



Looking back, stepping forward...
Presentation and evaluation of the project
– main results and lessons learnt

Final Conference of the Council of Europe project
“Policies and Practices for Teaching Socio-cultural Diversity”
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[Reflecting on the project]

- n Reflective thinking and evaluating on:
 - i 1. The process
 - i 2. The outcomes
 - i 3. The impact

1. Evaluation of the process

n Key questions

- i Did the process reflect diversity?
- i Did the process adopt an interactive model of teacher change regarding diversity?

- n Change is achieved not through a linear process but rather in a reciprocal and interactive procedure in which different domains of the teacher's world (environment, personal beliefs and practices, old and new experiences and evaluation of consequences) interact via the routes of enactment and reflection

(Clarke and Hollingsworth, 2002)

Evaluation of the process

n Studying the environment

- i Studying the legal literature on education, cultural diversity and teacher education
- i Focusing on the relationship among three elements:
 - n national background
 - n national teacher training policies
 - n national teacher training curricula
- i Focusing on international organisations conclusions
 - n COE events in the period 2003-2005 led to the development of the conceptual framework of the project

[Evaluation of the process]

- n Studying the “external domain”
 - i An analysis of teacher education programmes
 - n Description of programmes
 - n Interviews with stakeholders
 - i *Partial picture due to low participation Vs common patterns and diversity identified*
 - i *Analysis of data at a descriptive level Vs reflection*

Evaluation of the process

- n Involving the “personal domain”
 - i Interaction between the Ad Hoc Advisory Group ideology and experiences on diversity and the data of the survey, the national reports, concepts and competences
 - i *Diversity of background, experiences, ways of working, ideology*
 - i *Converging dynamic approaches to diversity and the role of teacher education*

[Evaluation of the process]

- n Getting into the “practical domain and “domain of consequences”
 - i Opportunities to
 - n present the work
 - n explore local experiences
 - n discuss
 - n see how to adapt the competences as defined by the project team to the reality on the ground

[Evaluation of the process]

- n Enactment and reflection identified all through the process
 - i First phase - volume 1
 - n Initial teacher training institutions and curricula have never before been the main focus of a Council of Europe project
 - n Initial teacher training found to be insufficiently practical to enable young teachers to cope with the diversity in the classroom

[Evaluation of the process]

- n Enactment and reflection
 - i Second phase - volume 2
 - n Need to specify in more detail the theoretical framework in terms of principles, concepts, challenges for teacher education

[Evaluation of the process]

- n Enactment and reflection
 - i Third phase - Volume 3
 - n consultation tables provided opportunities
 - i to reflect and translate the framework of competences into actions and particularities
 - i to reformulate the competence framework

Answering key questions on the process...

- i Yes, It reflected diversity in all phases and in the group
- i It did put into action a model of teacher change based on interaction of the different domains of the teacher's world (environment, the personal beliefs, new and old practices, consequences) and used the routes of reflection and enactment

[2. Evaluation of the outcomes]

n Key Questions

- i Was the project a response to key issues connected with initial teacher education and the introduction of common principles in relation to diversity?
- i Did it develop educational strategies and working methods to prepare teachers to manage diversity situations in schools?
- i Did it re-launch the conceptual research on education for socio-cultural diversity?

Evaluation of the outcomes

- n Each volume is an autonomous piece of work
- n All volumes contribute to a response to key questions

[Evaluation of the outcomes]

- n However

- i *“Managing diversity” was the common key theme for all countries and “enhancing diversity” was supposed to be the basic challenge to be achieved (volume 1, p.86)*
- i *“If it (framework of competences) is a list of things to memorize it is difficult to follow, if it is things to apply it is too heavy, if it is things to evaluate one’s own teaching it is too much” (volume 3, p. 34)*

[Evaluation of the outcomes]

- n Answers given on enhancing diversity:
 - i Diversity not to be regarded as a neutral concept but as one accompanied by discrimination and inequalities
 - i Three clusters of competences
 - n not a solution in themselves
 - n an optional basis for improving provision for future teachers' needs
 - n always to be related to the social and historical context
 - i Recommendations and examples of practice link the competences to every day teacher's world and illuminate the route to enhancing diversity

[Evaluation of the outcomes]

- n Educational strategies and working methods to prepare teachers to manage diversity in schools and re-launch the conceptual research on diversity education
 - i Interactive approach to teacher change
 - i The framework of competences together with the examples of practice, pieces of research work
 - i The model for consultation tables as a model of reciprocal learning

[3. Evaluation of the impact]

- n Key question

- i Is it possible to know if there are changes in teacher training after the integration of socio-cultural diversity competences in the teacher training curricula?

[Evaluation of the impact]

- n **Need to know where we are**

- i We know

- n fields for decision-making and action on teacher training that interact in modes of influence, tension, opposition
 - n current situation of national teacher training systems
 - n collection of good practices on teacher training and socio-cultural diversity

- i We need

- n a map of teacher training institutions involved in introducing socio-cultural diversity in their curricula
 - n a network of teacher training teams engaged in curricular development on socio-cultural diversity
 - n a network of school teachers interested in collaborating with teacher training from a practitioner's perspective

Evaluation of the impact

n Need to know where we want to be

i We have

- n a framework of competences
- n definitions, concepts, examples of practice and research work, recommendations

i We need

- n curriculum framework for pre-service teacher training on socio-cultural diversity
- n participatory and interactive process to create this proposal for a national/regional teacher training curriculum
- n effective training on competences
- n support system for effective and efficient implementation of the framework of competences and the designed curriculum (interaction, enactment and reflection)

[Evaluation of the impact]

To be answered during and after this conference!