



**CYPRUS REPUBLIC
MINISTRY OF EDUCATION AND
CULTURE**



**CYPRUS
PEDAGOGICAL INSTITUTE**



**COUNCIL OF EUROPE
TRAINING PROGRAMME
FOR EDUCATION
PROFESSIONALS**

**PESTALOZZI
PROGRAMME**

**«Teaching, Managing and Enhancing Diversity:
Intercultural Approaches and Challenges in the Curriculum and the Hidden Curriculum»**

8-12 December 2008

**Cyprus Pedagogical Institute
Nicosia, Cyprus**

PROGRAMME

Monday 8 December 2008

- Afternoon Arrival of the participants
- 20.30 Welcome dinner for participants from COE member countries

Tuesday 9 December 2008

- 9.00 – 9.30 Opening of the Seminar
- Welcome Address
(Mr Andreas CHARALAMBOUS, Director of the Cyprus Pedagogical Institute)
- Objectives and programme of the Seminar
(Ms Pavlina HADJITHEODOULOU LOIZIDOU)
- Intercultural education as a process of teaching, managing and enhancing diversity focuses on the need to move away from the notion of Intercultural Education as a mere add on to the curriculum in occasional projects. Intercultural Education is a change in the monocultural and monolingual habitus of schools through new perspectives on diversity and identity, methodology of teaching and use of the socio-political context of the educational process.
- 9.30 – 10.15 Key note speech
Intercultural Education and the Curriculum
(Mr George TSIKALOS, Professor, University of Thessaloniki, Greece)
- 10.15 – 10.30 Discussion
- 10.30 – 10.50 Coffee Break
- 10.50 – 11.30 Getting to know each other – ice breaking activity
(Mr Spyros ANTONELLOS)
- 11.30 – 13.30 Participants' presentations on teaching, managing, enhancing diversity in different European countries
- 13.30 – 15.00 Lunch Break
- 15.00 – 16.30 Workshop on key issues
- Diversity, identity migration and social exclusion
 - Why migrating
 - Steps forward
 - Pictures of reality
 - My brown eyes
- (Mr Spyros ANTONELLOS, Ms Pavlina HADJITHEODOULOU)*
- 16.30 – 17.00 Diversity and Metacognition – Myths and realities, the case of bilinguals
(Ms Christina PAPASOLOMONTOS)
- The fact that the bilingual child must learn to distinguish two different languages forces the child to develop particular coping strategies which in some ways lead to the development of greater cognitive and linguistic ability. Where bilingual advantage can be shown, it appears to be largely

metacognitive/metalinguistic that is an ability to reflect upon and manipulate the forms of language. The results of a research investigating referential communication skills will be presented.

17.00-17.30 Discussion – Summing up

Wednesday 10 December 2008

8.30 – 11.00 Project work at school
(*Ms Marianna FOCAIDOU*)

Helping pupils to understand the concept of culture and civilization makes living with other people of different backgrounds, within the classroom, school and in life interaction, much easier. Through the understanding of our own culture and the way it shapes us, we become able to understand perspectives of other cultures leading to increased respect for those who are different.

11.00 – 12.00 Discussion

12.00 – 13.30 Music and Intercultural Education
(*Ms Antonia FORARI*)

To foster a music educational context where all musical cultures and identities are respected and celebrated critical issues need to be considered, viz.: aesthetic criteria regarding ‘high’ and ‘low’ music, musical ideologies and social parameters affecting music teachers’ educational values and teaching strategies, and the construction of students’ musical identities within global and local contexts. It is this framework which is discussed and, concurrently, supported by hands-on musical activities.

13.30 – 14.30 Lunch

14.30 – 16.00 The Intercultural Dimension of Maths
(*Ms Eleni PAPAGEORGIOU*)

16.00 – 16.20 Coffee break

16.20 – 17.00 CLIL as an approach to Teaching, Managing and Enhancing Diversity
in the classroom
(*Ms Sophia IOANNOU*)

Content and Language Integrated Learning (CLIL) is a teaching and learning approach which is gradually winning over the educational world. It is an approach rapidly gaining ground and one which might have a great deal to offer towards intercultural education. This workshop will define the approach and present the various models through which it is implemented around Europe. Participants will view excerpts from CLIL classrooms and be invited to discuss ways through which intercultural education can best be promoted through CLIL.

17.00-17.30 Discussion – Summing up

Thursday 11 December 2008

9.00 – 11.30 Activity in the town: Walk on the “wild side” of Nicosia – Experiencing diversity

12.00- 14.00 Building activities and creating material based
on the Walk on the “wild side” of Nicosia experience
(*Mr Spyros ANTONELLOS*)

14.00 – 15.00	Lunch break
15.00 – 15.40	Local History and Interculturalism (<i>Ms Anastasia HAMATSOU</i>)
15.40 – 16.00	Coffee break
16.00 – 17.30	Art and Intercultural Education (<i>Mr Stelios STYLIANOU</i>)
17.30-18.00	Discussion – Summing up

Friday 12 December 2008

The two workshops focus on teaching Greek as a second language and they particularly focus on how language teachers can differentiate instruction in classes with varying levels of linguistic abilities. Both methodological issues and pupils' experiences interact in order to share and achieve new educational objectives in multilingual classes

9.00 – 10.30	Working in multilingual classrooms in Secondary education (<i>Ms Theoula STAVROU</i>)
10.30 – 10.50	Coffee break
10.50 – 12.20	Working in multilingual classrooms in Primary Education (<i>Ms Maria ROUSSOU</i>)
12.20 – 13.20	SWOT analysis on possibilities of promoting intercultural education in one's own discipline area/school (<i>Ms Pavlina HADJITHEODOULOU</i>)
13.20-14.30	Summing up - Participants' impressions on the European Seminar Certificates and Evaluation of the seminar
14.30-16.00	Lunch
	End of the European Seminar
20.00	Farewell Dinner