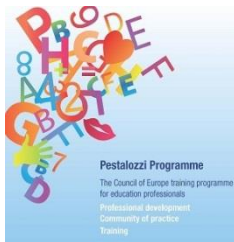


ORGANIZING AND INTRODUCING THE PESTALOZZI WORKSHOP “CRITICAL THINKING AS A BASIS FOR DEMOCRATIC PARTICIPATION”

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Cyprus Pedagogical Institute

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Our starting point



The Pestalozzi Programme

- Developing competences for democracy

Teacher trainer modules

The Pedagogical Institute

- Teachers 'Professional learning

Curricula

The Pestalozzi Programme



- Developing competences for democracy takes time
- Educators can have a lasting influence on their students by organising the learning process in ways that are conducive to the development of democratic and intercultural competences.
- Ideas, activities and competences for experiential learning, “learning by doing” involving experience, comparison, analysis, reflection and co-operative action to be supported by the official national and local curricula as well as policy makers, inspectors and school heads.

The Pestalozzi Programme



- Competences for democracy are transversal in two senses of the word:
 - transversal with regard to different “entry points” such as citizenship education, human rights education, language education and also other school subjects,
 - transversal because they represent the components all education professionals, whatever subject they might specialise
- The teaching philosophy of the Pestalozzi Programme
 - activate “the head, the heart and the hands”
 - look back at the learning process to reflect on and discuss needs, aims, actions and changes in thinking and action.
 - “the medium is the message” - the chosen medium influences how the receiver perceives the message

The Pedagogical Institute

- The Pedagogical Institute is the official body through which the professional learning and development of teachers take place in Cyprus (Council of Ministers' decision 8/2015)
- Teacher professional learning is
 - linked to the school improvement plan (Council of Ministers' decision 9/2017)
 - it is addressed to all teachers
 - It is continuous and systematic



The Pedagogical Institute

- The focus of professional learning is the school which is expected to create learning opportunities for teaching staff, based on the educational needs of school unit and the teachers themselves.
- The framework supporting professional learning
 - Application of the stages of research-action methodology (Investigation and analysis of needs, planning and organization, implementation of actions, final evaluation)
 - The schools can be supported by critical friends (Pedagogical Institute staff)
 - Critical reflection and reflective practitioners are in focus
 - Collaboration with/and support from the school administration
 - Active participation of staff
- Other forms of professional learning are also offered to empower schools in implementing their professional learning plan.



The motto

Everything essential to education supports everything else essential to education. It is only when good things in education are viewed superficially and wrongly that they seem disconnected, a bunch of separate goals...

(R. Paul, 1992, interview for “Think”)

The situation

- Critical thinking is conceived as the hub around which other educational ends cluster
 - As students learn to think more critically, they become more proficient at historical, scientific, and mathematical thinking.
 - They develop skills, abilities, and values critical to success in everyday life.
- Research and results in international studies (e.g. PISA) suggest that critical thinking is not systematically an intrinsic part of instruction and learning is often transitory and superficial.

The will

- To focus on teaching in such a way that
 - students learn to think their way through content rather than memorise bits and pieces of information for tests
 - to embody traits of mind such as intellectual empathy, fair-mindedness and confidence in reason
- students become **people who think critically ...**
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People who think critically ...

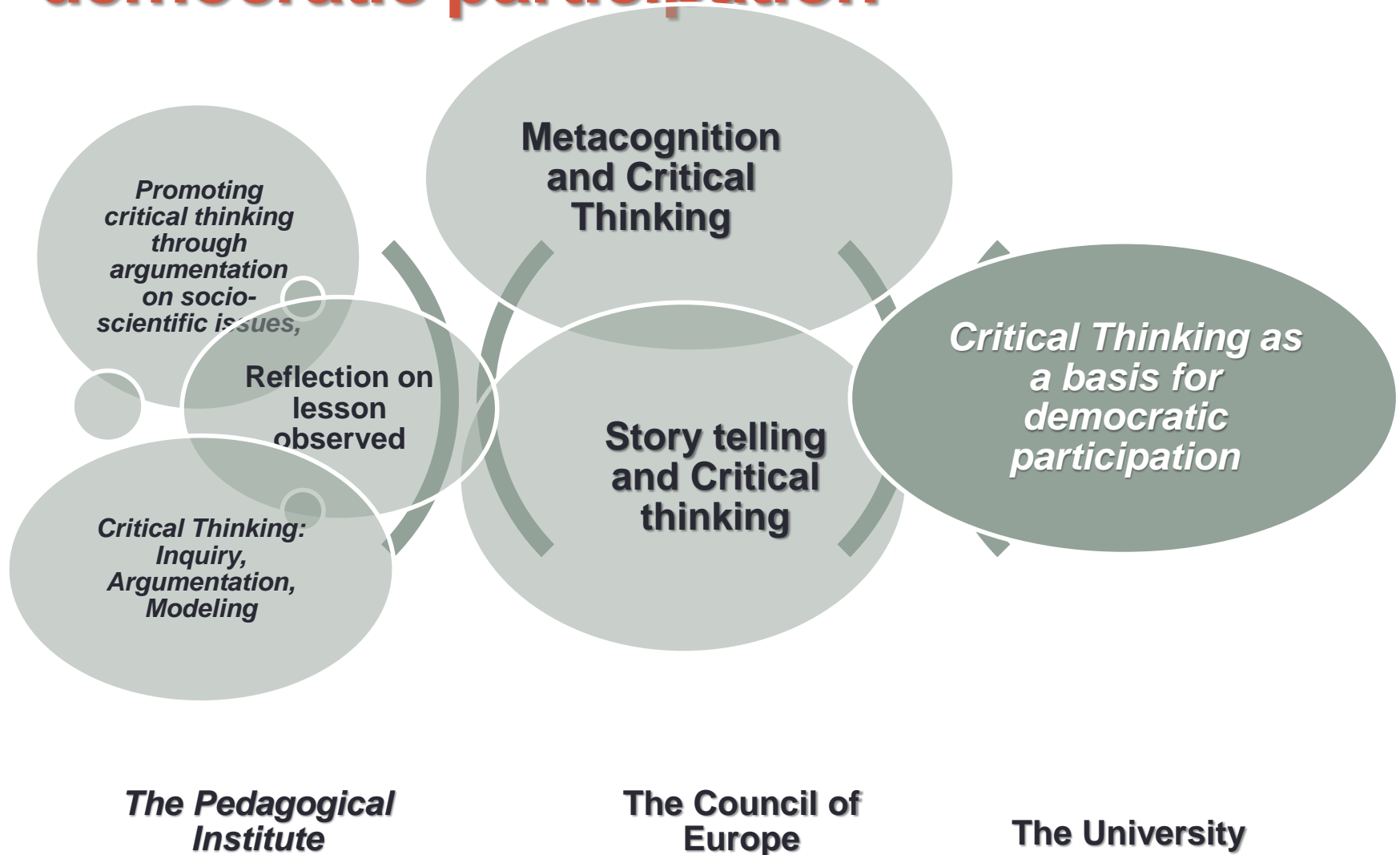
- realize that they can always improve their reasoning abilities
- avoid thinking simplistically about complicated issues
- attempt to live rationally, reasonably, empathically
- commit themselves to life-long practice toward self-improvement
- embody the Socratic principle *The unexamined life is not worth living*, because they realize that many unexamined lives together result in an uncritical, unjust, non-democratic, dangerous world (Elder, 2007)

“Critical Thinking as a basis for democratic participation”

- introduces a substantive conception of critical thinking
- fosters understanding of how to teach critical thinking skills to students through different subjects
- Introduces the elements of reasoning, inquiry and modelling in designing lessons and strategies using the concepts and principles of critical thinking.

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“Critical Thinking as a basis for democratic participation”



THANK YOU

