

Daily summary – Date.....

1. Timetable according to the workplan. Have there been major changes?

Change from workplan → Look at new document written by Lilian and Geertje

The timetable on that document could not be followed either, as it took a little longer to form new groups than expected. See point 3 for more details

2. Activities undertaken, e.g.

- Objectives, organisational aspects, outputs
- Products
- Interaction between the students
- Pædagogical and didactical approaches.

3. Organisation of the day.

9:30-9:45: Icebreaker (Karen)

Tell me about your neighbour (one characteristic – mimicking)

Tell me about what you remember being said about somebody (repeat characteristic – mimicking)

9:45-10:10 (Lilian)

Practical arrangements: important: arrange contact with your school on Tuesday morning and Thursday afternoon

Explanation contents of the week. Pointing out learning outcomes.

Write down what is important for you (related to the programme's learning outcomes). What methods do you find difficult? What is the relevance of creativity techniques to your own teaching?

10:10-10:50 (Lilian and Geertje)

Presentation country challenges: preparation (10'): Students organise themselves to prepare a 3' pitch

Presentation country challenges:

The Netherlands

Sexual education in multicultural schools

Primary question: How to approach the topic of homosexual discrimination in an multicultural environment?

Secondary questions: Guidelines? Provided by the government?

How to react if a student's reaction deviates from what is normal in your country? Line between acknowledgeable and crossing the line?

Hungary

How to increase motivation?

Problem: many (primary school) students lack motivation

Possible causes:

- Poor parental background
- Teacher's personality

Areas to improve: favouritism, emotionally insecure environment, too little appraisal, motivating methods, awareness of children's backgrounds, bad communication skills

Denmark

How to involve parents in group making processes?

*Background: Making 1 learning unit from 4 class group. How to do that?
Divide them by gender, maturity, skills, ...
Goals: improve well-being of students, achieve higher academic levels
How to involve parents in this group making process?*

Belgium Thomas More (Antwerp)

How to integrate learning/teaching Dutch and learning/teaching content?

*2014: 50 years of migration
Main challenge: multilingual situation: many students don't speak Dutch at home.
Existing Initiatives: OKAN (Onthaalklassen voor anderstalige nieuwkomers → Special classes for newly arrived speakers of other languages)
Still: Many multilingual children are at least one year behind
Multilingualism on the playground? 50% Flemish schools → not allowed
Solutions: often involve taking children out of class → how to integrate learning Dutch and learning content?*

Belgium HUB (Brussels)

How to tackle problems brought along by multiculturalism, such as bullying, racism, multilingualism?

Multicultural education: culture colours life

What obstacles are brought about by multiculturalism?

Bullying (clash of values)

→ Being different is not the problem, the way you deal with it

Current education system does not accommodate for differences

New teaching methods to deal with diversity: difficult to get accepted in entire school?

If a child cannot learn in the way we teach ... we must teach in a way the child learns

Existing initiatives:

OKAN and GOK hours (gelijke onderwijskansen → Equal education chances) Influence on teaching methods?

Turkey

Problem: how to prepare students for higher education entry exams without private schools?

Central examinations: adapted because of increased population.

Only 10 percent of students get into university of choice. Therefore students take private courses.

Private courses: to be abolished soon; how to prepare students for entry exams for higher education

Ireland

How to include travelling communities in education? (ethnic Irish groups with different values, identity, accent ..)

Inclusion issues:

- *School Attendance*
- *Prejudice*
- *Different perspectives on education*
- *Language barriers*
- *Social behaviour*
- *Lack of education*
- *Poor relations between travellers and teachers*

➔ *Lack of trust between parents and school*

Is it enough for schools and teachers to tackle the issue of inclusion? We must ask ourselves: do travellers want to be included?

Group division:

Choose yourselves

Restrictions:

- ➔ No similar nationalities
- ➔ No similar languages
- ➔ Not the same group members as last week

10:50-11:45

Group forming process: quite chaotic, but students manage to find solutions to most problems (ability to change groups, to give up preferred choices, to avoid that somebody has to do the job of translator for the second week in a row)

11:45-12:00: coffee break

12:00-12:30

Groups prepare slogans – make a company name – design a logo

1. Syntheses United (Belgian challenge –BXL)
2. PARED (Challenge Netherlands) personality, accepted, respect, empathy, diversity)
3. Happy parents – happy teachers (Challenge Denmark)
4. Everybody is somebody (Challenge Turkey)
5. Monkey for fish (monkeys – trees – fish) (Challenge Hungary)
6. Linclusive: inclusion is revolution (Challenge Belgium Antwerp)
7. The Easy Way. Don't complicate, Be grand. (Challenge Ireland)

12:30-13:00: Prejudices and how to break them (Geertje)

Everyone has prejudices

Which kind of prejudices do you have?

The fundamental attribution error (FAE) – Ross 1977

Group thinking: our group is the best one

Judging people does not define who they are; it defines who you are.

Why are prejudices so strong?

Categories give rest

1. In a strange wood you see: ...the thickest, the thinnest, the ugliest, the most beautiful
2. In a strange group you see: ... the nosiest, the most striking, aggressive ...

From category to stereotype

1. You connect identifying marks with a specific category
2. All people inside this category get the same identifying marks

Stereotypes are not based on facts but on characteristics of a group, behaviour of a group

Pygmalion effect (self-fulfilling prophecy: our actions impact others beliefs that cause others actions which reinforce our beliefs that influence our actions.)

Examples and remarks given by the group :

If you have to teach a class labelled weak, you will teach down and vice versa.

Teaching a very difficult class → makes you not want to go back, makes you discouraged

Apply the Pygmalion circle to the Hungarian challenge

But this can also be positive. Positive ideas will be reinforced.

If you are aware of this phenomenon you can break the pattern

How to break the pattern?

More awareness of positive behaviour and improvement → positive beliefs → positive attitudes →

...

Why are prejudices so tough? Because sometimes they are good for yourself, they protect you.

Which factors contribute to prejudices?

3 steps in struggle for prejudice:

- Make boundaries
- Indirect enforcement of the antipathy
- Work at a **positive social category**

When antipathy starts to wear, we are able to see the facts.

Remark: are we able to accept them (besides seeing them)

What to do against antipathy: Without any prejudice you are free!

Remarks:

Don't we need prejudice in this postmodern world? Putting things in categories to make sense of the world.

Answer: Being conscious of your categories

13:00-14:00: lunch at Cracker's Café

14:00-15:00 (Lilian)

In your groups: talk about your own educational experiences – add three words to express the core values of your educational system

- Each person is interviewed by 2 (*Ask questions about what you think you understand but maybe you don't*) + 1 note-taker/time-keeper; 7' each → 28 minutes
- Practise empathy and interview techniques
- Aim to understand and find 3 core similarities and differences
- Write three similarities and three differences in your group for a common poster –from different groups (14:50)

Similarities: *desire to be creative teachers, all have written and oral exams, all have to take one foreign language, desire to be different, ...*

Difference: *reasons for becoming a teacher, time between secondary school and college, differences in tests...*

What surprised you most about the differences and similarities you discovered?

15:15

WRITE MINDSETS ON POSTERS IN CLASSROOMS

Design **thinking** – not 'design' – human values are at the center

Watch ABC Nightline – watch again by accessing my playlist on YouTube

Notice how design team empathizes. Write this down.

Students noticed the importance of involving the clients, mixed teams, not criticizing ideas

15:45

Three tasks:

1. Find out what you know about the school you are working for; make sure you know what they need.
2. What do you know already?
3. What can't you work out?

Work with post-its; put on wall your three points.

16:30: Blogs: Question: Why is empathy essential for an innovative process? How is empathy equally essential for breaking prejudices and intercultural competence? What other areas is empathy essential for? How will you work on empathy with children? + Your personal learning goals for this week.

Reading: Pages on empathy + mindsets + change by design pp 39-58 – discuss tomorrow