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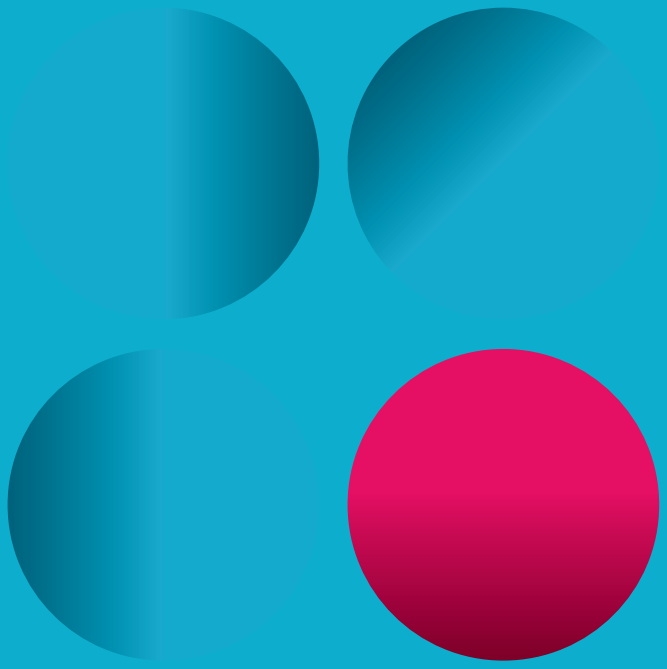
Experts for Learning in Practice.

A manual for Mentors of Teacher Students



Preparing Future Teachers in the Western Balkans: Educating for Democracy & Human Rights
2019 – 2021

Rolf Gollob

ASCAP Agjencia e Sigurimit të Cilësisë së Arsimit Parauniversitar
Ministria e Arsimit, Sportit dhe Rinisë
Fondacija Obrazovanje akcija Foundation Education Action
KEC Qendra për Arsim e Kosovës Kosova Education Center
PH ZH Pädagogische Hochschule Zürich
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'*Just try new things. Don't be afraid. Step out of your comfort zones and soar, all right?*'
–Michelle Obama

'I cannot be a teacher without exposing who I am.'
–Paulo Freire

This manual is part of the project
Preparing Future Teachers in the Western Balkans:
Educating for Democracy & Human Rights 2019 – 2021.
The project supports teachers in their role as mentors in the partner schools of
teacher-training universities, which accommodate Teacher Students for practical teaching placements.

Author: Rolf Gollob, Department IPE - Zurich University of Teacher Education (Department IPE – Switzerland, www.phzh.ch/ipe, rolf.gollob@phzh.ch

Steering Group: Astrit Dautaj, Ljubica Bajo Behmen, Petrit Tahiri, Bojka Djukanovic, Vidosava Kascelan, Ivanka Mijik and Zlatko Grusanovic.

Focus Group: Sanja Blagdanić, Melisa Forić, Majlinda Gjelaj, Dragana Jovanović, Dusanka Popovic, Maja Raunik Kirkov, Elda Tartari.

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Resources:
Living Democracy Volumes I – VI: www.living-democracy.com
RFCDC: https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806ccc07
Teaching Controversial Issues: https://rm.coe.int/16806948b6

Foreword

This publication is a result of the project *Preparing Future Teachers in the Western Balkans: Educating for Democracy & Human Rights 2019 – 2021*, led by the European Wergeland Center. Funded by the Norwegian Ministry of Foreign Affairs, the project provides support for higher education institutions and universities in Albania, Bosnia and Herzegovina, Kosovo*[1], Montenegro, North Macedonia and Serbia, that are interested in modernizing their teacher education courses, with an aim to improve the quality of teacher education for future teachers in the region.[2]

One key aim is to strengthen the initial training of teachers by emphasizing practice-oriented teaching promoting citizenship, democracy and human rights. It is crucial that initial teacher training contains practical elements as theoretical training alone is not enough to prepare teachers for the demands of the profession.

Research shows that teacher education in the Western Balkans countries still emphasizes theory over the acquisition of practical teaching competences[3]. There has been a persistent gap between theory and practice in teacher training, partly caused by limited traditions of partnerships between teacher education institutions and schools. By putting together a strong regional network of teacher training institutions and universities, together with practice schools, the project aims at tackling these issues. Experienced teachers, acting as mentors, will collaborate with university lecturers to support teacher students by providing them with an opportunity to try out and improve their competencies as teachers in the classroom.

There is a strong need for high quality materials supporting education professionals – such as school mentors in practice schools – to adequately work and strengthen teacher students.

We are particularly grateful to the author of this manual, Prof. Dr. Rolf Gollob, from our key project partner, the Zurich University of Teacher Education/ Department of International Projects in Education. His intensive work on this manual, his enthusiasm and his drive to finalize this publication has been invaluable. We also wish to thank his colleague, Dr. Iris Henseler Stierlin, for contributing to the draft manual with her experiences in Content-Focused Coaching (CFC), as well as her valuable feedback.

We are very proud of the close cooperation with the university professors from the Western Balkans when developing *'Experts for Learning in Practice – a manual for Mentors of Teacher Students'.* We want to express our deep gratitude to all the members of the Regional Focus Group and to their institutions for contributing with their feedback and continuous support to the development of this manual: Prof. Sanja Blagdanic, University of Belgrade; Ass Prof. Melisa Foric, University of Sarajevo; Prof. Majlinda Gjelaj, University of Prishtina; Prof. Dragana Jovanović, University of Nis; Prof. Dusanka Popovic, University of Montenegro; Prof. Maja Raunik- Kirkov, University of Skopje and Prof. Elda Tartari, University of Durres.

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Thanks also to our dear colleagues, Bojana Dujkovic-Blagojevic and Jennie Holck-Clausen from the European Wergeland Centre for their efforts.

We hope that with its innovative approaches *"Experts for Learning in Practice. A manual for Mentors of Teacher Students"* will contribute to supporting the role of mentoring teacher students, not only in the Western Balkans, but across Europe and beyond .

Ana Perona-Fjeldstad
Executive Director
European Wergeland Centre

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[1] **All references to Kosovo, whether to the territory, institution or population in the text shall be understood in full compliance with the UN Security Council Resolution 1244 and without prejudice of the status of Kosovo.*

[2] *The latest materials in the field of citizenship and human rights education developed by the Council of Europe and Zurich University is used as resources within the project. Examples of these materials are: Living Democracy Volumes I – VI: www.living-democracy.com , Reference Framework of Competence for a Democratic Culture (RFCDC): https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806ccc07 , and Teaching Controversial Issues: https://rm.coe.int/16806948b6*

[3] *(Teacher Education and Training in the Western Balkans, Final synthesis report, Edited by Helene Skikos, European Commission, 2013)*

[4] **All references to Kosovo, whether to the territory, institution or population in the text shall be understood in full compliance with the UN Security Council Resolution 1244 and without prejudice of the status of Kosovo.*

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Introduction: Mentors are a key factor for success

'Preparing future teachers in the Western Balkans' is a project that aims to strengthen the initial training of teachers in democracy education. But not only that, initial teacher training must contain more practical elements. This is demanded worldwide, as it is clear that theoretical training alone is not enough to prepare teachers for the demands of the profession.
In this project it is of utmost importance that all participating universities cooperate with schools and give Teacher Students the opportunity to trial and improve their competences as teachers in school classes.

A crucial factor for successful practical training is experienced teachers who support the trainees as mentors.

Mentors are experienced teachers who are ready to reflect on their role not only in order to be effective teachers, but also as supporters for Teacher Students, and to remain learners for their entire (professional) lives. This manual is intended to clarify the role of the mentor and support them in their task. Mentors are, in our understanding, partners of university lecturers. In the university or faculty, the Teacher Student receives additional content knowledge or basic information about new developments in pedagogy, methodology, and the development of teaching and learning materials. In the classroom and supported by mentors, the Teacher Students not only observe teaching and learning on the ground, but also get the chance to teach, apply and practice what they have learned and observed. The method of content-focused coaching (CFC) presented here shows the ways in which planning, observation and feedback by the mentor becomes a core element for the professional development of the future teacher.

Mentors also show the ways in which their classroom becomes a micro-society. A classroom is not only a place in which pupils learn for life, it is a place where life itself is unfolding! It I a place where the so-called "culture of democracy" can be fostered. If the learning practices in a school are not steered by a basic atmosphere of applied democracy, pupils will not leave their schools as future democratic citizens. But exactly this is what a public school in a democratic country is all about. In this way, mentors, together with university lecturers, support the Teacher Students to learn about their profession and role in society. The basic element of quality development in initial teacher training is the following: the Teacher Student, the mentor and the lecturer from the university or faculty form a learning triangle.

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Teacher Students, mentors and lecturers in a learning triangle.

- The Teacher Student is responsible in bringing theory and practice together.
- The university lecturer provides the basic knowledge about content and methodology.
- The mentor gives Teacher Students room to implement and learn teaching and shows the classroom practice by example. Therefore, we call the mentor the 'expert for learning in practice'.

We wish the teachers who decide to be mentors a wonderful journey through the richness of their profession and we hope that the mentors will enjoy their new role as experts for learning in practice and as (critical) friends of their young colleagues/Teacher Students.

I. The Mentor and the Teacher Student

1. The role of mentor as a key factor for the success of initial teacher training

Today, a teacher needs to have knowledge of learners, how they learn and how they develop within a social context. Above all, a teacher needs to have a deep understanding of the skills needed for effective teaching. This includes pedagogical knowledge, knowledge about teaching diverse learners and knowledge about how to manage a productive classroom. This has consequences for the learning trajectory of the Teacher Student: preparing lessons, dealing with classroom management and discipline, integrating students with special needs, using technology, individualising student learning programmes are just a few of the jobs Teacher Students have to learn. Many of these duties are difficult even for the most experienced professionals, so one wonders how Teacher Students can survive, since they are dealing with young people in the classroom for whom they have to take responsibility, even when they are learners themselves.

The experienced classroom teacher therefore needs to support the Teacher Student. He or she needs to be a critical friend, in other words, a mentor.

Mentoring is a nurturing process, in which a more skilled person, serving as a role model, teaches, encourages, counsels and befriends a less skilled or less experienced person for the purpose of promoting the latter's professional development. Mentoring functions are carried out within the context of an ongoing, caring relationship between the mentor and the Teacher Student.

Key elements of successful mentoring:

1. Mentoring is the central feature of a successful learning process.
2. Both the mentor and the Teacher Student gain from the mentoring experience.
3. Good teachers do not necessarily make good mentors. A different set of skills is needed to work effectively with adult learners.
4. Mentors should be able to volunteer or to say, "no, not this year."
5. Learning to be a good mentor takes time.
6. Mentors move from being expert teachers to novice mentors to expert mentors.
    a) An expert teacher has years of experience and is dedicated to his or her own life-long learning as a reflective practitioner.
    b) To start being a mentor is a change of role. A novice mentor knows: "I have to learn a lot and I am being observed by a Teacher Student who is also an adult"
    c) Mentors see themselves as partners of the university and student teachers.

2. Why a mentoring system is supportive for all stakeholders involved

a) The mentoring system supports the Teacher Student
- Access to the knowledge, experience and support of a mentor teacher
- Enhanced personal and professional wellbeing due to reduced stress during the transition
- Increased job success, self-confidence and self-esteem
- Reduced trial-and-error learning and accelerated professional growth
- Support for successful induction into the teaching career

b) The mentoring system supports the mentor
- An opportunity to reflect on one's own teaching experience
- Increased learning, renewal and teaching performance
- Recognition as an excellent teacher conferred through role as mentor
- Refocus on instructional practices and the development of reflective skills
- Opportunity to serve the profession
- Gratitude of the Teacher Student
- An opportunity to build a network of teachers to promote the subject and its content

c) The mentoring system supports pupils of the Teacher Student
- They will have young teachers who focus on pupils' needs and not on their own survival
- They will have better teachers, who are less authoritarian and dominating and more reflective and committed to continuous improvement
- They will have young teachers whose self-confidence leads them to use a wider range of instructional strategies and activities

d) The mentoring system supports the profession
- Establishment of professional norms of openness and willingness to learn from others
- Constant development of new ideas and instructional practices, continual improvement, collaboration, collegiality, risk-taking and experimentation
- Close cooperation between universities and school practice
- Keeping the best, most creative teachers in the job for longer
- Keeping experienced teachers in the profession by offering them a new challenge and opportunity for growth by serving as mentors

e) The mentoring system supports the universities/faculties
- The theoretical education at universities needs schools as partners
- A profession can only be learned through a combination of theory and practice
- Lecturers are closer to the current school situation due to the cooperation with schools
- The students, the school, the parents and society as a whole benefit from school success thanks to more effective initial teacher training

3. The mentor's qualifications

Mentors hold the key to placement success. Perhaps the most valuable traits of ment teachers are their knowledge and resources, the trusting relationship they build with Teacher Students, and the variety of experiences they can draw on and opportunities that they can offer:

a) Mentors are capable of **stimulating and structuring** learning processes during practical training.
b) Mentors have **diverse concepts of good teaching** and can implement them in practice.
c) Mentors not only have the competence to act but are also familiar with the theoretical background and **up-to-date pedagogical research**.
d) Mentors are able to provide Teacher Students with **theoretical knowledge in a practical context** of action and thereby make it visible.
e) Mentors **take time** for their important task.

If Teacher Students are trained up as experts through practice, learning on the job would no longer have to be steered by theory lessons. All elements of practical instruction can be transformed from a field of application and experience into a place of independent learning. This gives schools an important part to play in the professional development of teachers.

4. The Teacher Student's qualifications

The role of the Teacher Student is a complex one. As a teacher in development, the Teacher Student is only partially qualified and has many needs for further development.

The difference between the Teacher Student and the mentor lies in the repertoire of teaching and management strategies that the experienced teacher possesses. Yet every Teacher Student has already spent many years in the classroom observing dozens of teachers. A Teacher Student therefore cannot be considered a complete beginner. He or she already possesses conscious or unconscious teachings skills.

Just as the role of the mentor is based on common understanding, the role of the Teacher Student is based on some key principles. For the most part, Teacher Students

- still have much to learn about putting their knowledge to work
- need to prepare their teaching well
- need to be ready to take on board and implement feedback from their mentor
- develop their own teaching styles over time
- move through different stages of development from
  - day-to-day survival
  - to concerns about managing responsibilities
  - to concerns about the impact of their teaching
  - to raising questions about their profession

II. Observation and Feedback

1. Observing and giving feedback: What a mentor should think of

Conducting observations and giving feedback are the most important jobs a mentor has. A future teacher will learn most from reflective practice. So, the Teacher Student must be given as many opportunities as possible to teach. Observe him/her carefully by taking notes (better few but well observed and evidence based. And then, reserve plenty of time for the feedback. Here are three ways to get the most out of the time you spend observing a young colleague (to be):

a) Prepare yourself

So much of what makes a great observation takes place before you even step inside your own classroom in the role of observer. Know the framework you are basing your evaluation on and communicate it clearly to the Teacher Student. Be sure you know what the Teacher Student wants to learn, what he or she expects from you (see observation form). Be clear about what you expect to see in the classroom, and what you'll be evaluating. Interpret what you see fairly, and make sure your comments will support, not hurt; empower, not dishearten.
A classroom is a micro-society in which a culture of democracy can be lived. When certain routines of listening, cooperation and mutual support are not working well with the Teacher Student, this could also be because you have not trained your pupils to do so.

b) Look for learning, not teaching

Instead of observing a Teacher Student teaching a lesson, start out with the idea that you are observing learning. Try to keep this as your emphasis by looking for evidence of all pupils learning in the classroom. Three essential questions guide your observations, your notes and your feedback:

- Are the pupils engaged? And if they aren't, how long does it take to get them back on task?
- Does the Teacher Student make it clear to the pupils what they should be learning?
- Classroom participation. Getting pupils to answer questions is a lot more complicated than calling on the first hand to go up. Check to see if the Teacher Student is varying whom he or she calls on, waiting sufficiently to allow more pupils to participate, etc.

c) Give feedback promptly

Be clear with the Teacher Student about what you'll be observing, and again: take detailed notes, make a positive comment right after the lesson (your body and your face are talking too), sit together the same day if possible (certainly if it's a one-day practice) and be aware that your feedback will be one of the most powerful means of development for the Teacher Student. Using the approach of the Content-focused Coaching (see below), might be a very strong and supportive way to give feedback.

2. The mentor teaches, the Teacher Student observes:

The method of job-related observation and data-based reflection is also used when the mentor demonstrates lessons to the Teacher Student. Here the Students observes the Teacher and gives qualitative feedback. This might be a bit surprising at the beginning for a teacher/mentor. To be very clear: if this does not take place, there never will be an atmosphere of trust between the Teacher Student and his/her mentor. Here the four steps to be considered:

Step 1. Issue an observation task:

The mentor informs the student about the focus of his or her demonstration. He or she also gives advice on the possibilities of taking notes (e.g. procedures during pupils activity, timing of teaching-and-learning tasks, formative assessment support during learning time, etc.). Through the observation task the mentor directs the student's attention to aspects that are important to him.

Step 2. The Teacher Student observes and records according to task focus:

The Teacher Student observes and records according to the agreed observation tasks without judging. The notes are converted into a clearly legible form immediately after the lesson observation. The data should ensure that the Teacher Student observes and selects the right events in detail, allowing an evaluation of what happened in class.

Step 3. Mentor and Teacher Student reflect on the lesson, using the data:

The Teacher Student submits his or her observation form to the mentor. The mentor comments on the data collected and his or her experiences. He or she gives reasons for his or her approach and also includes theoretical knowledge that he or she considers relevant to the situation. The student has the opportunity to ask questions and express his or her own thoughts and feelings. A conversation develops which focuses on the goals defined at the beginning (see step 1).

Step 4. Record the reflection in written form (minutes):

Immediately after the debrief, the Teacher Student writes down the main findings. In doing so, he or she concentrates on the following questions:
a) What have I learned, discovered or seen that is new to me?
b) What are the difficulties in adapting what I have observed?
c) What do I want to take over, try out for myself or do differently?

In the written reflection the trainee compares the mentor's lessons with his or her own. The Teacher Student expands his or her ideas and makes new plans for action.

3. The Teacher Student teaches, the mentor observes:

The setting, in which the Teacher Student is teaching and the mentor is observing, is probably the most powerful element for the development of the teaching skill for the beginner. Learning by doing is fine and important but by far not enough! The careful evidence-based reflection and feedback by the professional classroom teacher is so amazingly important! Many teachers remember these moments all their professional life. Taking the time to do so also helps the mentor to develop a new level of professionalism. Here the four steps to be considered:

Step 1. The Teacher Student makes an observation suggestion:

Prior to the lesson, the Teacher Student gives the mentor an observation focus that is appropriate to the lesson (e.g. "Will I succeed in encouraging the pupils to actively participate? How do I respond to the pupils' contributions? How do I distribute my attention?"). The observation task ensures that the mentor observes in a targeted manner and focuses on aspects that are currently concerning the Teacher Student. If the trainee is unsure what she/he wants to have observed, the mentor supports her/him with suitable suggestions.

Step 2. The mentor observes and records according to task focus:

Before observing lessons, the practice teacher considers how the agreed observation focus can best be observed and recorded (e.g. recording pupils' activities, recording verbal statements, drawing up tally sheets, etc.). During the lesson she/he takes notes without judging. The notes are converted into a legible form immediately after the lesson observation. The recorded data should allow an evaluation of what happened in class.

Step 3. The Teacher Student and mentor reflect on the lesson, using the data:

The observation form serves as the basis for the debriefing session with the Teacher Student. The trainee comments on the data collected. A dialogue develops in which the mentor supports the Teacher Student in reflecting on the lesson. The aim of the conversation is for the Teacher Student to become a reflective practitioner, by perceiving and evaluating the results of his or her own actions, becoming aware of what constitutes good teaching and finding ways to continually improve.

Step 4. Record the reflection in written form (minutes):

Immediately after debriefing, the Teacher Student writes down the main findings. The written reflection should cover two points:
a) a brief description of the lesson and the observations of the mentor
b) the consequences for future action

If these four steps are followed, the Teacher Student will take responsibility for his or her own learning, because it is about his or her own professional future.

4. Form for preparing and observing the teaching

Observation of teaching by **o Teacher Student** **o mentor**
Date and time: **School and grade:** **Subject and topic:** **Name of mentor/name of Teacher Student:**
Agreement: What do I want to be observed? What is the focus of the observation?

Observation (data collection for the reflection)

- Description of pupil actions/learning.
- Description of teacher input.
- Description of time allocation/pace.
- Description of formative assessment.
- Description of interaction between teacher and student, student and student.

No judgment, just description and data collection.

Topics I want to bring up during the feedback discussion

5. For Teacher Students: What I have learned from the feedback.

Date and time: **School and grade:** **Subject and topic:** **Name of mentor/name of Teacher Student:**
Feedback given to me
The ideas I choose to integrate, and why and how:

6. Content-focused coaching (CFC): Powerful professional support

As a mentor, one of the most relevant parts of your job is coaching your trainee. Content-focused coaching will support you in this work through a three-step approach. Together with the Teacher Student, you first see how much time you have at your disposal and which elements of the CFC model you wish to focus on. The model proposes to a) support the preparation of the lesson, b) observe and even take part in the lesson and c) debrief together with the Teacher Student. Before the coaching process is explained here in detail, some background information about this internationally tested and implemented method is given.

CFC: background information

In initial teacher training, the central issue is stimulating learning amongst Teacher Students, so that teaching practice can be optimally adapted and constantly improved upon. From a social constructivist perspective on learning and change processes, a successful change only can take place if the learner can 'translate' a proposal, a model or a new insight into his or her personal repertoire of action. Content-focused coaching supports this process of adaptation and learning amongst Teacher Students through the close support by the mentor in the role of a coach. In this role, you work with the Teacher Student in cycles of planning, teaching and reflection. In this way, you help to expand the trainee's pedagogical and content knowledge and improve his or her teaching practice. The aim of CFC is a continuous development of the Teacher Students' repertoire of action competences for the practical field. In a co-creative setting, the elements of planning, implementation and reflection on teaching-and-learning arrangements are worked on together and as equals. Only if Teacher Students understand and can co-create (construct) the learning steps independently, can they adopt a new method or approach into their repertoire of teaching. In the most fundamental way, CFC must be seen as a cooperation between the coach and the coachee and, as mentioned above, it is important that they meet as equals. Of course, the mentor or coach has a lot more experience than the Teacher Student. But in this profession there is no such thing as being 100% right or wrong. In CFC terminology, this relationship is refered to as 'instructional cooperation'. Through the experience of CFC, the future teacher experiences how fruitful it is to develop and reflect on all elements of the teaching process together with another professional. In the long run, CFC leads to collegial classroom coaching, in other words exchange and support amongst peers in schools. This collegial classroom coaching encourages teachers to create effective learning environments by reflecting on and developing their repertoire. You as a mentor play a crucial role in this process for your young colleagues.

For further reading:

Becker, E. S., Waldis, M., & Staub, F. C. (2019). Advancing student teachers' learning in the teaching practicum through Content-Focused Coaching: A field experiment. Teaching and Teacher Education, 83, 12-26. doi:10.1016/j.tate.2019.03.007

Kreis, A. (2019). Content-Focused Peer Coaching – facilitating student learning in a collaborative way. In T. Janík, I. M. Dalehefte, & S. Zehetmeier (Eds.), Supporting teachers: improving instruction. Examples of research-based in-service teacher education (pp. 37-55). Münster: Waxmann Publishing House.

Content-focused coaching: step by step

Step 1: Before the coaching session

Before the start of a session, the mentor and the student regulate organisational matters:

- When and where does the coaching take place?
- When do the lessons, briefing and debriefing take place?
- How much time is available for the meetings?

Step 2: Preliminary discussion

1. The Teacher Student and mentor select core perspectives and guiding questions as the focus of this coaching session. The following two guiding questions are always present:
   - What should the pupils learn (learning goals and subject content)?
   - Is the lesson focused on the learner (lesson design)?
2. The Teacher Student presents his/her idea and relevant teaching materials.
3. The mentor and the student prepare the final lesson-plan together in a real dialogue.
4. They agree on whether the lesson should be co-taught.

Step 3: Jointly responsible teaching and observation

For the mentor it is important to remember, that during the lessons, the Teacher Student and the pupils are simultaneously involved in the learning process.

- The mentor teaches selected teaching sequences as a model.
- The Teacher Student and the mentor teach together.
- The mentor participates spontaneously in the lessons, for example in a round of presentations and discussions of the pupils' solutions.
- The coached student teaches alone, the mentor observes and takes notes.

In any case, the mentor observes and takes notes to prepare the debriefing. The focal points of observation are, as mentioned, agreed in advance.

Step 4: Debriefing

1. The Teacher Student reports how he or she felt the lesson went in relation to the selected key questions, whether there were significant deviations from the plan and whether there were challenging or unsatisfactory situations.
2. The mentor adds to this from his or her perspective, also with regard to the observation elements selected in the preliminary discussion.
3. The debriefing should also take place as a dialogical and co-constructive conversation, rather than as two consecutive monologues.

III. Pedagogy and Methodology

1. Supporting the Teacher Student with basic professional questions

A mentor helps a Teacher Student to think beforehand about different elements of his or her profession. In this way, the Teacher Student prepares and assesses good teaching and learning but also implements in a professional way the competences of democratic culture in the classroom.

The following four elements set up the foundation for good teaching and learning. Encouraging the Teacher Student to always take them into consideration, is both a great professional support and a never-ending task:

A. What are the conditions of teaching and learning?
B. What are the objectives I have to set and which materials should be selected?
C. What is my understanding of processes of learning and which forms of teaching do I choose?
D. How can the outcomes be assessed?

The mentor supports the Teacher Student to find solutions by asking these basic questions. More often than not, questioning is a more effective way of finding creative solutions than through any directives given by others.

A. Conditions of teaching and learning

While planning a lesson, a teacher needs a clear picture of the characteristics and learning conditions both of the class as a whole and of individual students. It is important to understand the pupils with their individual differences: the scope and variation of their skills and abilities, their strengths and weaknesses, their beliefs, attitudes and interests.

On the one hand, a teacher will clarify the learning conditions in a class in terms of the teaching objectives they have in mind. On the other hand, when selecting objectives and topics, the teacher will draw on his or her knowledge of the characteristics of individual children and the whole class.

Identifying the conditions for learning completes the first part of preliminary clarifications. In further planning, a teacher must also take into account the general conditions in which the teaching will take place. This is crucial, especially for a Teacher Student who is unfamiliar with the class and the school.

- Key questions to think about conditions of teaching and learning:
- What knowledge and skills do the pupils already possess?
- What knowledge and skills do I possess?
- What external conditions must I be aware of?
- What do I know about the pupils as individuals?
- What elements of knowledge and information must the pupils have in order to tackle the new task ahead of them?
- What techniques of working and learning do I expect from the pupils?
- What experience do they have with different teaching methods and forms of social interaction?
- What positive or negative attitudes, habits, prejudices or convictions may, or must I, expect to encounter?
- How can I overcome learning difficulties, learning barriers and resistance to learning?

B. Setting objectives and selecting materials

Teachers repeatedly have to justify their actions: What are the reasons for selecting particular objectives and topics? Identifying a teaching objective and selecting topics involves making an executive decision related to teaching. In many curricula there are options and possibilities to make decisions. Especially when a curriculum is competence based, the content can be extremely varied, so teachers need to choose well. In other words, objectives should not simply be copied or adapted, nor should they merely be dogmatically imposed. Rather, they should be scrupulously questioned, and their selection should be based on sound reasoning and justification. When a teacher makes a deliberate choice of topics and objectives for teaching, they reflect on their decision in a range of wider contexts. This task is of crucial importance, as the number of possible teaching topics is endless, while time for planning and teaching is limited.

The following key questions are intended to guide and assist you in this complex task of selecting and preparing topics for teaching.

Key questions for setting objectives and selecting materials:

Setting objectives (goals):

- What objectives do I wish to achieve?
- What competences will be most important at the end of the class?
- Have I ensured that the objectives serve the main interests and needs of my pupils?
- What objectives should be achieved by all the pupils?
- Are specific levels of attainment to be defined for individual pupils (according to individual ability)?
- Have I enabled the students to move forward from knowledge to action?
- What do I focus on in my teaching – cognitive, personal or social competence?
- Have I clearly and explicitly stated the objectives?

Selecting topics and materials:

- Which topic have I chosen?
- What are the reasons for my choice?
- Does my choice of topic comply with the syllabus?
- Which aspects of my topic are interesting to my pupils?
- In what way is learning in school linked with learning out of school?
- Is there a connection between the topic and real life?
- Do I have a general understanding of the subject matter?
- What teaching materials are available for the specific aspects of the topic?
- Will there be a chance for both boys and girls to draw on their experience?
- Is the selected topic interesting to me?

C. Guiding processes of learning and choosing forms of teaching

Initiating and supporting processes of learning in students is one of the most fascinating tasks that the teaching profession has to offer. By helping Teacher Students to understand this, the mentor will ignite a fire in them. If a teacher does not have a sufficiently clear idea of the processes of learning the pupils need to engage in to achieve the desired objectives, a teacher will not be in a position to adequately plan the modes and settings of teaching-and-learning activities, tasks and methods of work. Whoever devotes time and effort to questioning how individuals learn best will develop into an expert on learning. This is what Teacher Students need to work towards.

Key questions for guiding processes of learning and choosing forms of teaching:

- Which learning processes will allow the pupils to achieve the objectives?
- How can I enable the pupils to fully take in (acquire), understand (process) and remember (store) new information?
- Does the form of learning encourage the pupils to apply their newly acquired knowledge and skills to new tasks?
- Does the planned learning setting or sequence primarily focus on the absorption, processing and storing of Information or on transfer tasks?
- In planning this learning sequence, have I considered the learning conditions?
- Is the main objective of the learning process I planned for the pupils to build up structures of meaning, to acquire skills or to develop attitudes?
- Have I made provisions for adequate forms of teaching and learning to achieve these respective objectives:

    - by action (by being active, producing or forming something, etc.)?
    - by thinking (by mental experimenting, by "creating" new insights)?
    - by observation?
    - by being verbally taught (lecture, presentation, story-telling, etc.)?
    - by instruction, assistance and co-operation?
    - by discussion and debate?
    - by producing a written documentation (report, learner's diary, etc.)?
    - by a particular medium?
    - by specific events in real life and experience?
    - by experiment, trial and error?

D. Assessment

For all learning and teaching we must ask: How and why do pupils have to be assessed? Is assessment fair? Does assessment support learning and the process of learning? Which competences can be assessed? What kind of knowledge is of central importance?
We strongly propose a delineation between assessment of the culture of democracy and the general assessment of the subject content. A culture of democracy is assessed through the competences and descriptors. Their visibility shows that the pupils have become increasingly versed in democratic routines and implemented them in their daily lives in the classroom and school but also in their neighbourhood and families.

When it comes to assessing pupil progress, the most important decision a teacher needs to make is which form of assessment to use! In assessment, this is one of the most important professional steps a Teacher Student needs to take! It must be made clear that if teachers

assess the achievement during and not after a learning process (formative assessment), assessment will function as a facilitator of learning and will lead to better achievement. Most often teachers believe, that only the test at the end of learning process is real assessment. This is a huge mistake. Therefore, the Teacher Student must know and understand all three forms of assessment through good practice of the mentor in his or her own class.

a) Assessment of learning processes (formative)

This perspective serves to improve, control and check on a pupil's learning process, or the pupil's and teacher's activities to achieve a certain objective.

b) Assessment of learning achievements (summative)

At a certain point in time, a conclusive assessment sums up the knowledge and skills that a pupil has acquired. Its main purpose is to inform, for example, the pupil or parents about the level of performance but it does not support the result and the process of learning!

c) Prognostic assessment

This type looks at a pupil's future development. At different stages during a pupil's school career, people involved in a pupil's education process (pupils, teachers, parents, in some cases school psychologists and authorities) recommend how a pupil should continue his or her school career.

Key questions for assessment

Learning process of pupils:

- How is successful learning identified and assessed?
- In what way is self assessment and assessment by others applied?
- How do I ensure that the pupils have achieved the objectives?
- Did the pupils regularly experience success while they were learning?
- Are they aware of the progress they have made?
- Does my teaching give boys and girls an equal chance of success?
- Do the pupils monitor and improve their learning and working behaviour?
- Can the pupils monitor and assess their learning and their results themselves?
- Do I perceive individual pupils' progress?
- How do I observe social interaction in the class?

Learning process of teachers:

- How, when and with whom do I reflect on my teaching?
- How do I let my pupils assess me?
- How do I relate my pupils' successes or failures to my teaching?
- How do I recognise my progress in teaching, and how do I learn as a (trainee) teacher?

2. Including all learners: Four key methods

Classroom learning and school life are part of lifelong learning. Learning about democracy and human rights (in all learning situations and in all subjects) needs to be matched with democratic methods of teaching and learning. Both the mentor and the student teacher need to be aware of the powerful signal that comes from classroom practice. Teaching therefore becomes a distinctive form of educational activity that aims to equip young people with the competences needed to participate as active citizens, and as such employs and engenders distinctive forms of learning. Teachers need to be fluent in these forms of learning and able to put them into practice in different settings. It is the mentor who has the skills to demonstrate and explain his or her implementation of these approaches to the Teacher Student.

These different forms need to be understood:

1. Inductive
Presenting learners with concrete problems to solve or make a decision about and encouraging them to apply this to other situations – rather than by starting from abstract concepts.

2.Active
Encouraging learners to learn by doing, rather than being told or preached to.

3.Relevant
Designing learning activities around real situations in the life of the school or college, the community or the wider world.

4. Collaborative
Employing group-work and co-operative learning.

5. Interactive
Teaching through discussion and debate.

6. Critical
Encouraging learners to think for themselves, by asking for their opinions and views and helping them to develop skills of argumentation.

7. Participative
Allowing learners to contribute to their own learning, for example by suggesting topics for discussion or research, or by assessing their own learning or the learning of their peers.

To further mutual discussion and support between the mentor and Teacher Student, five especially important tools will be described here in a very practical form:

Key method 1: Task-based learning
Key method 2: Cooperative learning
Key method 3: Chairing plenary/classroom discussions
Key method 4: Rethinking discipline and order from a democratic point of view
Key method 5: Blooms taxonomy – active learning for all

Key method 1: Task-based learning (TBL)

How to support learning by setting tasks

Interactive teaching and learning plays a key role in most of the activities suggested in this manual. The objectives of interactive teaching are cognition (that is, thinking and understanding), learning, and action. Every stage of planning the lessons, monitoring the tasks, evaluating the results and reflecting the whole process has a lot of hidden learning potential for the students.

The basic approach of integrating thinking and doing has implications for the whole process of learning. It does not mean that active handling of learning objectives is confined to the preliminary stages of "real" learning, which is then understood to involve only the minds of learners. Rather, integration of learning and doing can give all learners a clear idea of why they are learning by doing: they have a task to do, and this requires many abilities and skills. In this kind of teaching, the learner must define his or her own learning needs in each new situation that arises. Learners will then also require instruction by the teacher, which means that students set their teacher tasks, and not vice-versa. Task-based learning (TBL) produces ideal combinations of constructivist learning and learning by instruction.

In TBL, students face problems that they wish to solve. Learning is not an end in itself, but leads to something useful and meaningful. Students learn by exploring ways to solve a problem, setting themselves, and their teacher, the tasks that pave the way to the solution of the problem. School is life. This also applies to task-based learning. Many real-life situations consist of finding solutions for problems. TBL prepares students for life by creating real-life situations as settings in which the acquisition of competences can take place.

TBL follows a pattern that can be described in general terms. If the teacher keeps to this pattern, the potential of learning by doing, that is, active learning, will unfold almost spontaneously:

Elements of task-based learning:

The students face a task that needs to be solved (presented either by the teacher or a textbook).

The students plan their action.

The students implement their action plan.

The students reflect on their process of learning and present their results.

It is important for the students to experience the principles of TBL frequently and in different contexts. A good task that gives rise to many problems that need to be solved is the best means to create a productive and exciting learning environment.

Key method 2: Co-operative learning

How to support learning by supporting each other

This form of teaching is not about simply letting students work in groups in the hope that the work will somehow get done. Co-operative learning is focused on achievement for learners.

Clear role distribution among the members of the group is a prerequisite for successful teaching according to the co-operative model. Formal tasks that provide equal status among the members are distributed and practised and this leads to successful learning.

It is clear that not every task is suitable for this form of learning. However, a polarised relationship, with co-operative learning forms interspersed with teacher-led teaching is not what is meant here. In this model of teaching, the teacher plays a clear and meaningful role. The success of co-operative learning, as many class comparisons have shown, hinges on a few basic elements:

How to go about organising a group:

Each person in the group is assigned one of the following roles:

Moderator: This person ensures that all the members understand the task and acts as the group's speaker.

Reporter: This person organises the presentation or final product.

Materials manager: This person ensures that all the necessary materials are available and makes sure that everything has been cleaned up at the end.

Planner: This person makes sure that the group manages its time well and checks that the group sticks to its schedule. This person makes sure that the group plans out its course of action in a reasonable way at the beginning of the assignment and adapts this plan accordingly.

Mediator: This person solves any problems within the group.

Rules:

1. Some members of the group have special tasks/roles, but every single person is responsible for the entire process and the group's results.
2. If a question is to be asked the teacher, then the whole group must decide which question is to be asked. In this way, the group formulates any questions collectively. The teachers do not answer any individual questions during this group process.
3. Each group is responsible for the presentation. Each member of the group is responsible for answering any questions.
4. Teachers who frequently work with the cooperative method say that it often makes sense for learners to keep their roles for a longer period of time. This provides a certain security, speeds up learning, and improves group performance.

Key method 3: Chairing plenary sessions

How to support learning by discussion and critical thinking

Guided by their teacher, students share their thoughts and ideas. That is all. The setting is simple, and it requires only a blackboard or flipchart, but the teacher's task is a demanding one. Plato's Socratic dialogues mark the long tradition of this mode of teaching, as Socrates focused on problematising and deconstructing his partner's false or dogmatic views.

The students engage in a process of thinking and interactive constructivist learning. The teacher supports them. Generally speaking, thinking is the effort to link the concrete to the abstract. Plenary sessions train and reinforce the students' ability to think. Thinking takes time. Careful students are often slow thinkers. Critics have rightly pointed out the weaknesses of this form: it is applied too often and too long; teachers ask questions that students are uninterested in and unable to answer; teachers enact a crude Socratic type of role, treating students as inferiors who are expected to deliver what the teacher wants to hear. But if used thoughtfully, and with a certain amount of practice, plenary sessions are one of the most powerful and flexible, and indeed indispensable, learning forms.

The following checklist outlines the learning potential and gives the teacher advice on what to do and what to avoid.

The students' (pupils') role in plenary discussions:

The students

- enter the session with some expertise – on different levels. They are interested in the topic of discussion;
- know that their contribution is welcome: no grades are given for "wrong" ideas or suggestions;
- have the lion's share of speaking time;
- have different learning needs (for example: "slow thinkers" – "fast talkers").

The teachers' role in plenary discussions:

The teacher

- communicates with the class and is ready to react to whatever the pupils say;
- fully grasps the topic and has a clear idea of the outcome of the session;
- leads, but does not dominate, the plenary session, taking a small share of speaking time;
- gives the pupils sufficient time to think;
- listens actively without taking notes, "fleshing out" ideas that students hint at;
- encourages pupils to participate and addresses students who tend to stay silent;
- acts as time keeper, group manager, process manager;
- gives structure to the discussion by using the blackboard (preferable to a flipchart), offering images, symbols, examples, information, concepts and frameworks;
- identifies the pupils' learning needs and reacts accordingly.

Learning potential for the students/pupils during plenary discussions:

The students

- experience how thinking takes place: asking questions, carefully considering answers, linking the concrete to the abstract and vice-versa.
- share their criteria for judgment and reflect on the reasons for their choice of criteria.
- should experience their class as a micro-community in which they are encouraged to participate.
- are addressed as experts (to strengthen their self-esteem).
- are able to pass judgment after having considered controversial views.

What to avoid during plenary discussions:

- Asking yes/no questions should be avoided, because you will then have to ask the next one immediately afterwards. Ask open questions. Follow-up questions can then be tighter and more specific.
- Avoid getting drawn into a discussion with one or two students. Rather, pass on their questions to the class.
- Avoid side-stepping or ignoring statements by students that catch you unprepared. They may be the most interesting ones! Here again, get the class involved.
- There is no need to comment on every single statement by students that you agree or disagree with.
- Avoid restricting your role to calling on students in the order of their showing hands. Quite often, students will address different aspects and sub-topics, and the discussion may slip into confusion or chaos. Therefore, take the initiative and decide or suggest which topic to focus on first. Point out the dilemma that time and concentration is too limited to discuss everything.

Key method 4: Rethinking discipline from a democratic point of view

There is a misunderstanding in some classrooms when it comes to democratic approaches to teaching and learning. Am I allowed to give clear instructions, set time limits, be a leader?, some teachers ask. Is it still democratic if I want to have clear rules for learning, behaviour and cooperation? Yes it is, if it serves the goal of learning for all! Democracy means the rule of law. So, discipline and order are important, but from a democratic point of view. Supporting Teacher Students to establish this will help them to become a competent leader, rather than an authoritarian ruler. Here is some important advice to follow:

- Order is necessary under all circumstances. A group without order and basic rules cannot be democratic.
- Limits and boundaries are necessary. Rules may be wrong or inappropriate. But as long as they have not been replaced they must be respected. It must, however, be possible to change them.
- From the very beginning, pupils should participate in setting up and enforcing rules. Only in this way is it possible for them to identify with the rules.
- A classroom community cannot function without mutual trust and respect. In some cases it may prove difficult to create such an atmosphere.
- Team spirit must replace competition in the classroom.
- A friendly classroom atmosphere is of vital importance.
- The social skills of the teacher have an essential impact (democratic leadership, developing a feeling of belonging to the group, building up relationships, etc.).
- Group communication is a permanent necessity in a democratically led class.
- Students, both boys and girls, must be encouraged to explore something new and to learn from mistakes.
- Within the limits set, it must be possible to exercise liberties. Only in this way is it possible for individual responsibility to develop.
- Rules will be accepted and discipline complied with if they help each individual to express himself or herself, and if they support the group to develop satisfying relationships and working conditions.

Key method 5: Blooms taxonomy – Active learning for all.

Using Bloom's taxonomy to prepare learning tasks makes it easy to clarify learning objectives and develop classroom activities for any learner at any age. Teachers can even use Bloom's to help students set expectations for themselves. Action-Verbs put the learners activities are in the centre.

Categories	I. Remembering	II. Understanding	III. Applying	IV. Analysing	V. Evaluating	VI. Creating
	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate under-standing of facts/ideas by organizing, comparing, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.

Verbs	• Choose
	• Define
	• Find
	• Label
	• List
	• Match
	• Name
	• Recall
	• Relate
	• Select
	• Show
	• Spell
	• Tell
	• Specify:
	  • What
	  • When
	  • Where
	  • Which
	  • Who
	  • Why
		• Classify
		• Compare
		• Contrast
		• Demonstrate
		• Explain
		• Extend
		• Illustrate
		• Interpret
		• Outline
		• Relate
		• Rephrase
		• Show
		• Summarize
		• Translate
			• Apply
			• Build
			• Choose
			• Construct
			• Develop
			• Experiment with
			• Identify
			• Interview
			• Make use of
			• Model
			• Organize
			• Plan
			• Select
			• Solve
			• Utilize
				• Analyse
				• Assume
				• Categorize
				• Classify
				• Compare
				• Conclusion
				• Contrast
				• Discover
				• Dissect
				• Distinguish
				• Divide
				• Examine
				• Function
				• Inference
				• Inspect
				• List
				• Motive
				• Simplify
				• Survey
				• Take part in
				• Test for
					• Agree
					• Appraise
					• Assess
					• Award
					• Choose
					• Compare
					• Conclude
					• Criteria
					• Criticize
					• Decide
					• Defend
					• Determine
					• Estimate
					• Evaluate
					• Explain
					• Influence
					• Interpret
					• Judge
					• Justify
					• Mark
					• Measure
					• Perceive
					• Prioritize
					• Prove
					• Recommend
					• Select
					• Support
					• Value
						• Adapt
						• Build
						• Change
						• Choose
						• Combine
						• Compile
						• Compose
						• Construct
						• Create
						• Delete
						• Design
						• Develop
						• Discuss
						• Elaborate
						• Estimate
						• Formulate
						• Imagine
						• Improve
						• Invent
						• Maximize
						• Minimize
						• Modify
						• Plan
						• Predict
						• Propose
						• Solve
						• Suppose
						• Test

IV. A Culture of Democracy in the Classroom

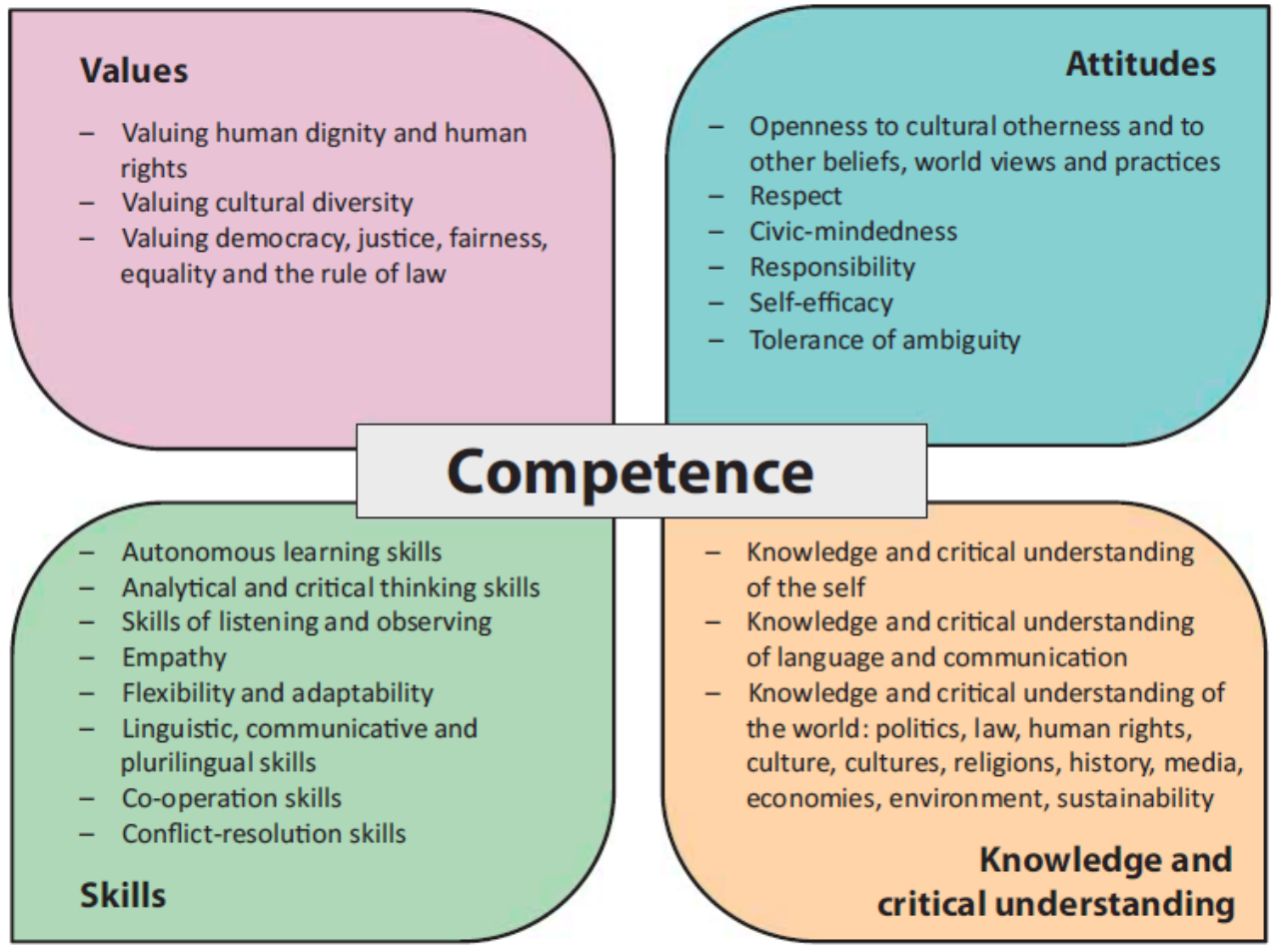
1. What are competences for democratic culture?

The Council of Europe developed the Reference Framework of Competences for Democratic Culture, to be adapted for use in primary and secondary schools and higher education and vocational training institutions throughout Europe as well as national curricula and teaching programmes.

The model with the 20 competences, developed within the scope of the Council of Europe Democracy Projects, describes how the values of democracy are implemented in schools and in everyday life. In every teaching-and-learning situation, some of these elements are visible. In every classroom many of them are already being implemented, but we as teachers are often not aware of them ourselves.

The Teacher Students should be supported in understanding them and learn to identify what is happening in their classrooms concerning the development of the competences for all pupils to become part of a democratic society.

The 20 competences included in the model



A democratic culture relies on citizens having the values, attitudes, skills, knowledge and critical understanding described in the competence model above. Accordingly, the framework provides detailed descriptors for each of the 20 competences. These descriptors help to make each competence visible, while providing a useful tool with which to observe teaching and learning, to make visible any hidden competences, but also to plan for them (see observation form 3 on how to observe democratic culture in class through competences and matching descriptors).

Competence descriptors are statements that describe observable behaviours that show when a person has achieved a certain level of a particular competence. This is relevant for the development of a democracy, because when we see the competences and descriptors being applied in classrooms and daily life, we know that society is not just a democracy on paper, but one with real actions and results. The classroom is an important training place for this: in school and classroom, the pupils experience democracy in action themselves as a normal daily routine.

We provide you not only with the competences and descriptors, but also with a 'competence garden' (see the final page of this booklet). You and all other key players can make use of this poster to develop a profile of your class, your school, your staff etc. We explain how this can be done below.

The following 135 descriptors can be used as a checklist for very different purposes and key players:

- **As a teacher**, you regularly reflect on your own teaching practice and on the pupils' actions and developments.
  - Which competences are more and more visible?
  - Where do you see strengths in general but also by individual pupils?
  - Where do you see a need for further training? How do you plan for this?

- **As a mentor**, you support the Teacher Student in becoming aware of the daily reality of democratic culture in your classroom by going through the list together with her/ him.

- Your **Teacher Student** uses the list of competences and descriptors to get familiar with observing implemented democracy in the classroom.

- The **competence poster on the final page** of this booklet, combined with the list of descriptors, is a fantastic opportunity to gain a deeper understanding of real democracy in every part of society, starting in the classroom.

  - Print the poster to be used for specific observations.
  - Choose a class you want to observe and analyse it by using the descriptors as observation tools (this is also an alternative to the form we propose below).
  - Go through the 'garden stones' (competences) and then try to figure out which descriptors you have observed. You might also adapt them slightly. A descriptor is seldom applied exactly the way it is written.

2.1 Values

1. Valuing human dignity and human rights

2. Argues that specific rights of children should be respected and protected by society
3. Defends the view that no one shall be subjected to torture or to inhuman or degrading treatment or punishment
4. Argues that all public institutions should respect, protect and implement human rights
5. Defends the view that when people are imprisoned, although they are subject to restrictions, this does not mean that they are less deserving of respect and dignity than anyone else
6. Expresses the view that all laws should be consistent with international human rights norms and standards

2. Valuing cultural diversity

7. Promotes the view that we should be tolerant of the different beliefs that are held by others in society
8. Promotes the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be "different" from one another
9. Expresses the view that cultural diversity within a society should be positively valued and appreciated
10. Argues that intercultural dialogue should be used to help us recognise our different identities and cultural affiliations
11. Argues that intercultural dialogue should be used to develop respect and a culture of "living together"

3. Valuing democracy, justice, fairness, equality and the rule of law

12. Argues that schools should teach students about democracy and how to act as a democratic citizen
13. Expresses the view that all citizens should be treated equally and impartially under the law
14. Argues that laws should always be fairly applied and enforced
15. Argues that democratic elections should always be conducted freely and fairly, according to international standards and national legislation, and without any fraud
16. Expresses the view that, whenever a public official exercises power, he or she should not misuse that power and cross the boundaries of their legal authority
17. Expresses support for the view that courts of law should be accessible to everyone so that people are not denied the opportunity to take a case to court because it is too expensive, troublesome or complicated to do so
18. Expresses support for the view that those to whom legislative power is entrusted should be subject to the law and to appropriate constitutional oversight
19. Expresses the view that information on public policies and their implementation should be made available to the public
20. Argues that there should be effective remedies against the actions of public authorities which infringe upon civil rights

2.2 Attitudes

4. Openness to cultural otherness

21. Shows interest in learning about people's beliefs, values, traditions and world views
22. Expresses interest in travelling to other countries
23. Expresses curiosity about other beliefs and interpretations and other cultural orientations and affiliations
24. Expresses an appreciation of the opportunity to have experiences of other cultures
25. Seeks and welcomes opportunities for encountering people with different values, customs and behaviours
26. Seeks contact with other people in order to learn about their culture

5. Respect

27. Gives space to others to express themselves
28. Expresses respect for other people as equal human beings
29. Treats all people with respect regardless of their cultural background
30. Expresses respect towards people who are of a different socio- economic status from himself/herself
31. Expresses respect for religious differences
32. Expresses respect for people who hold different political opinions from himself/herself

6. Civic-mindedness

33. Expresses a willingness to co-operate and work with others
34. Collaborates with other people for common interest causes
35. Expresses commitment to not being a bystander when the dignity and rights of others are violated
36. Discusses what can be done to help make the community a better place
37. Exercises the obligations and responsibilities of active citizenship at either the local, national or global level
38. Takes action to stay informed about civic issues

7. Responsibility

39. Shows that he or she accepts responsibility for his or her actions
40. If he or she hurts someone's feelings, he or she apologises
41. Submits required work on time
42. Shows that he or she takes responsibility for own mistakes
43. Consistently meets commitments to others

8. Self-efficacy

39. Shows that he or she accepts responsibility for his or her actions
40. If he or she hurts someone's feelings, he or she apologises
41. Submits required work on time
42. Shows that he or she takes responsibility for own mistakes
43. Consistently meets commitments to others

9. Tolerance of ambiguity

50. Engages well with other people who have a variety of different points of view
51. Shows that he or she can suspend judgments about other people temporarily
52. Is comfortable in unfamiliar situations
53. Deals with uncertainty in a positive and constructive manner
54. Works well in unpredictable circumstances
55. Expresses a desire to have his or her own ideas and values challenged
56. Enjoys the challenge of tackling ambiguous problems
57. Expresses enjoyment of tackling situations that are complicated

2.3 Skills

10. Autonomous learning skills

58. Shows ability to identify resources for learning (e.g. people, books, internet)
59. Seeks clarification of new information from other people when needed
60. Can learn about new topics with minimal supervision
61. Can assess the quality of his or her own work
62. Can select the most reliable sources of information or advice from the range available
63. Shows ability to monitor, define, prioritise and complete tasks without direct oversight

11. Analytical and critical thinking skills

64. Can identify similarities and differences between new information and what is already known
65. Uses evidence to support his or her opinions
66. Can assess the risks associated with different options
67. Shows that he or she thinks about whether the information he or she uses is correct
68. Can identify any discrepancies or inconsistencies or divergences in materials being analysed
69. Can use explicit and specifiable criteria, principles or values to make judgments

12. Skills of listening and observing

70. Listens carefully to differing opinions
71. Listens attentively to other people
72. Watches speakers' gestures and general body language to help figure out the meaning of what they are saying
73. Can listen effectively in order to decipher another person's meanings and intentions
74. Pays attention to what other people imply but do not say
75. Notices how people with other cultural affiliations react in different ways to the same situation

13. Empathy

76. Can recognise when a companion needs his or her help
77. Expresses sympathy for the bad things that he or she has seen happen to other people
78. Tries to understand his or her friends better by imagining how things look from their perspective
79. Takes other people's feelings into account when making decisions
80. Expresses the view that, when he or she thinks about people in other countries, he or she shares their joys and sorrows
81. Accurately identifies the feelings of others, even when they do not want to show them

14. Flexibility and adaptability

82. Modifies his or her opinions if he or she is shown through rational argument that this is required
83. Can change the decisions that he or she has made if the consequences of those decisions show that this is required
84. Adapts to new situations by using a new skill
85. Adapts to new situations by applying knowledge in a different way
86. Adopts the sociocultural conventions of other cultural target groups when interacting with members of those groups
87. Can modify his or her own behaviour to make it appropriate to other cultures

15. Linguistic, communicative and plurilingual skills

88. Can express his or her thoughts on a problem
89. Asks speakers to repeat what they have said if it wasn't clear to them
90. Asks questions that show his or her understanding of other people's positions
91. Can adopt different ways of expressing politeness in another language
92. Can mediate linguistically in intercultural exchanges by translating, interpreting or explaining
93. Can successfully avoid or resolve intercultural misunderstandings

16. Co-operation skills

94. Builds positive relationships with other people in a group
95. When working as a member of a group, does his or her share of the group's work
96. Works to build consensus to achieve group goals
97. When working as a member of a group, keeps others informed about any relevant or useful information
98. Generates enthusiasm among group members for accomplishing shared goals
99. When working with others, supports other people despite differences in points of view

17. Conflict-resolution skills

100. Can communicate with conflicting parties in a respectful manner
101. Can identify options for resolving conflicts
102. Can assist others to resolve conflicts by enhancing their understanding of the available options
103. Can encourage the parties involved in conflicts to actively listen to each other and share their issues and concerns
104. Regularly initiates communication to help solve interpersonal conflicts
105. Can deal effectively with other people's emotional stress, anxiety and insecurity in situations involving conflict

2.4 Knowledge and critical understanding

18. Knowledge and critical understanding of the self

106. Can describe his or her own motivations
107. Can describe the ways in which his or her thoughts and emotions influence his or her behaviour
108. Can reflect critically on his or her own values and beliefs
109. Can self-reflect critically from a number of different perspectives
110. Can reflect critically on his or her own prejudices and stereotypes and what lies behind them
111. Can reflect critically on his or her own emotions and feelings in a wide range of situations

19. Knowledge and critical understanding of language and communication

112. Can explain how tone of voice, eye contact and body language can aid communication
113. Can describe the social impact and effects on others of different communication styles
114. Can explain how social relationships are sometimes encoded in the linguistic forms that are used in conversations (e.g. in greetings, forms of address, use of expletives)
115. Can explain why people of other cultural affiliations may follow different verbal and non-verbal communicative conventions which are meaningful from their perspective
116. Can reflect critically on the different communicative conventions that are employed in at least one other social group or culture

20. Knowledge and critical understanding of the world (including politics, law, human rights, culture, cultures, religions, history, media, economies, the environment and sustainability)

117. Can explain the meaning of basic political concepts, including democracy, freedom, citizenship, rights and responsibilities
118. Can explain why everybody has a responsibility to respect the human rights of others
119. Can describe basic cultural practices (e.g. eating habits, greeting practices, ways of addressing people, politeness) in one other culture
120. Can reflect critically on how his or her own world view is just one of many world views
121. Can assess society's impact on the natural world, for example, in terms of population growth, population development, resource consumption
122. Can reflect critically on the risks associated with environmental damage
123. Can explain the universal, inalienable and indivisible nature of human rights
124. Can reflect critically on the relationship between human rights, democracy, peace and security in a globalised world
125. Can reflect critically on the root causes of human rights violations, including the role of stereotypes and prejudice in processes that lead to human rights abuses
126. Can explain the dangers of generalising from individual behaviours to an entire culture
127. Can reflect critically on religious symbols, religious rituals and the religious uses of language
128. Can describe the effects that propaganda has in the contemporary world
129. Can explain how people can guard and protect themselves against propaganda
130. Can describe the diverse ways in which citizens can influence policy
131. Can reflect critically on the evolving nature of the human rights framework and the ongoing development of human rights in different regions of the world
132. Can explain why there are no cultural groups that have fixed inherent characteristics
133. Can explain why all religious groups are constantly evolving and changing
134. Can reflect critically on how histories are often presented and taught from an ethnocentric point of view
135. Can explain national economies and how economic and financial processes affect the functioning of society

3. How to observe democratic culture in class through competences and matching descriptors

Understand all 20 competences and the 135 descriptors

- Analyse the class by using the competences and descriptors: which are used, shown, trained?
- Try to watch the time between classes, the breaks, the side discussions. Which
- competences and descriptors are visible?
- Fill out the list with the competences you have observed and note down when each one was visible during the lesson.
- Make Use of the Poster 'Competences for Democratic Culture' to develop a profile of the class, the classroom, the school

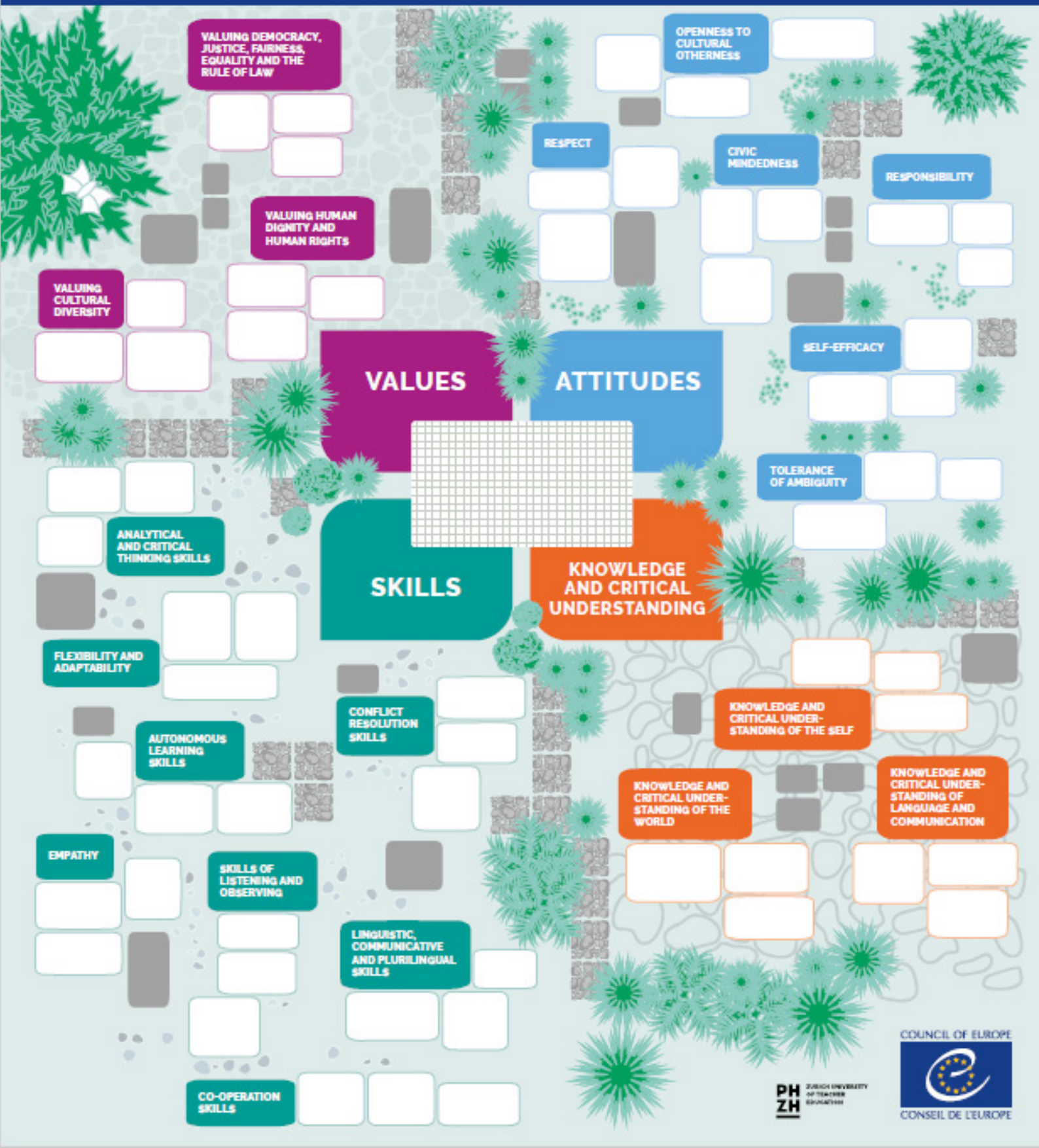
Competence and matching descriptors seen (choose from the 20 competences of the 'butterfly' and the list of 135 descriptors)	Learning situation during which competence/ descriptors were applied or trained.

4. My personal notes:

5. Poster to detect competences for democratic culture

COMPETENCES FOR DEMOCRATIC CULTURE

20 Competences for Democratic Culture and their matching 135 Descriptors to help you detect the strength and weakness of the democratic culture in schools and elsewhere.



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