

School leadership and governmental led strategies in the EU on the promotion of Citizenship Education and EU common values

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Paris Declaration

- ✓ Respect for human dignity, freedom (including freedom of expression), democracy, equality, the rule of law and human rights
- ✓ Create a society in which pluralism, non-discrimination, tolerance, justice, solidarity and equality between women and men prevail.

Purpose of Citizenship Education

- Develop knowledge, skills and attitudes
- To promote freedom of thought and expression, social inclusion and respect for others



Challenges

- Prevent and tackle marginalisation, intolerance, racism and radicalism
- Preserve a framework of equal opportunities for all, to enhance dialogue and cooperation and promote freedom of thought and expression.

Intentions

1. Explore some government led educational strategies in the EU
2. Explore school leadership and some strategies that have been adopted within schools
3. Reflect on challenges faced by teachers
4. Reflect on appropriate pedagogical approaches

Why is Citizenship Education important to you?

Citizenship Education and the governments of Europe

- United Nations Declaration on Human Rights Education and Training of 2011
- Citizenship Education - priority in all policy documents across the EU

(Ribeiro et al, 2012)



From government policy to practice

- Different definitions of citizenship education
- New curriculum area
- Developing in different countries in different ways
- Different approaches across schools and teachers
- Lack of appropriate teacher training and of teacher confidence

Citizenship Education & the curriculum

- Number of hours/classes per week: undefined, 1, 2, 3, 4
- Attached to a variety of compulsory and optional subjects
 - Civic Education (Poland and France)
 - History and Geography (Italy and Luxembourg)
 - Personal, Social and Health Education (England and Ireland)
 - Cross curricular theme (Belgium, Flanders)

Differences in relation to time

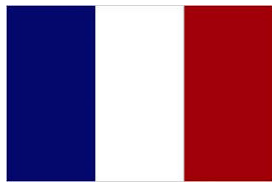
- Socio-cultural history of countries
 - Attitude to religion
 - History of democracy



Development of education across countries

- France

- 'L'instruction civique' is a mandatory subject under the system of laïcité, emphasis on equality since 1882
- New curriculum since 2015



- England

- Citizenship becomes a compulsory element in secondary schools in 2002
- Implementation at the discretion of the school





Example of Scotland

- Embedded as 'themes across learning'
- Not expressly or systematically inserted into the curriculum
- Fragmented and inconsistent provision
- Elements of teaching on human rights are sparse and lack detail and guidance for teachers
- Enthusiastic and committed teachers

(Sruthers, 2015)

Belgium (Flanders)



- Supports religious freedom within schools (6 official)
- 1997 officially included Citizenship Education the curriculum
- Usually integrated with Religious Education
- 82% students select Roman Catholicism
- Religious education not usually organised in an 'objective, critical and pluralist' manner



Problematic aspects

- No obligation to test or examine Citizenship Education knowledge
- Possible to get exemptions from RE classes
- Student scores with regard to citizenship education far below the average (International Citizenship Education Study)

Update on Belgium (Flanders)



- Proposal of a 3 stage process to create CE as a stand alone subject that would eventually be integrated into and then replace RE
 - Development of an online survey (2016) – the Citizenship Booster
 - Developing an event - citizenship day - test before and after
 - May be offered to other regions and countries
- Community Education Network (GO)



St Louis Grammar School
Ballymena, north of Ireland

School leadership



- United Nations general requirement for ‘developing values and reinforcing attitudes and behaviour which uphold human rights’
- Enable learners to express themselves and their opinions freely, foster equal opportunities and contribute to a learning environment ‘characterised by mutual understanding, respect and responsibility’

Some school approaches

- Class charter
- Peer mediation
- Equality committee
- Restorative practice
- Eco committee
- Debates
- Mentoring



Class charter

- Guarantees that fundamental rights such as free expression, equality, mutual respect and dignity are infused throughout the classroom

*** Class 1-102 Charter

We want to feel:

Excited - Safe - Respected

In order to feel excited we will be kind and friendly. We promise to help each other. We will also be kind and share things.

In order to feel safe we promise to follow all school rules. We will listen to our teachers and keep our hands to ourselves.

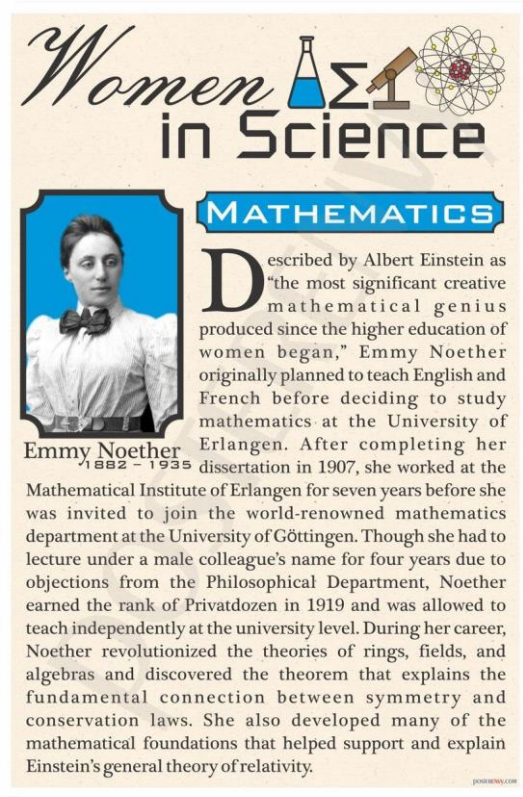
In order to feel respected we will listen to one another. We won't make fun of one another and say kind things. We will not take things that don't belong to us.


Peer mediation: problem solving by youth with youth




Equality committee

Meet to discuss issues, plan actions and report to the Principal



Women  *in Science*

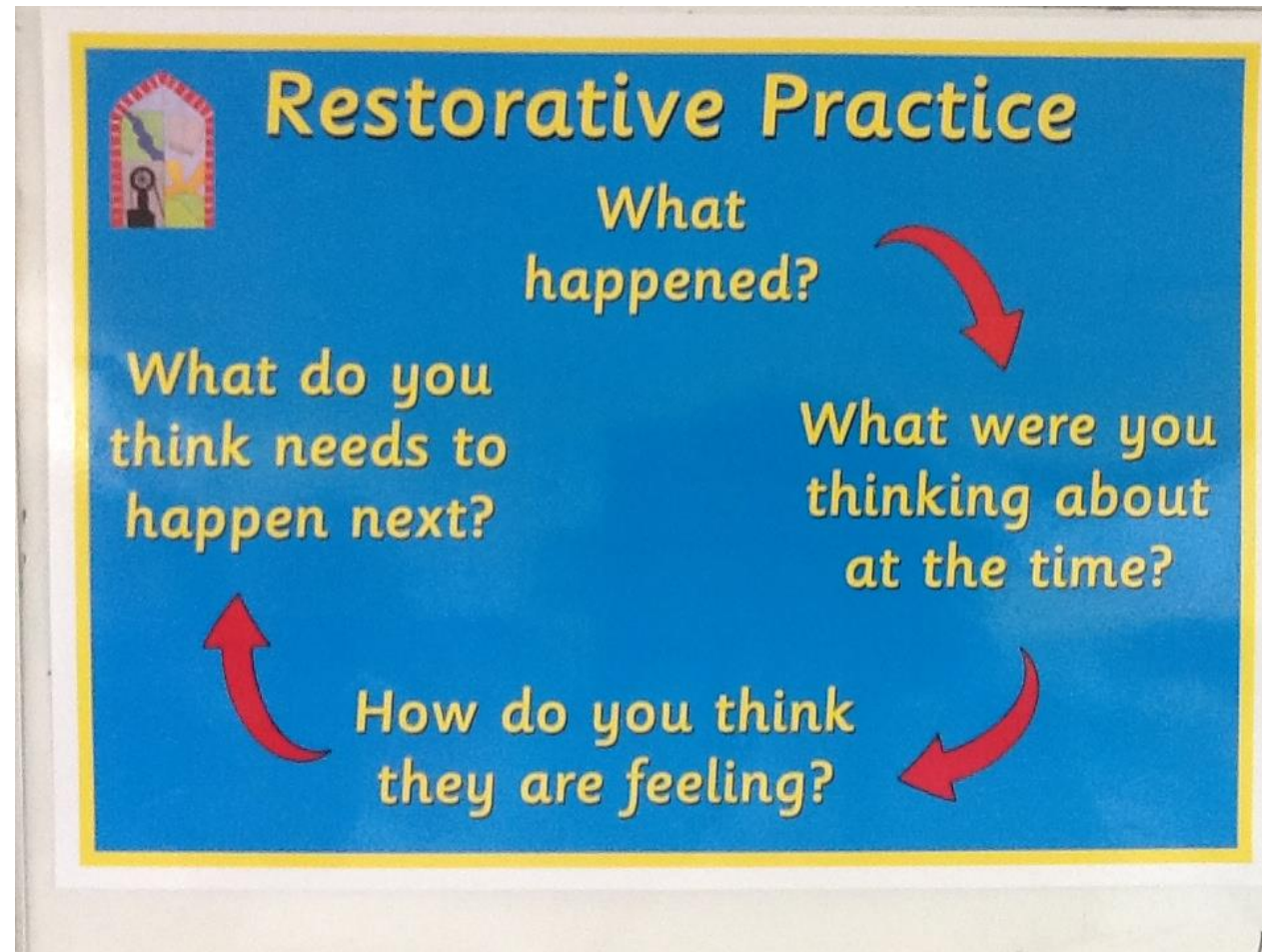
MATHEMATICS


Emmy Noether
1882 - 1935

Described by Albert Einstein as “the most significant creative mathematical genius produced since the higher education of women began,” Emmy Noether originally planned to teach English and French before deciding to study mathematics at the University of Erlangen. After completing her dissertation in 1907, she worked at the Mathematical Institute of Erlangen for seven years before she was invited to join the world-renowned mathematics department at the University of Göttingen. Though she had to lecture under a male colleague’s name for four years due to objections from the Philosophical Department, Noether earned the rank of Privatdozent in 1919 and was allowed to teach independently at the university level. During her career, Noether revolutionized the theories of rings, fields, and algebras and discovered the theorem that explains the fundamental connection between symmetry and conservation laws. She also developed many of the mathematical foundations that helped support and explain Einstein’s general theory of relativity.



Restorative practice



Eco councils

Environmental reviews



Debates



'This House believes in the separation of Church and State.'

Mentoring

Across the school, older children mentor younger members of the school to stand up against prejudice and intolerance



Which of these approaches do you have experience of, or find most interesting?

- Class charter
- Peer mediation
- Equality committee
- Restorative practice
- Eco committee
- Fair trade group
- Debates
- Mentoring

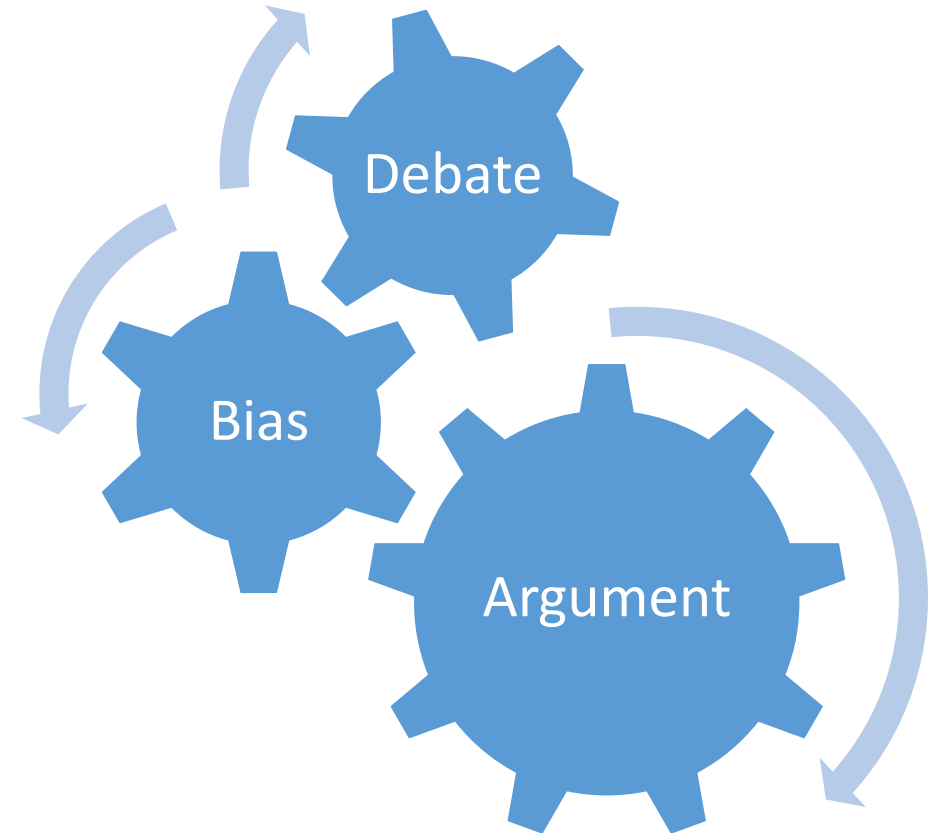


Tensions of school leadership

- Ensure an obedient populace



- Encourage critical and creative thinking



Citizenship Education: transition of knowledge

Focus on transmission of knowledge about citizenship rather than on the creation of conditions and opportunities to exercise citizenship in daily life. This can promote idea of pupils as passive citizens.



'Critical' citizenship

- Providing the conditions for collective social change (DeJaeghere & Tudbull, 2007)
- Inclusion of non-mainstream literature, history and ideas that create new knowledge and understanding in relation to dominant discourses
- Civic courage

Teachers

- Do not feel sufficiently equipped to discuss sensitive topics related to issues of (in)equality and social justice with their students in ethnically mixed classrooms
- Not received formal training to teach controversial issues
- Don't include critical thinking or discussion of controversial issues
- Time pressure to cover core subjects

A way forward for professionals



Reflective Practice
Self reflection

Unconscious bias

- We have deep rooted and unacknowledged beliefs about citizenship, belonging and national allegiance (Keating et al, 2009)
- Muslim migrants are being 'framed as carriers of unacceptable ideologies'
- Be(a)ware of 'in-group' thinking
- Constructing Islam as fundamentally incompatible with core Western values

(Brown, 2016)

De-individualise members of the 'out group'

*'We can't transform these people into democratic citizens.
There is no hope.'*

(Brown, 2016)

Living values (Brown, 2016)

Tolerance, egalitarianism and pluralism are processes upon which one works, not things one has.

(Brown, 2016)



Why is Citizenship Education important to me?







