der laver ballade. I: Gilliam, L., Olwig, K.F., & Valentin, K. (Red.), Lokale liv fjerne forbindelser – studier af børn, unge og migration. (s. 57-76) Hans Reitzels Forlag</p>	<p>Ideas for further study: Freedom Writers</p>



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 3 (ca. 45')</p>	<p>The participants reflect on the concept of learning, pupils preunderstanding and transgressive learning as a didactical approach Vocabulary support for preunderstanding</p>	<p>10 min. Common dialogue on Participation and transgressive learning. What is important for learning? How can Parent involvement contribute to preunderstanding?</p> <p>15 min. Think of your next teaching plan – Come up with ideas on how to open up the content for every pupil (transgressive learning) - Share your ideas</p> <p>10 min. The participants bring up 3 suggestions on ways to make transgressive learning</p>	<p>Lagermann, Laila Colding, 2017, Børn unge og etnicitet i skolen, Dafolo (s. 41-49)</p> <p>Parental involvement Parent letters (Link)</p>	
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Session 4 (ca 135')</p>	<p>This session addresses the history of globalization by connecting the overall history of people and families moving about due to various reasons and the microlevel of each family history of moving across any kind of border or region or community.</p>	<p>For the members of the teacher team this session provides preparation of different kind including going through the process of mapping themselves.</p> <p><i>Activity 'Step by step':</i></p> <p>45 minutes of mapping - pre-video Develop a concept map to brainstorm the different backgrounds and languages among the participants. Use a floor world map, have the participants to group together according to their country of origin, and use a bar chart diagram to organize information and record the findings.</p> <p>10 minutes of reflection Discussion: Looking at the title of the video, what do you think the video will be about? What do you imagine when you hear the words "world village"?</p> <p>20 minutes showing the film Show the YouTube film "Global Village" and find it here: https://www.youtube.com/watch?time_continue=14&v=QrcOdLYBlw0</p> <p>15 minutes reflecting the film – post video Discussion about the participants' insights into the different aspects of the village: Cultural, traditions, values, age, gender, impact of the environment etc.</p>	<p>Maps of different sizes and colours of different types.</p> <p>Access to- and possibility for showing film from laptop etc.</p>	<p>Use didactical experiences from various language schools at universities like Palermo</p>



		45 minutes dialogue on the mapping of 'migration' Describe and discuss the differences by integrating the maps and the mapping		
Session 4 (ca. 45')	Focus is on experience, summary, reflection and dialogue are basics for evaluation and mapping what new knowledge and skills teaching and learning activities provides of insight and change in belief.	<p>Present visual results and learned experiences from the proces and activities in the three practice modules and how new knowledge could be applied for further development of teaching and learning about LADECI and inclusion related topics.</p> <p><i>Activity 'Step by step':</i></p> <p>20 minutes of individual reflection and writing notes about:</p> <ul style="list-style-type: none"> • What consequences did the work with the module leave behind? • What kind of difference did it make? • What kind of difference did it make for the participants? • Has it changed your perception on the participants or the school? • Choose two examples from your text and pictures which will be presented for the others <p>25 minutes of plenum dialogue about:</p> <ul style="list-style-type: none"> • What kind of knowledge has been gained? • Is there anything, which need a further presentation in the work book for the module? • If not, how could it be altered for the purpose of getting more and heavier substance and take form as something important to incorporate in the process? • Further thoughts, evaluations and suggestions for further work? 	Post it in different colors	<p>The gathered experiences could turn into a project diary or made into poems by the participants</p> <p>'Index for inclusion' by Tony Booth & Mel Ainscow in the 2012 edition or in the Danish translation: 'Inklusionshåndbogen'; translated and revised by Christian Quvang and John Willumsen and Quvang, C. (2017).</p>

Materials: Inclusive Practice



- Care
- Professionalism
- Responsibility
- Commitment
- Respect

It is visible in the class what theme we are working with

- visual support
- pointing out words and storylines
- pointing out progression
- lots of support when it comes to the final presentation.





Parental involvement in daily teaching

Cooperation about the differing topics through conversations at home in the child's Mother tongue.

- Activating preunderstanding through the MT
- Activating the skills of the parents in daily teaching
- Giving parents insight in what is going on in the school
- Giving high status to the MT and the knowledge of the family



LADECI – Language Acquisition through Democratic Citizenship Education

Letters for parents:

Kære forældre



Lige nu arbejder vi med et eventyr af HC Andersen der hedder **"Fyrtøjet."**

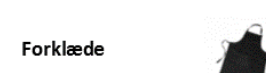
HC Andersens eventyr er kendt i hele verden og oversat til mange sprog. Måske har I hørt eventyret om "Den grimme ælling" i den skole I har gået?!

Eleverne læser om HC Andersens opvækst i og liv i Odense og København, og vi arbejder med eventyret "Fyrtøjet" i klassen.

Opgave;

- Få jeres barn til at genfortælle historien om **"Fyrtøjet"** på sit modersmål for jer.
- Genfortæl et eventyr I hørte som barn, for jeres barn.

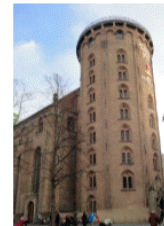
- Oversæt følgende ord til modersmålet:



- Kik på billeder af Rundetårn på nettet og find ud af hvor højt det er.

Rundetårn er _____ m.

Tak for hjælpen :-)
Vh Jill





Gefördert durch



Erasmus+
Schulbildung

This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.