

European Citizenship

European Teacher part 2 of 4

With the support of the Lifelong Learning Programme of the European Union
PROJECT NUMBER: 510134-LLP-1-2010-1-NL-COMENIUS-CAM



The Netherlands



Turkey



Spain



Education and Culture DG

Lifelong Learning Programme

European Citizenship

European Teacher part 2 of 4

ISBN 9789080681101

© **ETSize project** LIFELONG LEARNING PROGRAMME, COMENIUS PROJECT
NUMBER: 510134-LLP-1-2010-1-NL-COMENIUS-CAM

Published by the partners of the ETSize project November 2011

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This project has been funded with support from the European Commission. This publication reflects the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.



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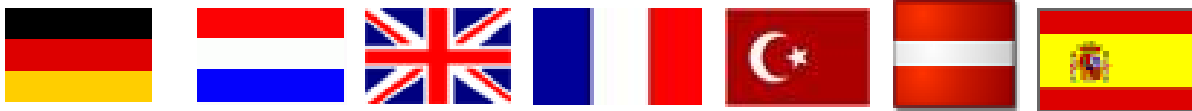
1. Foreword

E-book

This e-book is the result of a very productive collaboration between primary and secondary school teachers from different European countries. Inspired by the theoretical input outlined in chapter two of this e-book and presented on the in-service courses by experienced professors linked to the Face-it project, the participants became very enthusiastic and inspired to turn the material into an international project. The processes and products of this project are clearly described in chapter three. Based on the teachers' own experience during the project, chapter four contains useful tips to help you make a success of your own future international projects which will hopefully make your pupils as enthusiastic as those in our projects. The attachments at the end of this e-book contain a list of learning materials and articles with hyperlinks and a list of the authors

This e-book is one of four e-books corresponding to the European Teacher model developed during the in-service courses: European Diversity, European Identity, European Citizenship and European Professionalism. The e-book can be used on your computer, iPhone, iPad or mobile phone.

This foreword is available in the following seven languages:

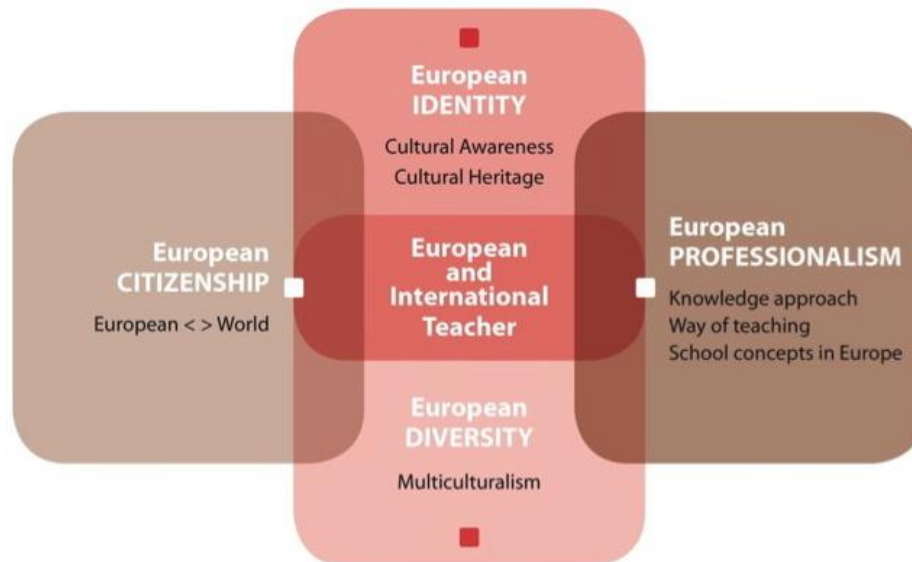


What is a European teacher?

In order to find a common response to this question, a group of eleven teacher training institutes participated in a Comenius LLL project called: Focus on Awareness and Culture for International Teachers (Face-it). Within the project, 27 teachers and professors at teacher training institutes from different disciplines developed together a framework and a model for a European teacher. These teachers also developed teaching materials for teacher training students. The Face-it project, reference: 134362-LLP-1-2007-1-NL-COMENIUS-CMP was carried out from November 2007 till November 2009. The products of the project have been integrated into the curricula of most of the partner institutes and the Face-it project was given a high ranking by the evaluation experts of the EU. Thanks to the Face-it project a strong promising relationship developed between the 11 teacher training institutes and the idea of a network to strengthen the cooperation and extend it to new countries and new partner institutes began to grow. Involving primary and secondary schools was considered to be the first step and was deemed necessary before establishing a network of European teachers.

The European teacher materials had to be re-design for experienced teachers and in-service courses had to be organized around the four European Teacher topics: European Diversity, European Identity, European Citizenship and European Professionalism.

European Citizenship



European Teacher model

The teachers who participated on the in-service courses really helped to link the theoretical model with the practical situation in the schools. Both their own reflections and the more general ones showed how a co-operation could take place, which are very important indicators for content and collaboration. Four e-books have been developed out of the learning materials and the projects done by teachers. This work was done under the project: European Teacher Synthesize (ETSize), reference: 51010134-LLP-1-2010-NL-COMENIUS-CMP from November 2010 till November 2011.

In the ETSize project we redesigned materials for teachers and organized four in-service courses: European Citizenship, European Identity, European Diversity and European Professionalism, to encourage teachers to improve their international competences and to offer them a challenging learning environment for international activities and the possibility to participate in a future network.

Theoretical basis and background to become a European Teacher

In 2007, we started the project based on an article from Michael Schratz, professor at the research department of the University of Innsbruck. In 2004, he wrote an article about the competences of a European Teacher. At that time, several teacher-training institutes in Europe had been thinking about re-designing their curriculum around competences for teachers instead of goals. Michael Schratz mentioned the following qualifications of a European teacher:

- „European identity: A European teacher has certain values which show that he or she is not just a national teacher but one who teaches “beyond” the national curriculum. He/she would see himself/herself as someone with roots in one particular country, but at the same time belonging to a greater European whole. This co-existence of national identity and transnational awareness provides a valuable perspective on questions of

European Citizenship

heterogeneity. Diversity within unity is therefore a key aspect of a developed European identity.

- **European knowledge:** A European teacher has some knowledge of other European education systems and, possibly, of educational policy matters on the EU level. He/she values his/her own education system and sees it in relation to other European ones. He/she has knowledge of European and world affairs. A European teacher is aware of European history (histories) and its (their) influence on contemporary European society.
- **European multiculturalism:** A European teacher engages with the multicultural nature of European society. He/she has a positive relationship with his/her own culture and is open towards other cultures. He/she knows how to behave in other cultures in a non-dominant way. He/she works with heterogeneous groups, sees heterogeneity as valuable and respects difference. He/she copes with the challenges of the multicultural aspects of a knowledge society, and works to promote equality of opportunity.
- **European language competence:** A European teacher speaks more than one European language with differing levels of competence. He/she experiences other languages in initial and further teacher education and is able to teach subjects in languages other than his/her first language. He/she spends some time in a country with a language different from his/her first language, and also communicates in a number of languages with colleagues and people from abroad.
- **European professionalism:** A European teacher has an education that enables him/her to teach in any European country. He/she has a “European” approach to subject areas in his/her teaching and links up cross-curricular themes from a European perspective. He/she exchanges curricular content and methodologies with colleagues from other European countries. He/she pays attention to and learns from different teaching and learning traditions. He/she uses examples of research from other countries to understand and explain professional issues and teaches accordingly. Teacher education is now working towards a new professionalism with a European perspective (e.g. it does not restrict teaching practice to national boundaries). Many teaching subjects already build on the rich history of a European tradition, and this can be usefully exploited. Joint programmes and degrees offered by educational institutions in European countries can enhance the development of European professionalism, as can many of the opportunities offered by modern technology.
- **European citizenship:** A European teacher behaves like a “European citizen”. He/she shows solidarity with citizens in other European countries and shares values such as respect for human rights, democracy and freedom. His/her critical teaching fosters autonomous, responsible and active citizens of a Europe of tomorrow. Aspects of the school curriculum may develop into some new teaching area called “European Studies”, which would enhance this process“.
- **European quality measures:** If a European teacher exists, then there must be a way of comparing the formal features of the different teacher education systems in Europe. Suggestions include formal assessment of systems to informal exchanges and cross-cultural visits. The Bologna process is an important step towards harmonizing academic and qualification issues.

European Citizenship

All the competences mentioned above are part of the European teacher model. In practice some overlapping occurs between the four areas.

Both in the Face-it project and the ETSIZE project, the overall aim was to increase compatibility between European qualifications and the transparency of graduate achievement on a practical level that are central to the Bologna/Copenhagen processes and are described in chapter two.

Primary and secondary school teachers who worked on the ETSIZE project answered the question whether they already felt like a European Teacher as follows:

- “ I learned how to deal with multicultural groups in my classroom ”
- “ I have learned a lot: from having no idea of what a European Teacher could be to the concept as a way of thinking about Europe without borders ”
- “ There is still much more to be learnt about being a European Teacher, but I feel that I’m now on the right track”
- “ I have only just started. The course made me aware of the European Dimension. I’m looking forward to becoming a partner in the network ”

European contacts meant:

- “ Working on European Identity together with three classrooms in different countries and of different ages was interesting; in your own classroom you never get a wider vision ”
- “ My enthusiasm inspired my colleagues to work on the European Dimension as well”

European contacts meant in their teaching profession:

- “ Most important is that you have to be flexible ”
- “ I will try to convince my colleagues to work on European teacher projects ”
- “ I would like to continue and I will ask my colleagues ”
- “ I know now how to continue and what to do”
- “ I will show my colleagues the e-books ”

As developers of the teaching materials on the European Dimension agreement was reached on the concept of thinking about Europe and European teachers. The general consensus was that “the” European Teacher does not exist, or all teachers are European Teachers. Developing the competences of the European Teacher and working both in a European and an international environment makes a teacher’s professional life more European. For teachers, responsible for preparing future generations of Europeans, this is the most important issue for teaching children who will live in a world that is becoming more and more globalized.

2. European Citizenship

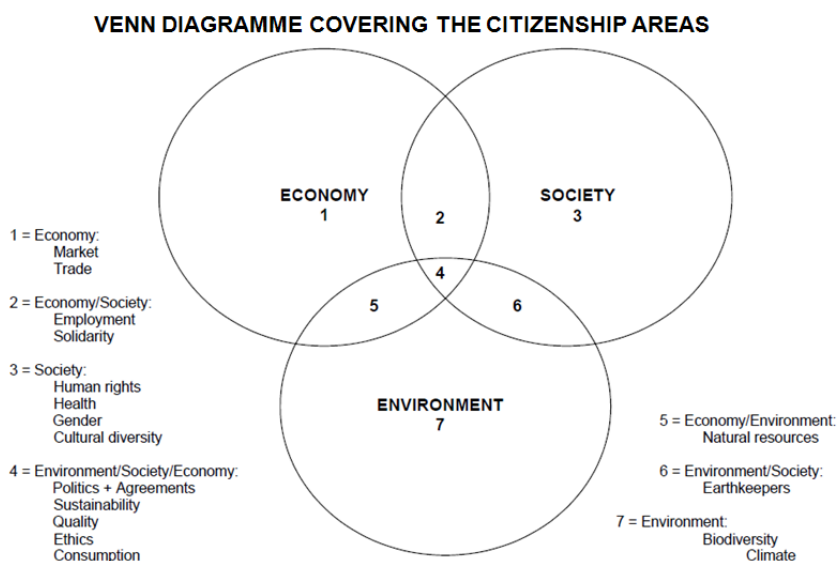
Citizenship

BG <i>Гражданско образование</i>	IT <i>Cittadinanza</i>
CY <i>Politiotita</i>	LT <i>ŠaŃoningas piliėtis</i>
CZ <i>Občanství</i>	LU <i>Citoyennete</i>
DE <i>Staatsbürgerschaft</i>	MT <i>Cittadinanza</i>
DK <i>Statsborgerskab</i>	PL <i>Obywatelstwo</i>
EE <i>Kodakondsus</i>	PT <i>Cidadania</i>
EL <i>Idiotita tou Politi</i>	RO <i>Cetățenia Romană</i>
FI <i>Kansalaisuus</i>	SE <i>Medborgare</i>
FR <i>Citoyenneté</i>	SI <i>Državljanstvo</i>
HU <i>Allampolgarsag</i>	UK <i>Citizenship</i>
IE <i>Saoránach</i>	

Source: <http://www3.edumoodle.at/etsize/mod/resource/view.php?id=479>

A definition of European Citizenship is a constant interchange between personal development and society reached by the awareness, responsibility and participation in the economic, environmental and social life of the community (Adapted from the European Commission’s white book (2004): The future of Education and Citizenship Policies).

During the Comenius project Face-It the following Venn diagram was elaborated visually presenting all different subject areas covering (European/world) citizenship:



Source: <http://www3.edumoodle.at/etsize/mod/resource/view.php?id=479>

European Citizenship

In this e-book some topics are described in more detail. The theoretical background is portrayed first, as it was presented during the ETSIZE course on European Citizenship (co-funded by the accompanying measures action within the Comenius programme of the European Commission). Thereafter more hands-on practical work elaborated by in-service teachers and tested in classrooms all over Europe is presented.

The topics covered are:

- EU politics
- Sustainable development
- Intercultural dialogue and human rights
- Eating healthy from a European perspective

2.1. EU politics

The 1992 Treaty of European Union (The Maastricht Treaty) introduced the concept of being a European Citizen. Every person holding the nationality of a Member State shall be a citizen of the Union. For many, the concept of being a European Citizen is considered as one of the least successful aspects of Maastricht, trivial and empty, and hence irrelevant. For others, European citizenship is an important symbol with a far-reaching potential and dangers.

The Amsterdam Treaty said the following on citizenship: The union shall complement and not replace national citizenship. But throughout society, Europe has become an increasingly important reference point and certainly for teachers. The way of teaching, the teaching methods will change in the near future because our children will need other qualifications to live in a society that is becoming more and more globalised. These new qualifications and goals for education for children are: Contributing to citizenship; Living in a multicultural, inclusive and tolerant society; Living according to sustainable lifestyles regarding environmental issues; Dealing with gender equity issues in family, work and social life; Living as a European citizen.

These topics can also be promoted in class through teaching the existing curriculum in a way that highlights aspects such as social justice, the appreciation of diversity and the importance of sustainable development. Our student teachers in the in-service course developed a project on one of these topics for children in several European countries using a new model for teaching which has been named after the professor who developed it: The Hanvey model (<http://www3.edumoodle.at/etsize/mod/resource/view.php?id=485>).

2.2 Sustainable development

Education for sustainable development is a new vision of Education (<http://www3.edumoodle.at/etsize/mod/resource/view.php?id=487>), empowering people to commit themselves to sustainability. It is an education for democracy and participation in governance. It is an education at all levels of education systems, using all modalities and in all social contexts. It is the practice of values and the respect for dignity and humans rights of

European Citizenship

all people; for rights of future generations and inter-generational responsibility; for the greater community of life (ecosystems); and for cultural diversity and a commitment to build peace. The aim of Education for sustainable development is to put people in a position to play an active role in shaping an ecologically sustainable, economically efficient and socially just environment. Schools have a special role to play. As places of learning, they can help pupils understand our impact on the planet and become places where sustainable living and working is demonstrated to young people and the community. We need to give the school a new active, community partnership dimension.

Sustainable Development has gained credence internationally as a strategy to reorient developmental thinking and practice towards a sustainable future, with benefits for present and future generations. We agree with this, and therefore, we believe that the European citizenship we promote is a Sustainable European Citizenship. Sustainable development is basically about learning. We have to learn how to live sustainably.

2.3 Intercultural dialogue and human rights

People should be aware of the importance of active European Citizenship which is open to the world, respectful of cultural diversity and based on human values. If we want to start an intercultural dialogue, it is necessary to communicate and to be able to speak different languages. Languages not only open doors to other cultures but they also enrich in a practical way our ability to benefit from cultural contacts. In this way, intercultural dialogue can be a tool for the prevention and solution of conflicts by enhancing the respect for human rights, democracy and a sense of community. Source:

<http://www3.edumoodle.at/etsize/mod/resource/view.php?id=481>.

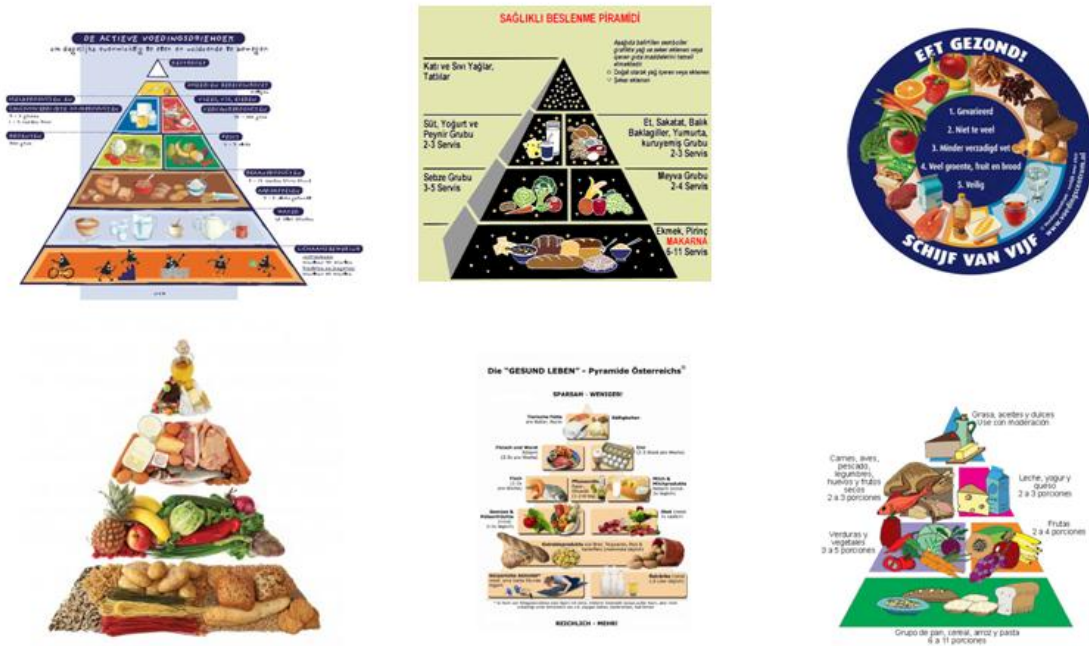
In the classroom, those goals should be achieved through methodology. It is important that students share different visions and that they understand and learn from people with another perspective. Intercultural education nowadays stresses learning from each other. Working together makes them understand that there are not only differences but mainly similarities. Respect and tolerance are the keywords.

In this project, I presented a literature project. With my students I used to make reading guides to stimulate the acquisition of language competencies and force them to collaborate. It contains attractive pictures, references to online music videos and other materials that make them communicate easily. During the in-service course, we tried out some materials made by my students in Brussels. Following this example, the participants had to produce a reading guide themselves. They chose a chapter of the Little Prince. As this book has been translated into many languages, teachers have the possibility to use the material produced in this project in their own classrooms. Creating a reading guide for their pupils with other teachers, our participants experienced the most important lesson of the Little Prince themselves: one can only appreciate a person if you communicate with him and try to understand him.

2.4. Eating healthy from a European perspective

The Directorate General Health and Consumer Protection of the European Commission wants to improve public health in the European Union, prevent disease and human ailments and eliminate human health risk factors. A Eurobarometer study by the European Commission on nutrition and health (European Commission 2006, as can be found at http://www3.edumoodle.at/etsize/file.php/8/Eurobarometer_Healthy_food.pdf) indicate that the majority of Europeans consider that they are in good health, however 38% feel they are overweight. All Europeans recognize the importance of a healthy diet and are aware of the health risks related to being overweight. The intention is to use the results of this study to establish the physical characteristics of European Union citizens and assess the opinion of citizens on subjects such as health, diet and physical activity in the form of sport.

In this module, teacher training students discover similarities and differences with regard to a healthy diet in school curricula from Northern, Western, Eastern, and Southern European countries. They are informed about healthy eating habits on the basis of country-specific nutrition models and become aware of practical dietary models recommending specific daily quantities and menu plans for easy implementation in a given country. (Source can be found on: <http://www3.edumoodle.at/etsize/mod/resource/view.php?id=480>).



Source: <http://www3.edumoodle.at/etsize/mod/resource/view.php?id=480>

After this theoretical part, the participating teachers started creating materials on eating according to a healthy diet that was useful for schools throughout Europe. The product found in this e-book was created by teachers from Spain, Latvia and Turkey after sharing their good practices on nutritional education, which is often offered within the teaching subject in natural science education. The product was implemented in these countries in different ways depending on the teaching equipment available.

3. Projects

1. EU politics: Festa, Bayram, Feest in Europe!
2. Sustainable development: My playground
3. Intercultural dialogue and human rights: The Little Prince
4. Eating healthy from a European perspective: Healthy Wealthy

(including "Tips for teachers" and "Attachments" (list of learning materials with hyperlinks, list of articles with hyperlinks))

3.1 Festa, Bayram, Feest in Europe!

Introduction

This project is the result of a training course we did in Brussels together with other European English teachers. The course is part of the "European Teachers Synthesize" programme created to develop a European dimension in teaching contexts.

According to Michael Schratz (2005 http://www.see-educoop.net/education_in/pdf/workshop/tesee/dokumenti/european-teacher.pdf), *a European teacher should be competent at his/her job have a good knowledge of the subject taught, use different teaching styles and keep updated with current research on education and social changes. S/He should also be open-minded and capable of passing on this to his/her students. S/He knows other cultures and takes advantage of this to promote multiculturalism among students. S/He knows other education systems and shares his/her good practices with teachers from other countries. S/He also speaks other languages and is able to teach other subjects through a foreign language. S/He can work in a cooperative way. S/He uses ICT to communicate with other teachers and promotes student exchanges.*

Working on the ETSIZE project has given us the opportunity to learn a lot. We as teachers learned to listen, communicate and exchange ideas with one another. We also improved our teaching skills as far as a second language and ICT goes. While working on the project we want to make our pupils aware of the world around them (HANVEY, 1976, http://www.globaled.org/an_att_glob_persp_04_11_29.pdf). Looking at festivals from different points of view (historical, economical and cultural) also realising that you have to put it in today's context. By exchanging materials with other countries, we want to create an environment where there will be more understanding and knowledge about other cultures. You have to be well informed to have an opinion, so that you can/have respect for the choices that people make (ZIEDALSKI, 2000, <http://www.nesl.edu/userfiles/file/nejic/vol6/ziedalski.pdf>). A project like this makes you realize that education doesn't stop at the front door of your school.

European Citizenship

Description of the project

“Festa, Bayram, Feest in Europe!” is a collaborative project between three schools from The Netherlands, Turkey and Spain.

It is a piece of work designed to promote intercultural understanding amongst students through cooperation between these European countries.

In order to fulfil this objective, the three partners will have to create and exchange materials, edit a video and write a blog.



Objectives

Promote intercultural understanding and respect through cooperation with other countries.

Communicate with children from other countries through English.

Promote education related to language learning.

Develop exchanging information in Europe.

Use ICT tools to look for information, create materials and communicate with others.

Activities

The activities in this project are linked with the English, Geography, History and ICT syllabuses. It is a way of integrating these subjects into one cross-curricular project.

All the activities are carried out during the English lesson and the pupils use ICT tools to create the different materials: classroom display, thank you message and memory game. The first task presented to the pupils is to brainstorm about their own festivals (Easter in Holland 1, <http://www.slideshare.net/carolinagonza/easter-9186873> and 2, Saint George's Day in Catalonia, Spain, <http://www.slideshare.net/carolinagonza/saint-georges-day-9186723> and International Children's Day in Turkey). After the brainstorming session, the teacher adds more information about the festivals.

European Citizenship

The teacher uses all the information to make a PPT about their festival ([Easter, Saint George's Day](http://www.slideshare.net/carolinagonza/jeopardy-easter), <http://www.slideshare.net/carolinagonza/jeopardy-easter>). The idea of the PPT is to pass the information on to the other partners. Pupils make questions in order to create a jeopardy game ([Easter, Saint George's Day](http://www.slideshare.net/carolinagonza/jeopardy-easter), <http://www.slideshare.net/carolinagonza/jeopardy-easter>).



Pupils working on the project



Pupils working on Saint George's Day

The next step is to exchange the materials created by the other partners. All the countries involved search for photographs and texts about the festivals so they can make a display.



Working on the display



Pupils look for pictures about Saint George's Day

European Citizenship



Photo of the final display

European Citizenship

We make a **memory game**

(https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0B-_k4aNLWqRVNzI0YTlZzZDKtMzM2Ny00NTQ2LWlZzWEtMTg5YTUwODI5MDg5&hl=en_US)
using pictures of the three festivals and words written by pupils and send it to our partners.



Pupils play the memory game

The final stage of the project is to make a video and send it to our partners (click on the pictures for looking the videos).



European Citizenship

The teachers take pictures of their pupils doing the different activities to keep a record and to upload them on the project's blog (<http://fbfe.blogspot.com>).



Photo of the project's blog

3.2 My playground

Introduction

This project, which has been included in the European citizenship dimension, has been carried out in Turkey, The Netherlands and Spain. Its aim is to foster the students' sustainability awareness as well as their involvement in society by means of taking action to improve their playground.

Description of the project

First of all, the pupils are required to take pictures and record short videos of their own playground and upload them in Twinspace. Then, the students look at the pictures of the three playgrounds and point out the positive and negative characteristics of each of them in terms of sustainability, accessibility and environmental aspects. Afterwards, the three countries exchange posters reflecting this information (strengths and weaknesses of each of the playgrounds).

After looking at the posters in Twinspace, the students think how they can actively participate to improve their playground. Subsequently, the pupils write a letter to the principal suggesting how the school community as well as the pupils can improve their playground.

They students use the English language and ICT resources to communicate. In fact, the materials (pictures, videos) are uploaded in our Twinspace where there is also a blog with students' comments.

Objectives / Aims

- To enhance students sustainability awareness
- To value and learn from other cultures
- To improve their ICT skills
- To work in a collaborative way
- To be responsible and active young European citizens
- To use the English language to communicate

Activities

- Session 1 and 2
 - Introduce the project and the partners.
 - Record a video where the students introduce themselves.
 - Reflect on their own playground in terms of sustainability, accessibility, and environmental aspects.
 - Take pictures/videos of their playground in small groups

European Citizenship

- Share pictures in Twinspace <http://www.etwinning.net>

•Session 3 and 4

- Look at the pictures/videos from other schools
- Contrast and compare the pictures of the three playgrounds, pointing out the strengths and weaknesses of each of them.
- Discuss possible improvements for the playgrounds.
- Reflect on the positive and negative aspects as well as the possible improvements in a poster. - Share the posters on Twinspace.

•Session 5 and 6

- Reflect on the drawings sent by the other countries.
- Prepare a final plan for their own playground
- Students reflect on how they can contribute to turn the plan into reality
- Write a letter in groups to the principal/local authorities with suggestions and actions



The Netherlands



Turkey



Spain



3.3 The little prince

Introduction

Our project involving Spain, the Netherlands, Austria and Latvia started at the in-service course citizenship in Brussels in April 2011. This course is part of the "European Teachers Synthesize" programme to increase the European dimension in education.

Inspired by the lecture on Intercultural Dialogue in literature and language lessons in Brussels, our project group decided to approach the European interchange through literature and language. Language as a means of opening doors to different cultures and thus creating possibilities of getting to know and being aware of different values, habits and customs. Developing open-mindedness and flexibility in relation to others is seen as an additional benefit of the collaboration between different nationalities.

In order to stimulate the acquisition of language competences and to induce communication between our students, we produced a kind of reading guide.

Description of the project

We used the book "The Little Prince" by Antoine de Saint Exupéry as a basis for discussions on life and relationship and especially on friendship. Being a children's book as well as a book for adults "The Little Prince" is deeply moving and well known throughout the world. All of us worked with different age groups (aged from 10 -14) and on different levels (basic and more advanced) in our English and Arts lessons. With our low achievers, we tried to approach the content of the book and the topic of friendship on a very basic language level through creative artwork such as producing paintings and crowns and acting out scenes of the novel. With our more advanced students, we concentrated on language work such as producing different types of texts on friendship and reflection on friendship in general. Since all three countries focused on different aspects and tasks, we were able to collect a variety of different products at the end of the project.

European Citizenship

Comparing the ideas about friendship between students in Spain, the Netherlands and Austria made our students and us aware of the fact that kids share similar ideas of friendship all over Europe.

Objectives / Aim

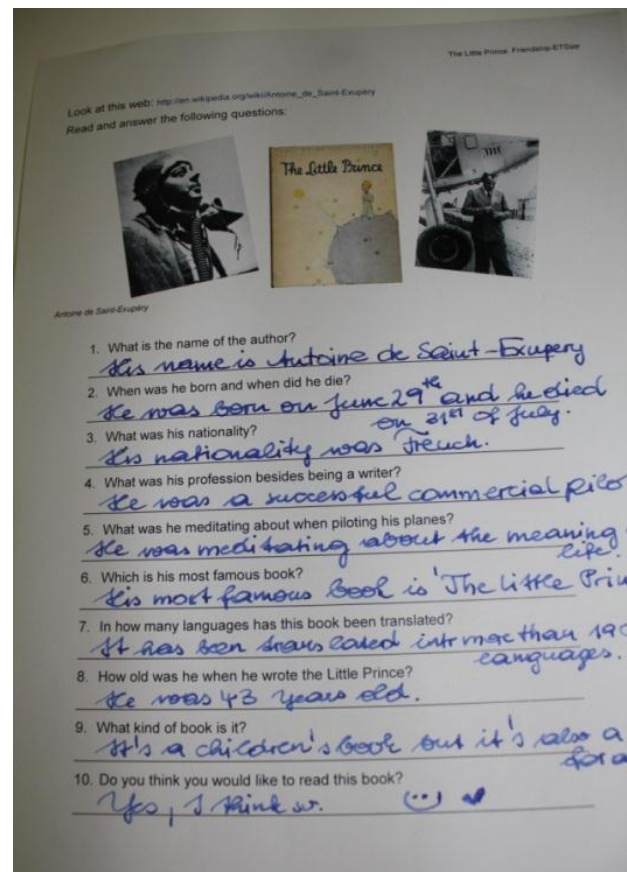
We concentrated on working on chapter 21 (the little prince meets the fox) to obtain the main objectives of our project such as:

- to respect different opinions and attitudes
- to make students read and enjoy literature
- to improve their reading competences
- to understand the main ideas of the book
- to start discussions about friendship and true values
- to produce different types of texts on friendship (texts, poems, anagrams)
- to realize differences in/ similarities of friendship in different countries

Activities

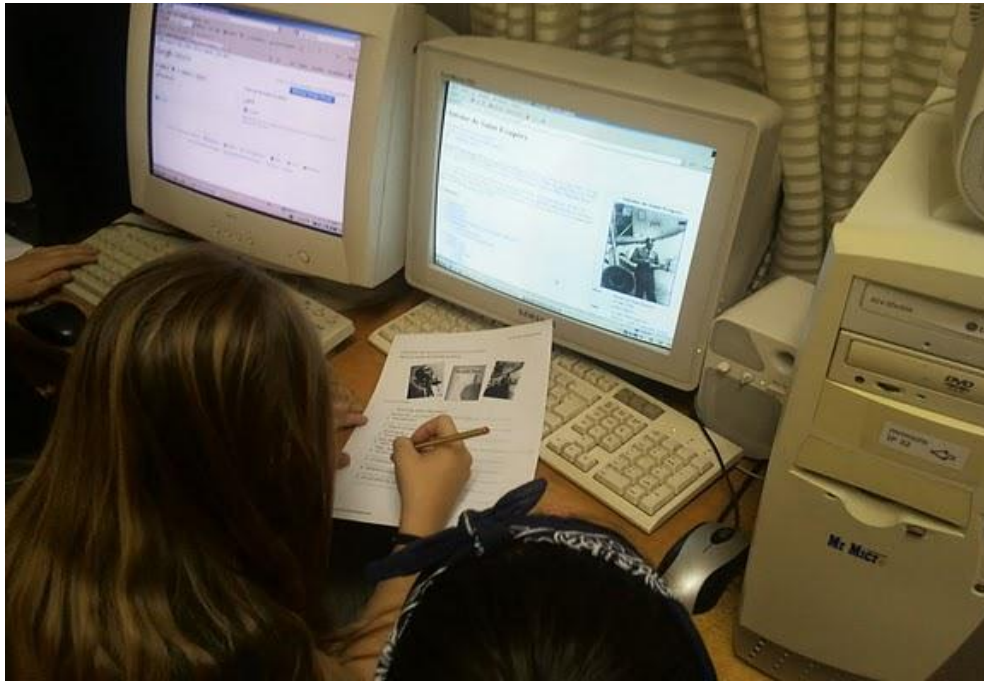
In order to obtain our objectives and for a successful involvement, we prepared different activities for our students such as:

- Writing letters of introduction
- Working on the author (author activities 1,2)

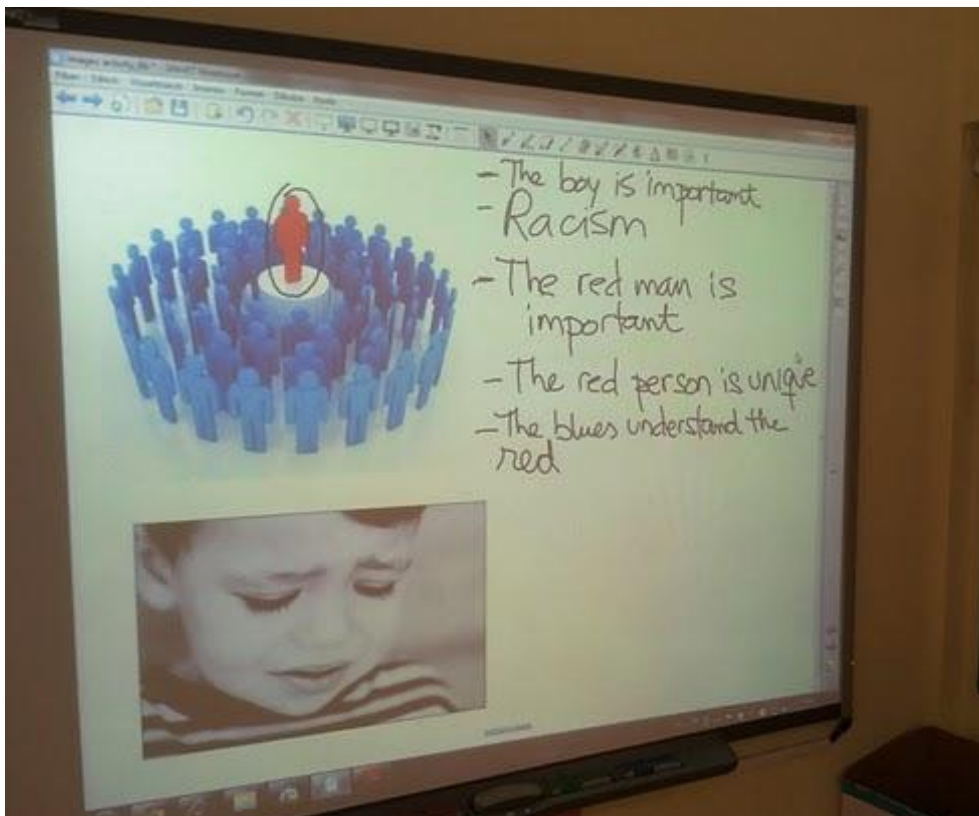


European Citizenship

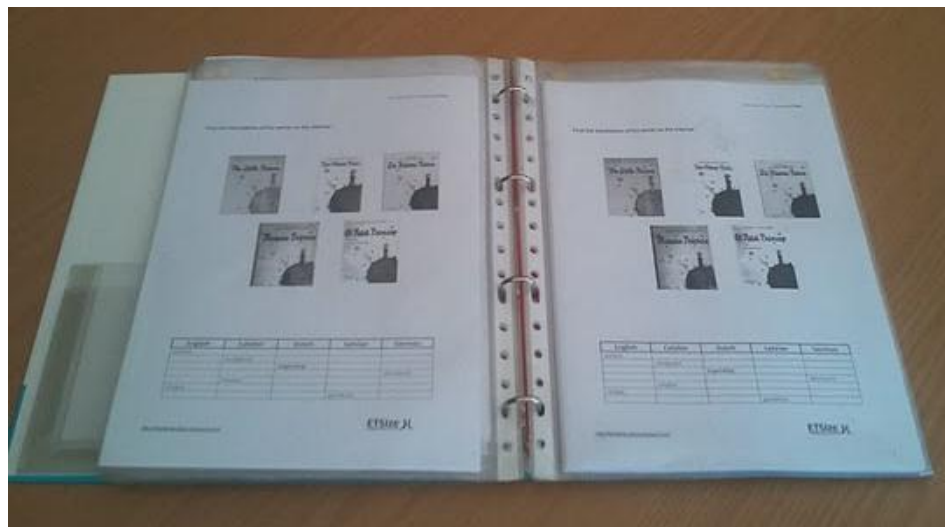
Students in the Netherlands and in Catalonia working on the author activity



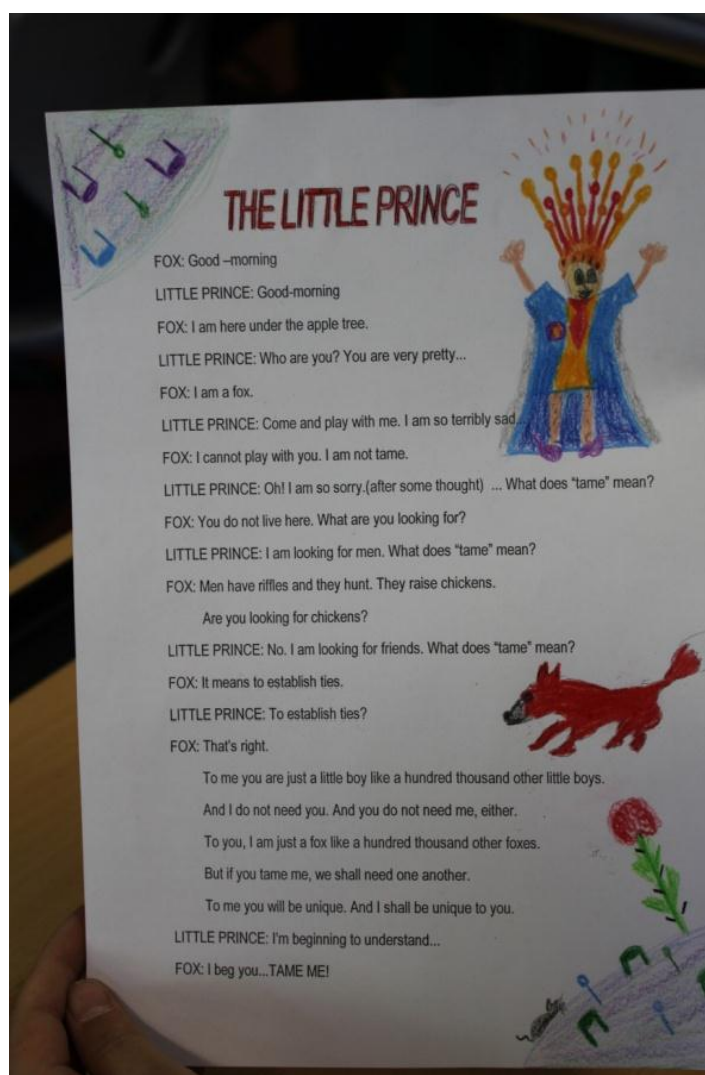
Working on the text itself (Summary, quiz/summary)



European Citizenship



Follow-up activities (Story activity, images activity, multi-language activity)



THE LITTLE PRINCE

FOX: Good -morning
LITTLE PRINCE: Good-morning
FOX: I am here under the apple tree.
LITTLE PRINCE: Who are you? You are very pretty...
FOX: I am a fox.
LITTLE PRINCE: Come and play with me. I am so terribly sad.
FOX: I cannot play with you. I am not tame.
LITTLE PRINCE: Oh! I am so sorry.(after some thought) ... What does "tame" mean?
FOX: You do not live here. What are you looking for?
LITTLE PRINCE: I am looking for men. What does "tame" mean?
FOX: Men have rifles and they hunt. They raise chickens.
Are you looking for chickens?
LITTLE PRINCE: No. I am looking for friends. What does "tame" mean?
FOX: It means to establish ties.
LITTLE PRINCE: To establish ties?
FOX: That's right.
To me you are just a little boy like a hundred thousand other little boys.
And I do not need you. And you do not need me, either.
To you, I am just a fox like a hundred thousand other foxes.
But if you tame me, we shall need one another.
To me you will be unique. And I shall be unique to you.
LITTLE PRINCE: I'm beginning to understand...
FOX: I beg you...TAME ME!

The worksheet includes several hand-drawn illustrations: a fox with a crown of sticks, a red fox, a red rose, and a small airplane.

European Citizenship

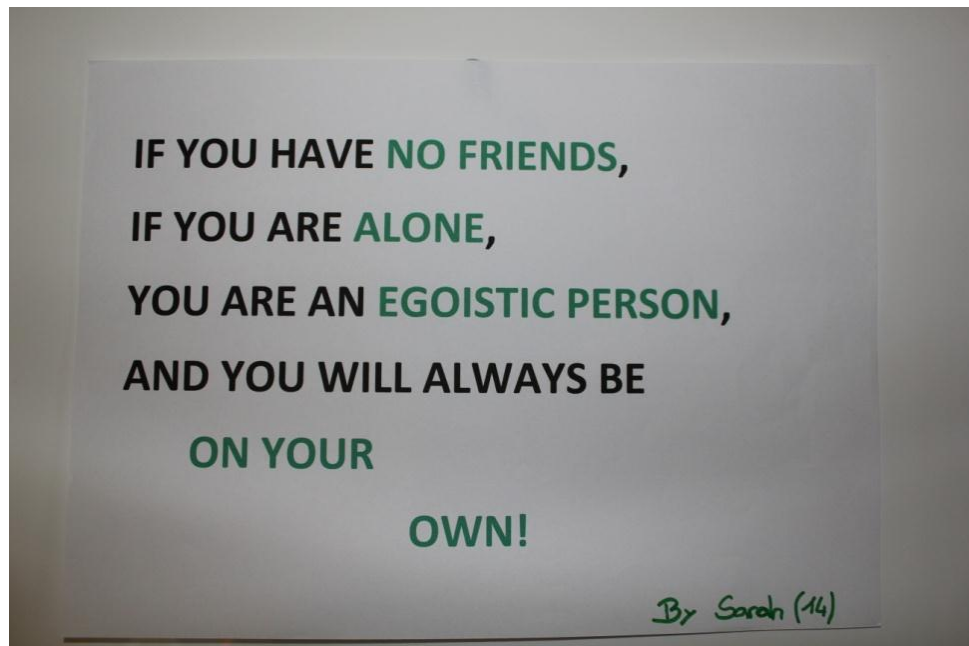
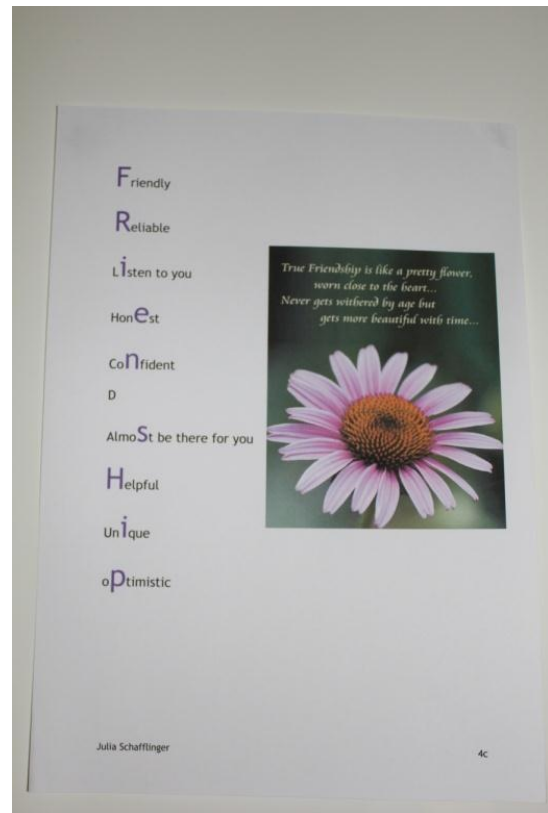
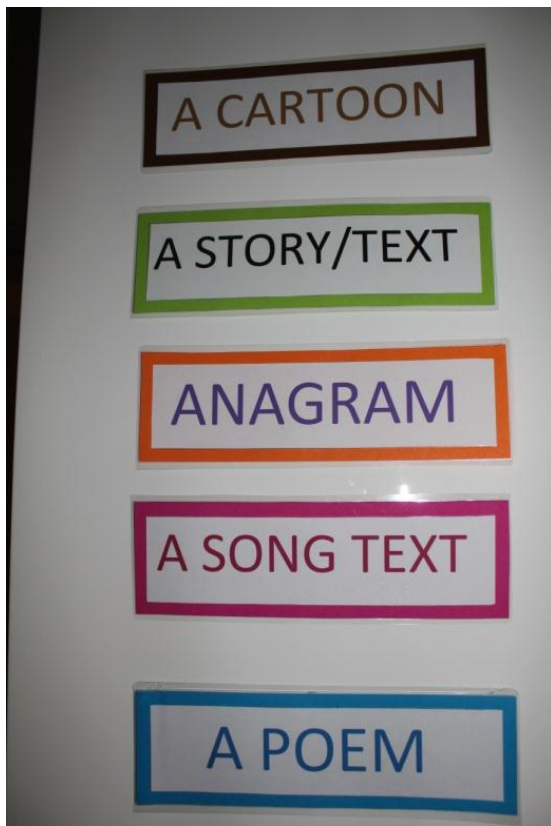
Students in Catalonia working on the images activity and the multi-language activity. Acting out scenes of the novel (Little prince role play)



Austrian students acting out the scene where the little prince meets the fox. Talking and writing about friendship

<http://friendship-etsize.blogspot.com/p/childrens-activities.html>

European Citizenship



Different types of texts on friendship

European Citizenship

Producing works of art such as paintings and crowns



Austrian students showing their works of art



To find all our worksheets and activities please visit our blog:
<http://friendship-etsize.blogspot.com/p/teachers-resources.html>
<http://friendship-etsize.blogspot.com/p/childrens-activities.html>



3.4 Healthy Wealthy

Introduction

This project started in Brussels during the Comenius accompanying measures ETSize course titled European Citizenship, a programme created to develop a European dimension on the teaching context.

We started designing this nutrition project allowing our pupils to be healthy in the different European countries. We are co-operating in this project with teachers from Latvia, Spain and Turkey.

We want to find the similarity and difference of the eating habits in the different countries, and create European consciousness, by creating a common game and exchanging different activities with the use of ICT. Skype connections give our pupils the opportunity to communicate with children from other countries making real use of English, the foreign

European Citizenship

language they learn at school. It can be used by primary schools in order to make pupils understand how healthy and unhealthy life is connected with food habits and the practice of physical exercise.

Description of the project

In Europe many countries inform their citizens on eating healthy in many different ways. Many countries have their own nutritional model, some of these models can be found here: <http://www3.edumoodle.at/etsize/mod/resource/view.php?id=480>. This is a project about nutrition that allows our pupils to know what healthy food is and improve their knowledge about the eating habits in other European countries.

It is a small and very concrete project (for example 3 lessons) that can be used for several countries to work with nutrition in order to make our pupils more healthy by consuming healthy food and increasing physical exercise, trying to prevent obesity.

During the lessons, different ways of teaching can be used in order to reach this goal. For example, you can exchange materials by building a blog in cooperation with other countries (see the blog <http://rouredaetsize.blogspot.com>

9). In countries that are less equipped it is also possible. Then the information can be exchanged by e-mail and be uploaded by another partner who has better ICT conditions. used to ing to promote intercultural understanding amongst students through cooperation between these European countries.



Apple with teachers eating apple

European Citizenship

Objectives / Aims

The aims of the project Healthy Wealthy are:

- Make our pupils more healthy through food and exercise, and prevent obesity.
- Discover and reflect on what is healthy and unhealthy, talk about food and drink. Introduce children to the concept of nutrients, calories, carbohydrates, proteins and fats, vitamins and minerals.
- Learn about the different origins of food; vegetables, minerals...
- Notice the importance of being healthy not only with food but also by doing exercise.
- Know how to be healthy in the different European countries. Analyze the daily menu in Latvia, Turkey and Spain.

Activities

1st lesson:

Children prepare a sandwich themselves. They need to bring the ingredients for the sandwich to school prepare and eat them with the whole class.

After that we talk about healthy and unhealthy food and drink. Of course the teacher must be well informed about this topic. See some background articles for further reading in the literature list (part 5 below).

Self-evaluation from the children (My sandwich is good because... My one is not good because it's got too much... or it hasn't got any vitamins). Comparing the differences with other countries.



1st lesson H&W girl sandwich



1st lesson H&W teacher IWB writing

[Have a look at all the photos of the 1st lesson](#)

European Citizenship

2nd lesson:

As a starter, the children brainstorm about what they know about calories, carbohydrates, proteins, vitamins, minerals, the origin of food and remember what is healthy and unhealthy food. They brainstorm together, not individually.

Afterwards we play games with the whole class or in pairs using computers. We discover the importance of different food, and classify it, by playing the Food Pyramid ([The food pyramid and the pyramid game](http://playnormous.com/games/pyramid-pileup-plus), <http://playnormous.com/games/pyramid-pileup-plus> or <http://playnormous.com/games/lunch-crunch-2>). In the game, children classify food by its components and decide on the origin of the food. The teacher clarifies all the concepts with a conceptual map at the end of the lesson.

2nd lesson H&W boy computer



2nd lesson H&W teacher white board



European Citizenship

[Have a look at all the photos of the second lesson](#)

3rd Lesson

We divide the class into two groups. Each group chooses the name of a fruit. The teacher hides food cards (a card with a picture and a word, for example, pasta) in the playground. Each group of children has to find as many cards as possible.

The structure of a big food model (many countries use a pyramid or a circle) is drawn on the floor of the playground, in chalk ready to be filled in with the food cards the children have found.

Children look for different food cards. They have to put them in the right place and they win points. Healthy food gives more points than unhealthy ones.

This game can be played simultaneously in different countries. The results can be exchanged with their “e-pals” via Skype.



3rd lesson Healthy wealthy pyramid on the floor

European Citizenship



3rd lesson H&W 4 children running



Small video playing the game (2 girls looking at the floor)



European Citizenship

[Have a look at all the photos of the third lesson](#)

4. Summaries of projects and tips for teachers

Project 1: Festa, Bayram, Feest in Europe!

Summary

“Festa, Bayram, Feest in Europe!” has been an interesting project for both pupils and teachers. It was a privilege for us to attend the course in Brussels and to work together with other teachers from Europe. We learned new things from the lectures we attended at the University and by talking and working with the other teachers.

The pupils have the chance to open their minds and “travel” to other countries in Europe. We have “broken down” borders allowing them to discover other cultures, but they have also realised that they have some things in common with children from other countries.

Regarding the activities, we decided to design the power point with the pictures pupils found on the Internet and the writing task to make them practise these skills. We also had to find information about the festival in Turkey because they did not send anything to us.

We wish we had had more time to work on this project with our pupils because we didn't have the opportunity to show them the video and pictures from our partner in The Netherlands. The pupils in Spain had finished school and were on holiday when the materials from The Netherlands arrived. This is an aspect that we should have taken into account when planning our project.

Furthermore, it is easier to carry out this project with students who have an elementary level of English otherwise the teacher will have to adjust the language level.

In our opinion, the project that we have developed can be the starting point for future projects, such as comparing food and healthy habits of our pupils (typical food eaten in the festivals was part of the project). But it can also be an example for other teachers who want to carry out similar collaborative work. They can use our project as a guideline to develop their own. Moreover, teachers who want their pupils to learn about how Easter or Saint George's Day are celebrated can use our ready-made materials.

“It was great to play the jeopardy game about Easter.” Daniela

“We have bonfires too, but not at Easter.” Kamal

“I was nervous while being recorded speaking in English, but it was fun.” Red

Tips for teachers

When starting a project, decide on the roles and responsibilities of the partners in the project. Each of the partners has different abilities and qualities to contribute to a successful project. Don't be afraid to focus on different tasks and aspects because it may even increase the variety of products created at the end of the project.

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Try to keep in touch with your partners to be informed about the ongoings of their project and let your students know about it. While working on the project we can really make our pupils aware of the world around them. Our students really appreciated the contact with students from different countries. Many of them said in the evaluation that exchanging material with different countries was the best part of the project.

Don't want to be perfect because it prevents you from getting on with your work. Just see yourself as a person who wants to broaden one's mind by exchanging teaching material and experience.

Project 2: My playground

Summary

After this project, we feel more confident and excited about undertaking projects with other European teachers. Now we realize just how enriching it is to work side by side with educators from other European countries.

In fact, we are more open-minded and willing to be in contact with other European educators to contrast facts and ideas as well as to put into practice educational projects. For that reason, we understand the importance of life-long learning and we keep improving our command of foreign languages, ICT, pedagogical issues, among others.

From the student's point of view, this project has been really interesting. Working together with students from different countries has given them the opportunity to use English with a real communicative purpose. Moreover, they have learnt about other countries and as a consequence they have become more open-minded and have started to understand the European citizenship dimension. Besides that, working in a project with other schools is a very motivating experience for them, and therefore they are eager to make an effort, which enhances their learning process.

Regarding this project in particular, the students, along with the teachers, have deeply understood the importance of participating in society in order to make a difference. In fact, the students have become more aware of their role in the community as well as in the European Union.

Tips for teachers

- It is important to have enough cameras and video cameras so all the students are involved. It would be advisable to have one camera for every three or four students.
- It is necessary to create a Twinspace account for each student

European Citizenship

- It is interesting to keep a project diary in Twinspace. Thanks to it, the teachers can write their experience and feelings and there is a permanent contact with the SNA which gives both support and advice.

Project 3: The Little Prince

Summary

Comments made by our pupils at the end of the project show that we managed to meet some of the requirements of the European dimension ranging from avoiding stereotypes and prejudices up to respecting diversity and collaboration between the participating schools.

“I think that a project about friendship is very important. There are not many true friends and reading “The Little Prince” makes you think about the true friends you really have.”

Max, aged 14

“I think the project was very exciting. *I really enjoyed reading the book with children from different countries*”.

Nora, aged 14

“I think the project was fantastic and we had a lot of fun. I also think that the story of THE LITTLE PRINCE is touching. *Sending our texts to different countries makes the whole project even more exciting*”.

Anja, aged 14

All three of us, Javier from Catalonia, Susan from the Netherlands and Christa from Austria, really enjoyed being part of this in-service course in Brussels and we considered ourselves very lucky to be able to work together.

The course and the project were a great experience in our personal and professional lives. It definitely helped us to improve *our* European dimension in terms of meeting different cultures and languages as well as in sharing different teaching concepts and teaching experiences.

At the end of our project all three of us felt like the narrator of the story “The Little Prince”.....” *he felt sad, because he misses the company of the little prince and he will never forget his friendship with a very special person.....*”

Tips for teachers

Tips for teachers

When starting a project, decide on the roles and responsibilities of the partners in the project. Each of the partners has different abilities and qualities to contribute to a successful project. Don't be afraid to focus on different tasks and aspects because it may even increase the variety of products created at the end of the project.

Try to keep in touch with your partners to be informed about the ongoings of their project and let your students know about it. While working on the project we can really make our pupils

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aware of the world around them. Our students really appreciated the contact with students from different countries. Many of them said in the evaluation that exchanging material with different countries was the best part of the project.

Don't want to be perfect because it prevents you from getting on with your work. Just see yourself as a person who wants to broaden one's mind by exchanging teaching material and experience.

Project 4: Healthy Wealthy

Summary

The Healthy Wealthy project has been an interesting project both for the pupils and the teacher. It has been very interesting to attend the European Citizenship course in Brussels and work together with other teachers from Europe. A lot of information was transferred both through lectures as well as from working with the other teachers.

Pupils from different countries had the chance to open their minds and be informed about healthy food in their and other countries in Europe. What they found about can be heard in our blog: <http://rouredaetsize.blogspot.com>

Regarding the activities, some countries used the blog and transferred the information to the other countries. Other countries created PowerPoint's and emailed the information

Tips for teachers

Grade: Level Age(s): 10 to 12

Subjects: English, Science (Health) and PE

Duration: 2 lessons 45' and 1h 30'

Material:

- Food for the sandwiches
(It is really important to the children bring the ingredients they want as this is the better way to create an opportunity to discuss healthy or unhealthy food)
- Computers
(The teacher could prepare the computers with the direct link to the game in the desktop)
- Food Pyramide Flashcards
(Laminate the flashcards to protect them from weather conditions)
- Skype programme
(The day before the game, try to make the connection to the countries just to be sure that it works properly)

5. Attachments

Foreword – Dutch

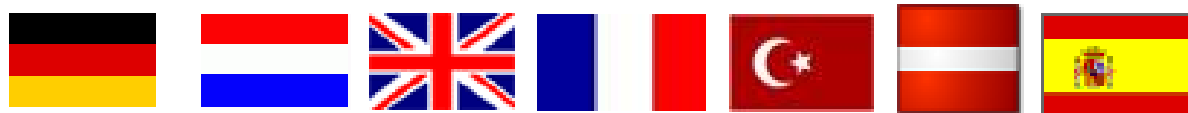
E-book

Dit e-book is het resultaat van de productieve samenwerking tussen leraren van basis- en voortgezet onderwijs van verschillende Europese landen.

Door de theoretische inhoud die is samengevat in hoofdstuk 2 van dit e-book en gepresenteerd door docenten met ervaring in het face-it project, werden de deelnemers aan de nascholingscursus geïnspireerd en enthousiast om het lesmateriaal om te zetten in een international project. De processen en producten van de projecten zijn duidelijk beschreven in hoofdstuk 3. Gebaseerd op de eigen ervaring van de leerkrachten gedurende het uitvoeren van het project bevat hoofdstuk 4 belangrijke tips om een succes te maken van een eigen toekomstig international project, wat hopelijk de eigen leerlingen even enthousiast maakt als die in onze projecten. De bijlagen aan het eind van dit e-book bevatten een lijst van lesmaterialen, artikelen met links en een lijst van auteurs.

Dit e-book is een van de vier elektronische boeken die overeenkomen met het model van de 'European Teacher' en die ontwikkeld zijn tijdens de nascholingscursussen: European Diversity, European Identity, European Citizenship en European Professionalism. Het e-book kan worden gebruikt op uw computer, iPhone, iPad of mobiele telefoon.

Dit voorwoord is beschikbaar in de volgende zeven talen:



Wat is een Europese leraar?

Met het doel om een gemeenschappelijk antwoord op deze vraag te vinden, heeft een groep van elf lerarenopleidingen deelgenomen aan een LLL-Comenius-project met de naam: Focus on Awareness and Culture For International Teachers (Face-it).

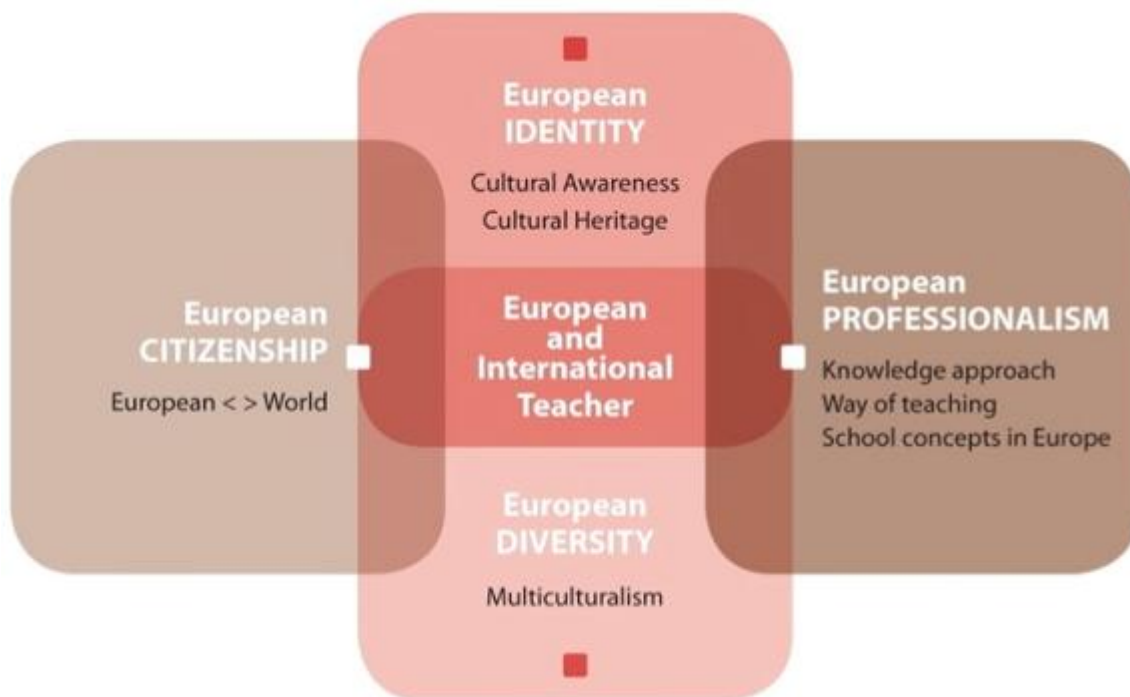
Binnen dit project hebben 27 docenten en hoogleraren van verschillende disciplines van lerarenopleidingen, gezamenlijk een kader en een model voor een Europese leraar ontwikkeld.

Deze docenten ontwikkelden ook lesmateriaal voor studenten aan de lerarenopleiding. Het Face-it project, referentie: 134362-LLP-1-2007-1-NL-COMENIUS-CMP werd uitgevoerd van november 2007 tot november 2009. De producten van het project zijn geïntegreerd in de

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curricula van de meeste van de partner instituten. Het Face-it-project kreeg een hoge waardering van de evaluatiedeskundigen van de EU. Dankzij het Face-it project is een sterke en veelbelovende relatie ontstaan tussen de 11 lerarenopleidingen. Het idee van een netwerk om de samenwerking te versterken en uit te breiden naar nieuwe landen en nieuwe partner instituten begon te groeien. Het betrekken van scholen voor basis- en voortgezet onderwijs werd beschouwd als een eerste stap en noodzakelijk voor de oprichting van een netwerk van Europese leraren.

De lesmaterialen voor de Europese leraar werden geredigeerd voor ervaren leraren en er werden nascholingscursussen georganiseerd rond de vier 'European Teacher' thema's: European Diversity, European Identity, European Citizenship and European Professionalism.



European Teacher model

De leraren die deelnamen aan de nascholing hebben geholpen om de verbinding te leggen tussen het theoretische model en de praktische situatie in de scholen. Zowel hun persoonlijke als hun meer algemene reflecties geven aan hoe samenwerking kan plaatsvinden en wat de belangrijkste indicatoren zijn voor de inhoud en voor de samenwerking zelf.

De vier e-books zijn ontwikkeld uit de lesmaterialen voor de cursussen en de projecten die uitgevoerd zijn door deelnemende leraren. Dit werk is gedaan in het kader van het project: European Teacher Synthesize (ETSize), referentie: 51010134-LLP-1-2010-NL-COMENIUS-CMP van november 2010 tot november 2011. Binnen het ETSize project hebben we het lesmateriaal voor leraren geredigeerd en vier nascholingscursussen georganiseerd: European Citizenship, European Identity, European Diversity en European Professionalism, om leraren aan te moedigen hun internationale competenties te verbeteren, hen een

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uitdagende leeromgeving voor de internationale activiteiten te bieden en de mogelijkheid deel te nemen aan een toekomstige netwerk.

Theoretische basis en achtergrond: Hoe wordt ik een Europese leraar?

In 2007 zijn we met het project gestart, gebaseerd op een artikel van Michael Schratz, professor aan de onderzoeksafdeling van de Universiteit van Innsbruck. In 2004 schreef hij een artikel over de competenties van een Europese leraar. Op dat moment waren een aantal lerarenopleidingen in Europa aan het denken over het opnieuw ontwerpen van hun curriculum rond competenties voor leraren in plaats van doelen.

Michael Schratz noemde de volgende kwalificaties van een Europese leraar:

- "Europese identiteit: Een Europees leraar heeft bepaalde waarden waaruit blijkt dat hij of zij niet alleen een nationaal leraar is, maar iemand die lesgeeft "buiten" het nationale curriculum om. Hij/zij zou hem/haar zien als iemand met wortels in een bepaald land, maar tegelijkertijd behoren tot een grotere Europese geheel. Dit naast elkaar bestaan van nationale identiteit en transnationale bewustzijn biedt een waardevol perspectief op vragen van heterogeniteit. Verscheidenheid in eenheid is dan ook een belangrijk aspect van een ontwikkelde Europese identiteit.
- Europese kennis: Een Europese leraar heeft enige kennis van andere Europese onderwijssystemen en, eventueel, van het onderwijsbeleid op EU-niveau. Hij/zij kan het eigen onderwijssysteem waarderen en ziet het in verhouding tot andere Europese onderwijssystemen. Hij/zij heeft kennis van Europese en mondiale gebeurtenissen. Een Europese leraar is zich bewust van de Europese geschiedenis (geschiedenissen) en zijn (hun) invloed op de hedendaagse Europese samenleving.
- Europese multiculturalisme: Een Europese leraar kan omgaan met het multiculturele karakter van de Europese samenleving. Hij/zij heeft een positieve kijk op de eigen cultuur en staat open voor andere culturen. Hij/zij weet zich op een niet-dominante wijze te gedragen in andere culturen. Hij/zij werkt met heterogene groepen, ziet heterogeniteit als waardevol en respecteert het verschil. Hij/zij kan omgaan met de uitdagingen van de multiculturele aspecten van een kennismaatschappij, en werkt aan bevordering van gelijke kansen.
- Europese taalvaardigheden: een Europese leraar spreekt meer dan een Europese taal met verschillende niveaus van bekwaamheid. Hij/zij maakt kennis met andere talen in de initiële lerarenopleiding en nascholing en is in staat om vakken in andere talen dan zijn/haar eerste taal te onderwijzen. Hij/zij verblijft enige tijd in een land met een andere taal dan zijn/haar eerste taal, en kan communiceren in een aantal talen met collega's en mensen uit het buitenland.
- Europese professionaliteit: Een Europees leraar/lerares heeft een opleiding gevolgd waardoor hij/zij in staat is om les te geven in ieder Europees land. Hij/zij heeft een Europese benadering van de vakken in zijn/haar onderwijs en sluit aan bij vakoverschrijdende thema's vanuit een Europees perspectief. Hij/zij wisselingen curricula, inhouden en methodes uit met collega's uit andere Europese landen. Hij/zij schenkt aandacht aan en leert van verschillende manieren van lesgeven en leren. Hij/zij maakt gebruik van voorbeelden van onderzoek uit andere landen om professionele zaken te begrijpen en te verklaren en leert daarvan. De lerarenopleiding werkt nu aan een nieuwe professionaliteit met een Europees perspectief (bijvoorbeeld: zij beperkt de onderwijspraktijk niet tot de nationale

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grenzen). Veel onderwijsvakken bouwen verder op een rijke geschiedenis aan Europese traditie, en dit kan goed worden gebruikt. Het aanbod van gezamenlijke programma's en graden aan onderwijsinstellingen in Europese landen kunnen de ontwikkeling van de Europese professionaliteit verbeteren, evenals de mogelijkheden die moderne technologie biedt.

- Europees burgerschap: Een Europese leraar gedraagt zich als een "Europese burger". Hij/zij toont solidariteit met de burgers in andere Europese landen en deelt waarden zoals respect voor de mensenrechten, democratie en vrijheid. Zijn/haar kritische manier van lesgeven bevordert zelfstandig, verantwoordelijk en actieve burgers van het Europa van morgen. Aspecten van het curriculum kunnen uitgroeien tot een nieuw onderwijsgebied genaamd "European Studies", waardoor dit proces versterkt zou worden".
- Europese kwaliteitsmaatregelen: Als er een Europese leraar bestaat, dan moet er een manier zijn om de formele kenmerken van de verschillende lerarenopleidingen in Europa te vergelijken. Suggesties gaan van de formele beoordeling van de systemen tot informele uitwisselingen en crossculturele bezoeken. Het Bologna proces is een belangrijke stap op weg naar harmonisatie van academische en kwalificatie vraagstukken."

Alle hierboven genoemde competenties maken deel uit van het model: 'European Teacher'. In de praktijk blijkt er enige overlap tussen de vier gebieden te zijn.

Zowel in het Face-it als in het ETSIZE project was de bovenliggende doelstelling, om de compatibiliteit te verhogen van de Europese kwalificaties en de transparantie van het afstudeerniveau in de praktijk, zoals dat centraal staat in de Bologna/Kopenhagen processen en wordt beschreven in hoofdstuk twee.

Leraren van basis- en voortgezetonderwijs die aan het ETSIZE project werkten, beantwoordden de vraag of ze zich al een European Teacher voelen, als volgt:

- "Ik heb geleerd om met multiculturele groepen om te gaan in mijn klas"
- "Ik heb veel geleerd: van het hebben van geen idee van wat een Europese leraar zou kunnen zijn tot het concept van een manier van denken over een Europa zonder grenzen"
- "Er is nog veel meer te leren om een Europese leraar te zijn, maar ik voel dat ik nu op het juiste spoor zit"
- "Ik ben nog maar net begonnen. De cursus maakte me bewust van de Europese dimensie. En ik kijk er naar uit om een partner in het netwerk te worden "

Europese contacten betekenen het volgende:

- "Werken over de Europese identiteit, samen met drie groepen in verschillende landen en van verschillende leeftijden was interessant; je krijgt in je eigen klas nooit zo'n brede visie"

European Citizenship

- "Mijn enthousiasme inspireerde ook mijn collega's om aan de Europese dimensie te werken"

Europese contacten betekenen voor het beroep van leraar het volgende:

- "Het belangrijkste is dat je moet flexibel zijn"
- "Ik zal proberen om mijn collega's te overtuigen om ook te gaan werken aan de projecten van de Europese leraar"
- "Ik zou er aan willen blijven werken en ik zal mijn collega's vragen"
- "Ik weet nu hoe verder te gaan en wat te doen"
- "Ik zal mijn collega's de e-books laten zien"

Als ontwikkelaars van het lesmateriaal over de Europese dimensie werd overeenstemming bereikt over het concept van het denken over Europa en de Europese leraren. De algemene consensus was dat "de" European Teacher niet bestaat, of alle leraren zijn Europese leerkrachten.

Zowel de ontwikkeling van de competenties van de European Teacher als het werken in een Europese en internationale omgeving maken het professionele leven van een leraar meer Europees. Voor leraren, verantwoordelijk voor de voorbereiding van toekomstige generaties van Europeanen is dit het belangrijkste onderwerp om te onderwijzen aan kinderen die zullen leven in een wereld die meer en meer globaliseert.

European Citizenship

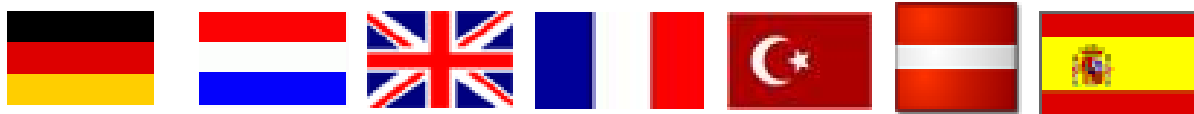
Foreword – French

E-book

Ce livre électronique ou e-book est le résultat d'une collaboration fructueuse entre quelques écoles primaires et secondaires issues de différents pays en Europe. Ces enseignants ont eu l'occasion de participer activement à différentes formations, organisées dans le cadre du projet Face-It. Les exposés théoriques (qui font l'objet du deuxième chapitre) des professeurs expérimentés impliqués dans Face-it ont servi de source d'inspiration, mais c'est grâce à l'enthousiasme des enseignants que ce projet international est né. Le processus et les résultats de ce projet sont clairement décrits dans le troisième chapitre. Quant au quatrième chapitre, il contient des conseils précieux pour mettre sur pied des projets internationaux vous-mêmes. En partageant notre expérience nous espérons vivement que vos élèves seront aussi enthousiastes que les nôtres! En annexe vous allez trouver une bibliographie, de même qu'une série de hyperliens et les références des auteurs.

Ce livre électronique est un des quatre livres basé sur le modèle de l'enseignant européen. Ce dernier fut présenté et développé lors des différentes formations, à savoir celle en matière de Diversité européenne, d'Identité européenne, de Citoyenneté européenne et de Professionnalisme européen. Cet e-book s'utilise sur votre pc, iPhone, iPad ou téléphone portable.

Cet avant-propos est disponible dans les sept langues suivantes:

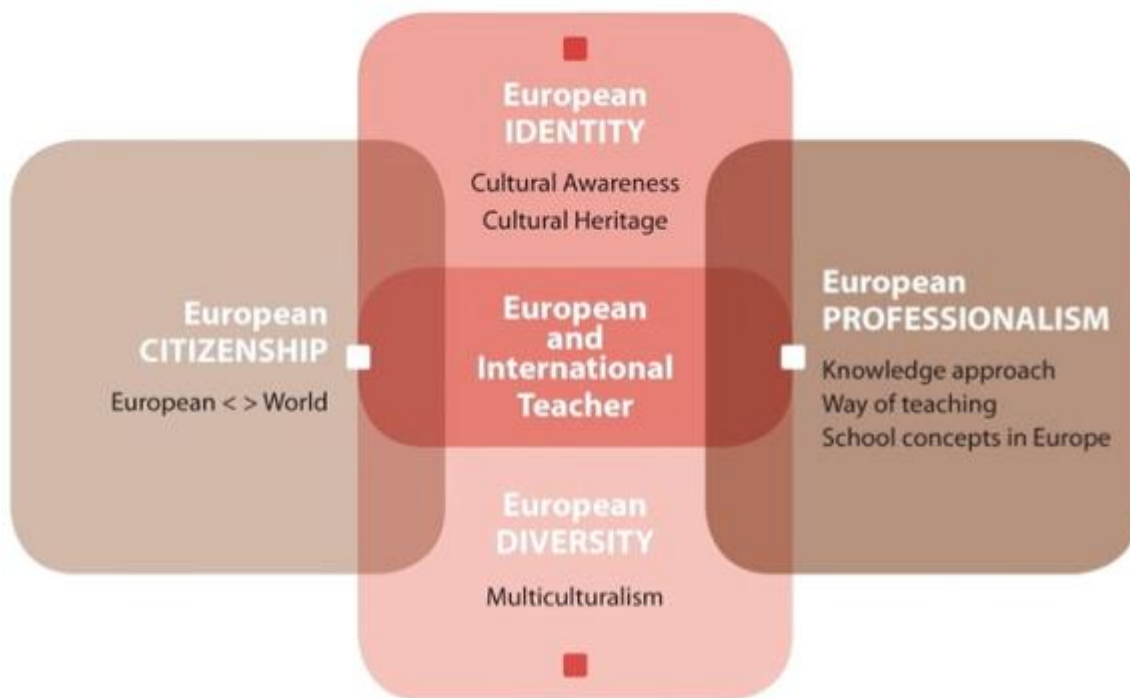


Qu'est-ce qu'un enseignant européen?

Dans le souci de répondre à cette question, un groupe de onze « formations de maîtres » ont participé au projet Comenius LLL intitulé Face-it : focalisation sur la culture et sensibilisation des professeurs internationaux. Au sein du projet, 27 professeurs de différents instituts de formation de maîtres et issus de plusieurs disciplines ont déterminé un cadre commun servant de modèle . Ces professeurs ont également développé le matériel didactique. Le projet Face-it ayant comme référence: 134362-LLP-1-2007-1-NL-COMENIUS-CMP a eu lieu entre novembre 2007 et novembre 2009. Le matériel didactique qui en est ressorti, a été intégré dans la plupart des curricula des institutions partenaires. Face-it a eu des cotes remarquables de la part des évaluateurs experts de l'Union Européenne. Grâce au projet, les onze formations de maîtres se sentaient extrêmement liés et ont décidé de monter un réseau ensemble. Ils ont eu l'idée d'impliquer davantage d'écoles et de partenaires. De ce fait, ils étaient d'avis que l'implication d'écoles primaires et secondaires était une étape indispensable dans la réalisation d'un réseau de professeurs européens.

Il a fallu adapter le matériel didactique et organiser différentes formations autour des thèmes suivants : diversité européenne, identité européenne, citoyenneté européenne et professionnalisme européen.

European Citizenship



European Teacher model

Les enseignants participant aux formations ont clairement établi le lien entre le modèle théorique et les pratiques de classe. Quatre livres électroniques sont le résultat de ce lien étroit, de la collaboration intense entre professeurs et enseignants. Voici les références du projet : European Teacher Synthesize (ETSize), reference: 51010134-LLP-1-2010-NL-COMENIUS-CAM entre novembre 2010 et novembre 2011.

Dans ce projet, des formations (diversité européenne, identité européenne, citoyenneté européenne et professionnalisme européen) furent organisées, le matériel didactique adapté. Ce faisant, nous voulions encourager les enseignants à acquérir des compétences internationales tout en leur offrant un cadre de travail intéressant et la possibilité de joindre un réseau européen.

Cadre et principes de base d'un enseignant européen.

En 2007 plusieurs formations de maîtres voulaient réécrire leur curricula pour y intégrer la compétence européenne. De ce fait, notre point de départ était un article (paru en 2004) de Michael Schratz, professeur au département de recherche de l'université d'Innsbruck. L'auteur y décrit les compétences d'un enseignant européen et met l'accent sur les qualités suivantes :

Identité européenne: un enseignant européen a certaines valeurs qui transcendent le seul curriculum national. D'une part, il a ses racines dans le pays en question, de l'autre il transgresse bel et bien les frontières nationales pour appartenir à un monde (européen) plus vaste. La coexistence des valeurs (trans)nationales fait de lui quelqu'un qui a une vision ouverte et pour qui l'hétérogénéité fait partie du quotidien.

European Citizenship

- **Connaissance européenne:** un enseignant européen connaît les systèmes éducatifs européens et est au courant des sujets de la politique européenne. Il évalue son propre système éducatif et le voit en étroite relation avec les autres systèmes européens. Un enseignant européen est conscient de l'histoire européenne et ses répercussions sur la société actuelle.
- **Multi-culturalité européenne:** un enseignant européen gère le caractère multiculturel de la société. Il a une relation positive tant avec sa propre culture qu'avec les autres. Il a une vision ouverte et ne s'impose pas. L'hétérogénéité est pour lui un atout et il respecte les différences. La multi-culturalité est un vrai défi et il promeut l'égalité des chances.
- **Compétence linguistique européenne:** un enseignant européen s'exprime dans plusieurs langues. Il est au courant des niveaux en compétences linguistiques et langagières. En plus il est capable d'enseigner dans une langue qui n'est pas la sienne. De temps en temps il va dans un pays dont la langue officielle n'est pas sa langue maternelle. Finalement il communique avec ses collègues dans une (ou plusieurs) langue(s) étrangère(s).
- **Professionalisme européen:** un enseignant européen a jouté d'une éducation qui lui permette d'enseigner partout en Europe. Il vise une approche « européenne » et arrive à aborder les thèmes du curriculum d'un point de vue européen. Il fait des échanges avec ses collègues européens en matière de méthodologie et de curriculum. Il est ouvert à différentes approches didactiques et essaie de les mettre en pratique. Il illustre son exposé théorique à l'aide d'exemples issus de la recherche européenne et y oriente ses pratiques de classe. La formation des professeurs, à l'heure actuelle se veut plus « européenne », c'est-à-dire qu'elle dépasse les frontières nationales. Pour les thèmes abordés en classe, bon nombre d'enseignants se sont déjà inspirés de la tradition européenne. Des programmes parallèles et des certificats remis par différents instituts éducatifs en Europe stimulent le développement du professionnalisme européen. La technologie moderne, quant à elle, peut également favoriser l'acquisition de cette compétence.
- **Citoyenneté européenne :** un enseignant européen se comporte comme un citoyen européen. Il est solidaire avec les citoyens venant d'autres pays européens. Il partage les mêmes valeurs, telles que le respect des droits humains, la démocratie et la liberté. Son attitude critique engendre des élèves autonomes, responsables : les citoyens actifs de l'Europe de demain. Un nouvel aspect du curriculum pourrait être consacré à un nouveau domaine, à savoir celui des études européennes. Ceci pourrait stimuler l'acquisition des compétences dites européennes.

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- Mesures de qualité européennes: si l'enseignant européen existe vraiment, il faudrait des outils pour comparer les systèmes éducatifs européens. Ceci peut varier entre des méthodes d'évaluation formelles et des échanges informelles ou des visites entre partenaires. Les accords de Bologne sont un pas important vers l'harmonisation académique et l'alignement des diplômes.

Toutes les compétences mentionnées ci-dessus font partie du modèle de l'enseignant européen. Il va de soi que certains domaines peuvent se recouvrir.

Tant dans le projet Face-it que dans ETSIZE, le but majeur était d'agrandir la compatibilité entre les professeurs et enseignants européens, de diminuer le fossé entre la théorie et la pratique comme le veulent les accords de Bologne /Copenhague (voir chapitre 2).

A la question de savoir s'ils se sentaient déjà un enseignant dit "européen", les enseignants des écoles primaires et secondaires ont répondu comme suit:

- " j'ai appris à gérer des classes multiculturelles. "
- " j'ai appris beaucoup: au début je n'avais aucune idée des compétences d'un enseignant européen. A l'heure actuelle, je travaille sur un concept et une méthode afin de réfléchir à une Europe sans frontières. »
- " il me reste pas mal de choses à apprendre avant d'être un enseignant européen, mais je suis sur la bonne voie."
- " j'ai l'impression que je viens de décoller. La formation m'a rendu consciente de la dimension européenne. J'aspire à devenir membre du réseau. »

Des contacts européens signifient:

- " Nous avons vraiment travaillé sur l'identité européenne: dans trois classes et pays différents, avec des enfants d'un autre âge. Dans ta propre classe, tu n'arrives jamais à une envergure pareille! "
- " Mon enthousiasme a également incité mes collègues à travailler la dimension européenne"

Des contacts européens dans la profession d'enseignant:

- " la flexibilité est un mot magique "
- " Je vais essayer de convaincre mes collègues de s'investir pour des projets éducatifs européens. "

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- “ je voudrais continuer sur cette voie et j’espère que mes collègues se sentent interpellés”
- “ je sais maintenant comment je dois continuer à travailler et ce qu’il faut entreprendre”
- “ je vais montrer les livres électroniques à mes collègues ”

Les élaborateurs de matériel se sont concertés et sont arrivés au consensus suivant: que l’enseignant européen type n’existe pas, mais que tout enseignant se veut un enseignant européen. Ces compétences européennes sont développées et acquises par le travail en milieu européen et international. Ainsi les professeurs adoptent une vision ouverte et sont capables de préparer une nouvelle génération d’Européens qui vivront, quant à eux, dans un monde de plus en plus globalisé.

European Citizenship

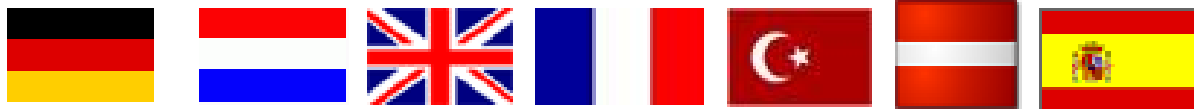
Foreword – German

E-Book

Dieses E-Book entstand aus einer sehr intensiven Zusammenarbeit zwischen Primar- und Sekundarschullehrpersonen aus verschiedenen europäischen Ländern. Inspiriert vom theoretischen Input im Teil zwei dieses E-Book näher beschrieben und während der Weiterbildungskurse durch erfahrene Professoren vom Face-it Projekt vorgestellt, wurden die TeilnehmerInnen sehr enthusiastisch und wiederum inspiriert, dieses Material in einem internationalen Projekt umzuarbeiten. Die Prozesse und Produkte dieses Projektes sind im Kapitel drei beschrieben. Aus den eigenen Erfahrungen der Lehrpersonen während des Projektes enthält Kapitel vier nützliche Tipps, damit Sie Ihre eigenen zukünftigen internationalen Projekten erfolgreich durchführen können, die hoffentlich Ihre Schüler- und Schülerinnen auch so enthusiastisch mitmachen werden wie die unsrigen in unseren Projekten. Der Anhang am Ende dieses E-Books enthält eine Liste Lernmaterialien und Artikeln mit Hyperlinks und eine Liste der Autoren.

Dieses E-Book ist eins von vier E-Books, entsprechend der europäischen Lehrpersonenmodell, die während der Weiterbildungskurse entwickelt wurde: europäische Diversität, europäische Identität, europäische Staatsangehörigkeit und europäische Schulsysteme. Das E-Book läuft auf Ihrem Computer, ihrem iPhone, iPad oder Mobiltelefon.

Dieses Vorwort ist in den folgenden sieben Sprachen erhältlich:



Was ist eine europäische Lehrperson?

Um eine gemeinsame Antwort auf diese Frage zu finden, beteiligten sich elf Lehrerbildungsstätten in einem Comenius LLL Projekt 'Focus on Awareness and Culture for International Teachers' (Face-it). Innerhalb dieses Projektes, entwickelten 27 Lehrpersonen und Professoren von Lehrerbildungsstätten aus verschiedenen Disziplinen zusammen einen Rahmen und ein Modell für eine europäische Lehrperson. Diese Lehrpersonen entwickelten auch Lehrmaterialien für Studierende an Pädagogische Hochschulen. Das Face-it Projekt, Referenz: 134362 LLP-1-2007-1-NL-COMENIUS-CMP wurde von November 2007 bis November 2009 durchgeführt. Die Produkte des Projektes wurden in die Curricula der meisten Partnerschaften integriert und das Face-it Projekt wurde ein hohes Ranking der Evaluationsexperte der EU gewährt. Dank dem Face-it Projekt entwickelten sich einen starken Zusammenhalt zwischen den elf Lehrerbildungsstätten heraus und die Idee eines Netzwerkes, diese Kooperation zu stärken und es an weitere Länder und neue Institute weiterzuentwickeln begann zu wachsen. Dass Primar- und Sekundarschulen auch miteinbezogen wurden, war der erste Schritt und als wichtig erachtet, bevor ein europäisches Netzwerk europäischer Lehrpersonen entstand.

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Das Material für europäische Lehrpersonen musste neu für erfahrene Lehrpersonen umgestaltet und Weiterbildungskurse um die vier europäischen Lehrpersonenthemen entwickelt werden:

Europäische Diversität, Europäische Identität, Europäische Staatsbürgerschaft und Europäische Professionalität:

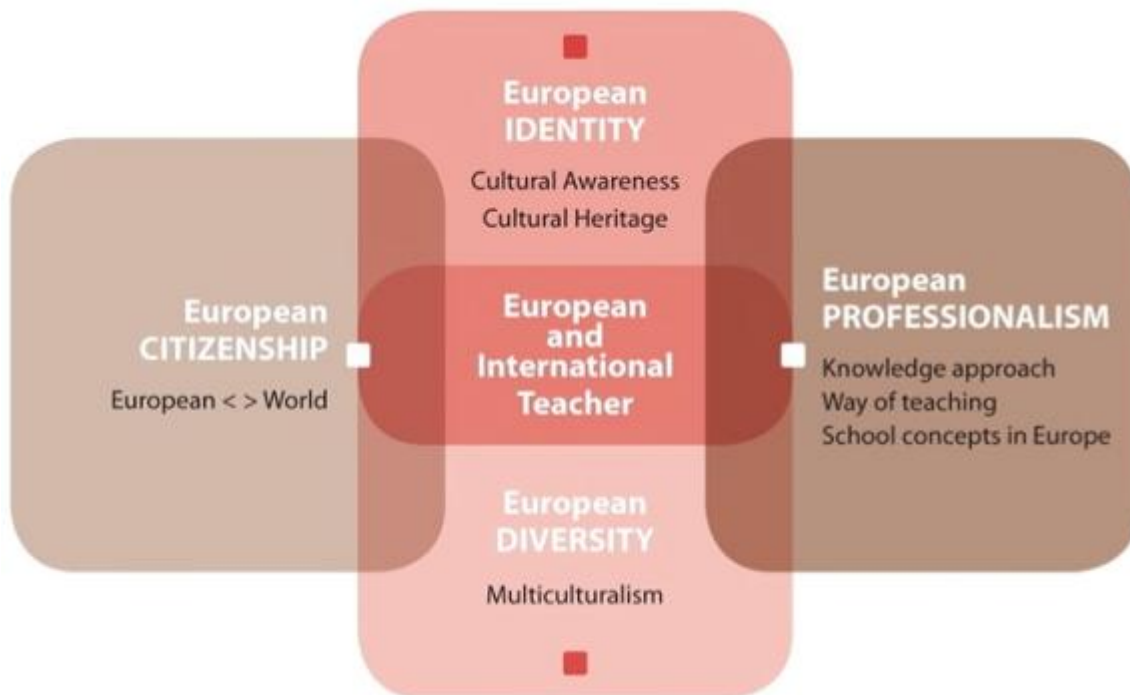


Bild 1 Europäisches Lehrermodell

Die Lehrpersonen, die bei den Weiterbildungskursen teilnahmen, trugen bedeutend bei, das theoretische Modell mit der praktischen Situation in den Schulen zu vernetzen. Sowie ihre eigenen Reflexionen als auch die allgemeinen Reflexionen zeigten, wie eine Zusammenarbeit stattfinden könnte, die wichtige Indikatoren für den Inhalt und der Kollaboration sind. Aus den Lernmaterialien und den durchgeführten Projekten der Lehrpersonen wurden vier eBooks entwickelt. Diese Arbeit wurde unter dem Projekt European Teacher Synthesize (ETSize): Referenznummer 51010134-LLP-1-2010-NL-COMENIUS-CAM von November 2010 bis November 2011 durchgeführt.

Im ETSize Projekt haben wir die Materialien für Lehrpersonen neu ausgearbeitet und vier Weiterbildungskurse organisiert: europäische Vielfalt, europäische Identität, europäische Staatsangehörigkeit und europäische Schulsysteme, um Lehrpersonen zu ermutigen, ihre internationalen Kompetenzen zu verbessern und um ihnen ein herausforderndes Umfeld für internationale Projekte anzubieten und die Möglichkeit in ein zukünftiges Netzwerk mitzuarbeiten.

Theoretischer Basis und Hintergrund um eine europäische Lehrperson zu werden

Im 2007, begannen wir das Projekt auf der Basis eines Artikels von Michael Schratz, Professor bei der Forschungsabteilung der Universität Innsbruck. Im 2004, schrieb er einen Artikel über die Kompetenzen einer europäischen Lehrperson. Zu jener Zeit überlegten gerade einige Pädagogischen Hochschulen in Europa, ihren Lehrplan neu in Form von Kompetenzen anstatt Ziele für Lehrpersonen zu formulieren. In seinem Artikel erwähnte Michael Schratz folgende Qualifikationen einer europäischen Lehrperson:

- **Europäische Identität:** Eine europäische Lehrperson hat gewisse Werte, die zeigen, dass er oder sie nicht nur eine nationale Lehrperson sondern eine, die 'ausserhalb' des nationalen Lehrplans unterrichtet. Er/sie betrachtet sich als jemand mit Wurzeln in einem spezifischen Land jedoch zur gleichen Zeit Europa als Ganzes angehörend. Diese Koexistenz nationaler Identität und transnationales Bewusstseins wirft eine wertvolle Perspektive auf Fragen der Heterogenität.
- **Europäisches Wissen:** Ein europäische Lehrperson verfügt über ein gewisses Wissen anderer europäischen Bildungssysteme und womöglich, über bildungspolitischen Aufgaben auf EU Niveau. Er/sie legt Wert auf sein/ihr eigenes Bildungssystem und kann es in der Perspektive anderer europäischen Bildungssystemen betrachten. Er/sie hat ein breites Wissen über Europa und das Weltgeschehen. Eine europäische Lehrperson kennt europäische Geschichte(n) und seinen Einfluss auf die heutige europäische Gesellschaft.
- **Europäische Multikulturalität:** Eine europäische Lehrperson kann sich mit der multikulturellen Art der europäischen Gesellschaft identifizieren. Er/sie hat einen positive Bezug zu seiner/ihrer eigenen Kultur und ist gegenüber andere Kulturen offen. Er/sie weiss wie man sich in heterogenen Gruppen auf einer nicht-dominanten Weise benimmt. Er/sie arbeitet mit heterogenen Gruppen, betrachtet Heterogenität als wertvoll und schätzt Unterschiede. Er/sie kann die Herausforderungen der multikulturellen Ansichten einer Wissensgesellschaft sinnvoll begenen und arbeitet für die Gleichstellung der Gelegenheit.
- **Europäische Sprachkompetenz:** Eine europäische Lehrperson spricht mehr als eine europäische Sprache auf unterschiedentliche Kompetenzniveaus. Er/sie begegnet andere Sprachen in der Aus- und Weiterlehrerbildung und ist fähig, Fächer in anderen Sprachen als seine/ihre Erstsprache zu unterrichten. Er/sie verbringt einige Zeit in einem Land mit einer anderen Sprache, die nicht seine/ihre Erstsprache ist und kann auch in verschiedenen Sprachen mit Kollegen und Kolleginnen im Ausland kommunizieren.
- **Europäische Professionalität (Schulsysteme):** Eine europäische Lehrperson besitzt eine Ausbildung, die er/sie befähigt, in jedem europäischen Land zu unterrichten. Er/sie hat eine 'europäische' Sichtweise zu Fächern in seinem/ihrer eigenen Unterricht und kann fächerübergreifende Themen aus einer europäischen Perspektive unterrichten. Er/sie tauscht Lerninhalte und Methoden mit Kollegen und Kolleginnen in anderen europäischen Ländern. Er/sie berücksichtigt und lernt von anderen europäischen

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Unterrichtstraditionen. Er/sie verwendet Beispiele aus der Forschung in anderen Ländern um berufsspezifische Themen zu verstehen und zu erklären und baut diese in seinem/ihrer Unterricht ein. Die Lehrerbildung arbeitet nun Richtung eines neuen Berufsbild mit einer europäischen Perspektive (zB. Die Praxis ist nicht an europäischen Grenzen gebunden). Viele Unterrichtsfächer bauen bereits auf die reiche Geschichte europäischer Tradition, die geschickt genutzt werden können. Gemeinsame Programme und Studienmodulen, die von Bildungsinstitutionen in europäischen Ländern angeboten sind, können die Entwicklung europäischen Professionalität hervorheben sowie auch viele Möglichkeiten der moderner Technologie.

- Europäische Staatsbürgerschaft: Eine europäische Lehrperson benimmt sich wie einen 'europäischen Bürger/europäische Bürgerin'. Er/sie zeigt sich solidarisch mit Bürgern anderer europäischen Ländern und teilt Werte wie Respekt für Menschenrechte, Demokratie und Freiheit. Sein/ihr kritischer Unterricht fördert autonome, gewissenhafte und aktive Bürger/Bürgerinnen von einem zukünftigen Europa. Aspekte des Lehrplans könnten in ein neues Bildungsthema sogenannte 'europäische Studien' weiter entwickelt werden, welche diesen Prozess fördern würden.
- Europäische Qualitätsmittel: Wenn eine europäische Lehrperson existiert, dann muss auch ein Mittel vorhanden sein, um die formale Aspekte der verschiedenen Lehrerbildungssystemen in Europa zu vergleichen. Vorschläge umfassen formelle Evaluationen von Systemen bis informelle Austausch und gegenseitige kulturelle Besuche sein. Der Bologna Prozess ist einen wichtigen Schritt in Richtung einer Harmonisierung Akademische- und Qualifikationsfragen.

Alle oben erwähnten Kompetenzen sind Teil des europäischen Lehrpersonmodells. In der Praxis gibt es etwas Überlappen zwischen den vier Themen.

Bei den Face-it und ETSIZE Projekten war der allgemeine Ziel, die Kompatibilität zwischen europäischen Qualifikationen und die Durchlässigkeit Studierenden nach ihrem Abschluss auf praktischer Ebene, die zentral zu den Bologna/Kopenhagener Prozesse und im Kapital zwei beschrieben sind.

Primar- und Sekundarschullehrpersonen, die im ETSIZE-Projekt mit arbeiteten, antworteten die Frage, ob sie sich bereits als eine europäische Lehrperson fühlten, wie folgt:

- 'Ich lernte wie ich mit multikulturellen Gruppen in meinem Klassenzimmer umgehen kann'
- 'Ich habe viel gelernt: von keine Ahnung zu haben, was eigentlich eine europäische Lehrperson sein sollte bis zum Konzept von einem Europa ohne Grenzen'.
- 'Es gibt noch viel zu lernen über die Bedeutung einer europäischen Lehrperson, aber ich habe das Gefühl, dass ich nun auf dem richtigen Weg bin'.
- 'Ich habe eben damit begonnen. Der Kurs machte mir bewusst, was die europäische Dimension bedeutet. Ich freue mich, einen Partner in diesem Netzwerk zu werden'.

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Europäische Kontakte heissen:

- Zusammen mit drei Klassen in verschiedenen Ländern mit Kindern von verschiedenen Alten zum Thema Europäische Identität zu arbeiten, war spannend; in dem eigenen Klassenzimmer bekommt man diesen Weitblick nicht’.
- ‘Mein Enthusiasmus inspirierte auch meine Kollegen und Kolleginnen am Thema europäische Dimension mit zu arbeiten’,

Europäische Kontakte in ihrem Lehrerberuf heissen:

- ‘Am Wichtigsten ist es, flexibel zu sein’.
- ‘Ich werde versuchen, meine Kollegen und Kolleginnen zu überzeugen, sich auch an europäischen Lehrerprojekte zu beteiligen’.
- ‘Ich möchte damit weiter arbeiten und werde meine Kollegen und Kollegin auch mit einbeziehen.’
- ‘Nun weiss ich wie ich weiter arbeiten kann und was ich zu tun habe’.
- ‘Ich werde meine Kollegen und Kolleginnen die eBücher zeigen’.

Als Entwickler des Lehrmaterials für eine europäische Dimension wurde eine Vereinbarung über den Konzept Europa und europäische Lehrpersonen getroffen. Der allgemeine Konsens war, dass ‘die’ europäische Lehrperson es nicht gibt ansonsten wären alle Lehrpersonen europäische Lehrpersonen. Indem eine Lehrperson die Kompetenzen einer europäischen Lehrperson entwickelt und in einer europäischen und internationalen Umfeld arbeit, macht sein/ihr Berufsleben europäischer. Für Lehrpersonen, zuständig für zukünftige Generationen von Europäern, ist dies das Wichtigste im Unterricht von Kindern, die in einer immer globalisierten Welt leben werden.

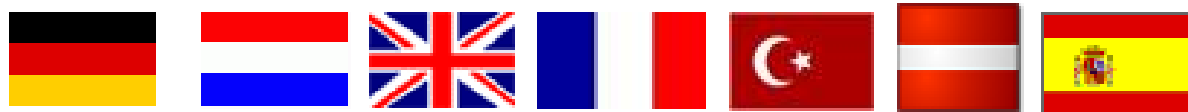
Foreword – Latvian

E-grāmata

Šī grāmata ir rezultāts ļoti produktīvai sadarbībai starp pamatskolu un vidusskolu skolotājiem no dažādām Eiropas valstīm. Dalībniekus ļoti iedvesmoja "Face-it" projekta teorētiskais pamatojums, kas ieskicēts šīs e-grāmatas otrajā nodaļā, ko pieredzējuši ar "Face-it" projektu saistīti mācībspēki prezentēja skolotāju profesionālās pilnveidesursos. Dalībnieki ar entuziasmu pārveidoja šo materiālu starptautiskā projektā. Projekta procesi un produkti ir uzskatāmi aprakstīti trešajā nodaļā. Pamatojoties uz skolotāju pašu pieredzi projekta laikā, ceturtajā nodaļā ir noderīgi padomi, kas palīdzēs jums veidot sekmīgus nākotnes starptautiskos projektus, kas cerams aizraus skolēnus tāpat, kā skolēnus šajos projektos. Pielikumi šīs e-grāmatas nobeigumā satur mācību materiālu un rakstu sarakstu ar hipersaitēm un autoru sarakstu.

Šī e-grāmata ir viena no četrām e-grāmatām, atbilstoši skolotāju profesionālās pilnveidesursos pilnveidotajam Eiropas skolotāja modelim: Eiropas Daudzveidība, Eiropas Identitāte, Eiropas Pilsonība un Eiropas Profesionālisms. E-grāmatu varat izmantot jūsu datorā, iPhonā, iPadā jeb mobilajā telefonā.

Šis priekšvārds ir pieejams šādās septiņās valodās!

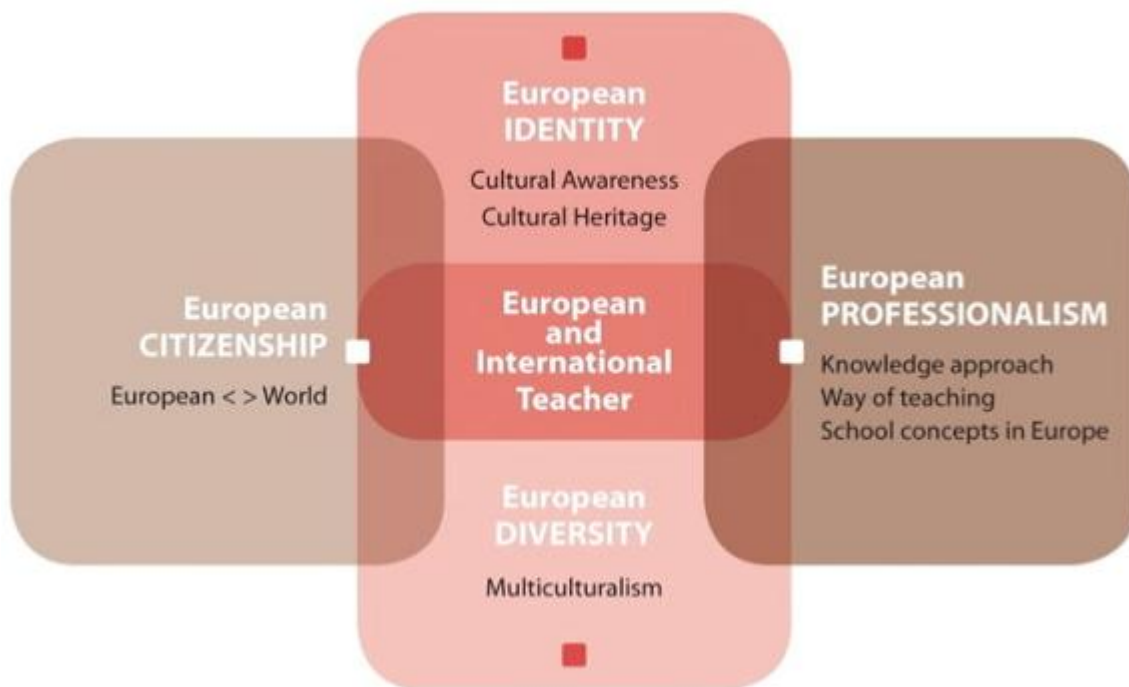


Ka sir Eiropas skolotājs?

Vienpadsmit skolotāju izglītības iestāžu, kas piedalījās Comenius LLL projektā: Focus on Awareness and Culture for International Teachers (Face-it), meklēja kopīgu atbildi uz šo jautājumu. Projekta ietvaros, 27 dažādu jomu skolotāji un skolotāju izglītības iestāžu mācībspēki kopīgi izveidoja Eiropas skolotāja modeli un struktūru. Šie skolotāji arī izstrādāja studiju materiālus skolotāju izglītības programmu studentiem. Face-it projekts, ar atsauces numuru: 134362-LLP-1-2007-1-NL-COMENIUS-CMP tika īstenots no 2007. gada novembra līdz 2009. gada novembrim. Projekta produkti ir integrēti vairumā partneru institūciju studiju programmās un ES vērtēšanas eksperti ir augstu novērtējuši Face-it projektu. Pateicoties Face-it projektam starp 11 skolotāju izglītības iestādēm izveidojās stipras un daudzsološas attiecības un radās ideja par tīklojumu, lai nostiprinātu sadarbību un paplašinātu to ar jaunām valstīm un jaunām partneru institūcijām. Pamatskolu un vidusskolu iesaistīšana tika uzskatīta par vienu no pirmajiem soļiem pirms Eiropas Skolotāju tīklojuma izveides.

Eiropas skolotāja materiālu vajadzēja piemērot pieredzējušiem skolotājiem un skolotāju izglītības kursiem par četrām Eiropas Skolotāja tēmām: Eiropas Daudzveidība, Eiropas Identitāte, Eiropas Pilsonība un Eiropas Profesionālisms.

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Eiropas Skolotāja modelis

Skolotāji, kas piedalījās skolotāju profesionālās pilnveidesursos, reāli palīdzēja saistīt teorētisko modeli ar praktisko situāciju skolās. Gan viņu pašu refleksija, gan vispārīgāka refleksija parādīja, kā var notikt sadarbība, tie ir būtiski saturs un sadarbības rādītāji. No skolotāju mācību materiāliem un skolotāju veiktajiem projektiem, tika izveidotas četras e-grāmatas. Šis darbs tika veikts projekta: European Teacher Synthesize (ETSize), atsauces numurs: 51010134-LLP-1-2010-NL-COMENIUS-CAM ietvaros no 2010. gada novembra līdz 2011. gada novembrim.

ETSize projektā mēs pārveidojām materiālus skolotājiem un organizējām četrus skolotāju profesionālās pilnveides kursus: Eiropas Pilsonība, Eiropas Identitāte, Eiropas Daudzveidība un Eiropas Profesionālisms, lai iedrošinātu skolotājus pilnveidot viņu starptautiskās kompetences un, lai piedāvātu viņiem izaicinošu mācību vidi starptautiskām darbībām un iespēju piedalīties nākotnes tīklojumā.

Teorētiskais pamats un sagatavotība, lai kļūtu par Eiropas Skolotāju

2007. gadā, mēs uzsākām projektu, pamatojoties uz Innsbrukas Universitātes pētījumu nodaļas profesora Maikla Šratca (Michael Schratz) rakstu. 2004. gadā viņš uzrakstīja rakstu par Eiropas Skolotāja kompetencēm. Toreiz vairākas Eiropas skolotāju izglītības iestādes plānoja pārveidot savas udiju programmas, pamatojoties uz skolotāju kompetencēm, nevis uz mērķiem. Maikls Šratcs minēja šādas Eiropas skolotāja kompetences:

- „Eiropas identitāte: Eiropas skolotājam ir noteiktas vērtības, kas parāda, ka viņš/viņa nav tikai nacionāls skolotājs, bet tāds kurš māca “viņpus” nacionālā mācību plānā. Viņš/viņa sevi uztver kā ar saknēm vienā noteiktā valstī, bet, tajā pašā laikā kā piederīgu Eiropai. Šī nacionālās un pārnacionālās apzināšanās līdzaspastāvēšana nodrošina vērtīgu

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perspektīvu heterogenitātes jautājumos. Daudzveidība vienotībā ir attīstītas Eiropas identitātes nozīmīgākais aspekts.

- Eiropas zināšanas: Eiropas skolotājam ir zināšanas par citām Eiropas izglītības sistēmām un izglītības jautājumiem ES līmenī. Viņš/viņa novērtē savu izglītības sistēmu un saredz to saistībā ar Eiropas izglītības sistēmu. Viņam/viņai ir zināšanas par Eiropas un pasaules problēmām. Eiropas skolotājs A European pārzina Eiropas vēsturi (vēstures) un tās (to) ietekmi uz mūsdienu Eiropas sabiedrību.
 - Eiropas multikulturālisms: Eiropas skolotājs akceptē Eiropas sabiedrības daudz kultūru izpausmes. Viņam/viņai ir pozitīva attieksme pret savu kultūru un atvērtība pret citām kultūrām. Viņš/viņa zina kā izturēties citās kultūrās nedominējošā veidā. Viņš/viņa strādā ar heterogēnām grupām, uzskata heterogenitāti par vērtību un respektē daudzveidību. Viņš/viņa tiek galā ar zināšanu sabiedrības daudz kultūru aspektu izaicinājumiem un cenšas veicināt iespēju vienlīdzību.
 - Eiropas valodu kompetence: Eiropas skolotājs runā vairāk kā vienā Eiropas valodā atšķirīgos kompetences līmeņos. Viņš/viņa saskaras ar citām valodām sākotnējā skolotāju izglītībā un tālākizglītībā un spēj mācīt mācību priekšmetus valodās, kas atšķiras no viņa / viņas pirmās valodas. Viņš / viņa pavada kādu laiku valstī, kuras valodas atšķiras no viņa/viņas pirmās valodas un komunicē vairākās valodās ar kolēģiem un cilvēkiem, kas dzīvo citās valstīs.
 - Eiropas profesionālisms: Eiropas skolotājam ir izglītība, kas ļauj viņai/viņam mācīt citā Eiropas valstī. Viņai/viņam ir "Eiropas" pieeja mācību priekšmetu jomām un saikne ar starpdisciplinārām tēmām Eiropas skatījumā. Viņš/viņa dalās pieredzē par mācību programme saturu ar kolēģiem no citām valstīm. Viņš/viņa pievērš uzmanību un mācās no dažādām mācīšanas un mācīšanās tradīcijām. Viņš/viņa izmanto citu valstu zinātnieku pētījumu piemērus, lai saprastu un prastu izskaidrot dažādus profesionālos aspektus mācīt. Skolotāju izglītībā šobrīd ir aktuāla jauna profesionalitāte ar Eiropas perspektīvu (tā neirobežo mācīšanas praksi nacionālās robežās). Daudzi mācību priekšmeti jau šobrīd pamatojas uz bagāto Eiropas tradīciju vēsturi un to var noderīgi izmantot. Kopējās programmas un grādi, ko piedāvā Eiropas valstīs var veicināt Eiropas profesionālismu, tāpat kā daudzās iespējas, ko sniedz modernās tehnoloģijas.
 - Eiropas pilsonība: Eiropas Skolotājs uzvedas kā "Eiropas pilsonis". Viņš/viņa pauž solidaritāti ar citu Eiropas valstu pilsoņiem un dalās tādās vērtībās kā cieņa pret cilvēktiesībām, demokrātiju un brīvību. Viņa/viņas kritiskā mācīšana veicina autonomu, atbildīgu un aktīvu rītdienas rītdienas Eiropas pilsoņu izaugsmi. Skolu mācību programme aspekti var attīstīties jaunā mācīšanas jomā
- "Eiropas Studijās", kas veicinātu šo procesu".
- Eiropas kvalitātes mērauklas: Ja Eiropas skolotājs eksistē, tad jābūt veidam, kā salīdzināt formālās dažādās skolotāju izglītības sistēmas Eiropā. Ierosinājumi ietver

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sistēmu formālo vērtējumu un neformālo apmaiņu starpkultūru vizītēs. Boloņas process ir nozīmīgs solis, lai harmonizētu akadēmiskās un kvalifikācijas jomas.

Visas augstākminētās kompetences ir daļa no Eiropas skolotāja modeļa. Praksē notiek šo četru jomu pārklāšanās.

Gan Face-it projektā, gan ETSIZE projektā, kopējais mērķis bija paaugstināt savietojamību starp Eiropas kvalifikācijām un beidzēju sasniegumu caurspīdīgumu prakses līmenī, kas ir galvenais Boloņas/Kopenhāgenas procesā, un ir aprakstīts otrajā nodaļā.

Pamatskolas un vidusskolas skolotāji, kas darbojās ETSIZE projektā atbildēja uz jautājumu vai viņi jau jutās kā Eiropas Skolotāji šādi:

- “ Es iemācījos kā strādāt ar multikulturālām grupām savā klasē ”
- “ Es esmu iemācījusies daudz: no tā, ka man nebija nekādas idejas par to, kāds varētu būt Eiropas skolotājs līdz jēdzienam kā domāšanas veidam par Eiropu bez robežām”
- “ Vēl ir daudz ko iemācīties par to, kā ir būt Eiropas skolotājam, bet es jūtos, ka šobrīd esmu uz pareizā ceļa”
- “ Es esmu tikai sākumā. Kursi deva man apziņu par Eiropas dimensiju. Es ceru kļūt par tīklojuma dalībnieci. ”

Eiropas kontakti nozīmē:

- “ Izzināt Eiropas Identitāti kopā ar trīs klasēs dažādās valstīs un no dažādām vecuma grupām bija interesanti; tikai savā klasē nekad nevar iegūt plašāku skatījumu ”
- “ Mans entuziasms iedvesmoja manus kolēģus strādāt arī ar Eiropas Dimensiju”

Eiropas kontakti viņu skolotāja profesijai nozīmēja:

- “ Vissvarīgākais ir, ka jābūt fleksiblām ”
- “ Es centīšos pārliecināt savus kolēģus strādāt Eiropas skolotāja projektos ”
- “ Es vēlētos turpināt un es jautāšu saviem kolēģiem ”
- “ Es tagad zinu, kā turpināt un ko darīt”
- “ Es parādīšu saviem kolēģiem e-grāmatas ”

Kā mācību materiāla veidotājie Eiropas Dimensijā mēs vienojāmies par jēdzieniem kā domāt par Eiropu un Eiropas skolotājiem. Kopīgais uzskats bija, ka “the” Eiropas Skolotājs neeksistē jeb visi skolotāji ir Eiropas Skolotāji. Pilnveidojot Eiropas Skolotāja kompetences un strādājot gan Eiropā, gan starptautiskā vidē padara skolotāju profesionālo dzīvi Eiropiskāku. Ta sir visbūtiskākais skolotājiem, kas ir atbildīgi par nākošo paaudžu izglītošanu pasaulē, kas kļūst arvien globalizētāka.

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Foreword – Spanish

E-book

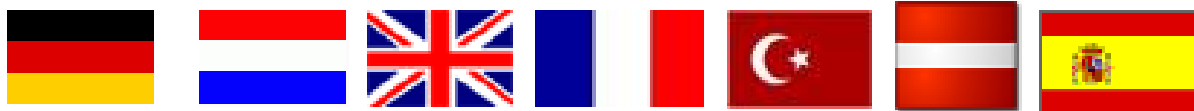
Este e-book es el resultado de una muy productiva colaboración entre docentes de escuelas primarias y secundarias de diversos países europeos. Inspirados en el marco teórico diseñado en el capítulo 2 de este e-book, estos materiales fueron presentados por los profesores del proyecto Face-It en unos cursos de formación permanente. Fué en estos cursos donde los participantes manifestaron su interés en que fueran convertidos en el proyecto internacional del cual son fruto.

Los procesos y los productos de este proyecto se han descrito en el capítulo 3 y en el capítulo 4, basado en las experiencias de los participantes en los cursos, contiene ejemplos que pueden contribuir a la gestión de futuros proyectos internacionales con otros colegas y que, seguramente, serán tan entusiastas como los que han participado en el nuestro.

Los anexos al final de este e-book contienen una lista de materiales de aprendizaje, artículos con enlaces y la lista de los autores.

Este e-book es uno de los cuatro correspondientes al modelo de *enseñante europeo* desarrollado durante los cursos de formación permanente: Diversidad Europea, Identidad Europea, Ciudadanía Europea y Profesionalidad Europea. El e-book puede ser usado en un ordenador, Iphone, Ipad o teléfono móvil.

Esta introducción puede ser consultada en los idiomas siguientes:



Qué es un *Docente Europeo*?

Para poder hallar una respuesta común a esta cuestión, un grupo constituido por once centros de formación de profesores, participó en un proyecto COMENIUS LLL titulado *Focus on Awareness and Culture for International Teachers (Face-it)*. En él, 27 maestros y profesores de diversas disciplinas definieron un marco y un modelo de maestro europeo mientras desarrollaban materiales de aprendizaje para su formación. El proyecto *Face-it* de referencia 134362-LLP-1-2007-1-NL-COMENIUS-CMP se llevó a cabo entre Noviembre del 2007 y Noviembre del 2009. Sus productos han sido integrados en los currícula de la mayoría de las instituciones participantes y el proyecto *Face-it* fué excelentemente evaluado por los expertos de la U.E. Gracias a este proyecto, la relación entre las 11 instituciones participantes fué estrechándose mientras crecía la idea de la construcción de una red que hiciera posible una más intensa colaboración susceptible de ser extendida a nuevos asociados y otros países. La implicación de maestros y maestras de escuelas primarias y secundarias en el proyecto fué considerada como el primer y necesario eslabón para la construcción de una red de *European Teachers*.

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Los materiales producidos en el proyecto *Face-it* fueron rediseñados por docentes con experiencia y se organizaron cursos de formación permanente sobre los cuatro pilares básicos: Diversidad Europea, Identidad Europea, Ciudadanía Europea y Profesionalidad Europea.

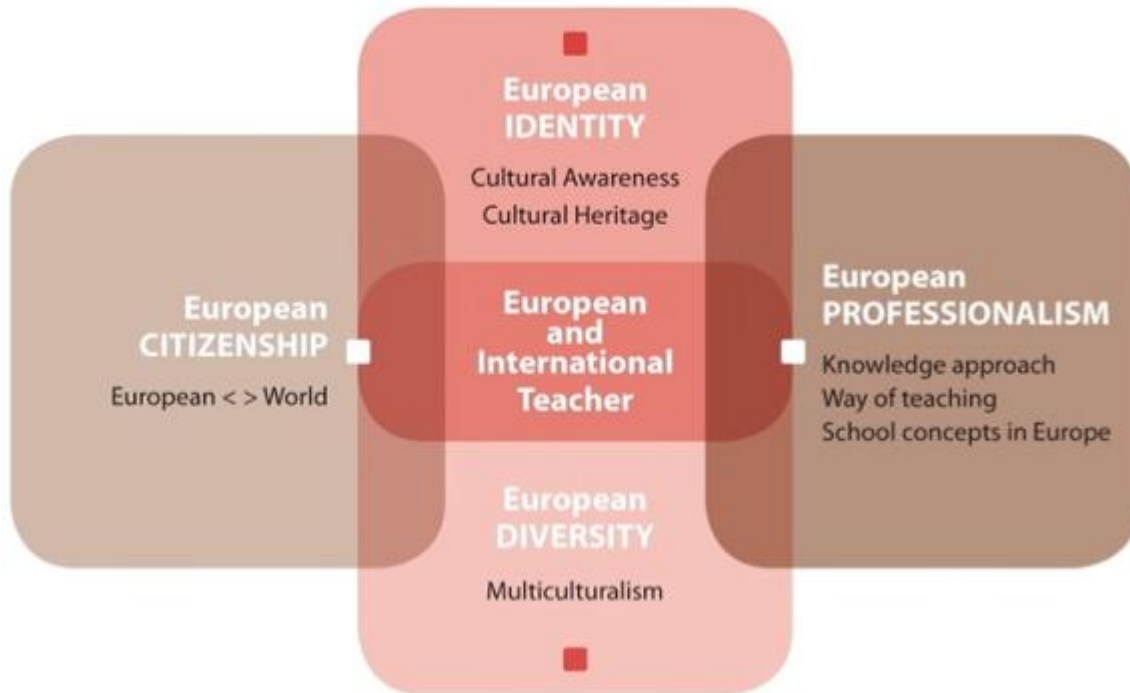


Gráfico 1: European Teacher model

Los maestros y maestras participantes en los cursos de formación, tuvieron un papel relevante en la conexión entre el modelo teórico y la práctica escolar. Sus propias reflexiones así como las de carácter más general, demostraron cómo se puede establecer una cooperación en los contenidos y la colaboración. Como resultado de los cursos de formación, se han desarrollado cuatro e-books que contienen los materiales de aprendizaje así como los proyectos realizados por los maestros y maestras asistentes. Esta parte fue realizada durante el proyecto *European Teacher Synthesize* (ETSize), (51010134-LLP-1-2010-NL-COMENIUS-CAM), entre Noviembre del 2010 y Noviembre del 2011. En el proyecto ETSize, se rediseñaron los materiales y se organizaron cuatro cursos de formación: Ciudadanía Europea, Identidad Europea, Diversidad Europea y Profesionalidad Europea, a fin de animar a los maestros y maestras a mejorar sus competencias internacionales y ofrecerles un entorno de aprendizaje que constituyera un reto a iniciar actividades internacionales y a la posibilidad de participar en una futura red europea.

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Bases teóricas y formación para llegar a ser un *European Teacher*

En el año 2007 iniciamos el proyecto sobre la base teórica ofrecida por un artículo del profesor Michael Schratz, del departamento de investigación de la universidad de Innsbruck en el año 2004. En su artículo desarrollaba su teoría sobre las competencias de los docentes europeos. Por entonces, algunos centros europeos de formación de profesores estaban ya reflexionando sobre la conveniencia de rediseñar sus currícula basándolos en la adquisición de competencias. Michael Schratz mencionaba las siguientes :

- “Identidad Europea” : Un docente europeo tiene unos valores que demuestran que es mucho más que un maestro de su ámbito nacional y que en su ejercicio profesional, enseña más allá del currículum nacional; se considera como alguien que tiene sus raíces en un país particular pero que, al mismo tiempo, pertenece a un conjunto europeo más amplio. Esta coexistencia de identidad nacional y conciencia transnacional le confiere una perspectiva muy valiosa respecto a las cuestiones de heterogeneidad. Diversidad en la unidad es por lo tanto, un aspecto clave de una bien desarrollada identidad europea.
- Conocimiento europeo: un maestro o maestra europeo conoce otros sistemas educativos así como las políticas educativas a nivel de la U.E. Valora su propio sistema educativo y sabe ponerlo en relación con otros sistemas; conoce los asuntos europeos y también los mundiales. Conoce la historia (historias) europea y su influencia en la sociedad contemporánea.
- Multiculturalismo europeo: Un docente europeo está comprometido con la naturaleza multicultural de la sociedad europea. Tiene una relación positiva con su propia cultura y manifiesta una apertura hacia otras culturas. Sabe como actuar en sin demostrar una actitud dominante. Trabaja con grupos heterogéneos y lo valora en positivo, respetando la diferencia. Resuelve los retos de los aspectos multiculturales de la sociedad del conocimiento y trabaja para promover la igualdad de oportunidades.
- Competencia en lenguas europeas: Un o una profesional de la educación habla más de una lengua europea a diferentes niveles de competencia. Experimenta con otras lenguas en su formación inicial y permanente y es capaz de enseñar algunas disciplinas en otras lenguas además de la propia. Pasa algún tiempo en otro país de lengua diferente y se comunica con colegas y amigos de otros países en una lengua no propia.
- Profesionalismo europeo: un o una profesional de la educación debe poseer una educación que le capacite para enseñar en cualquier país europeo. Tiene un punto de vista europeo sobre las asignaturas que enseña y es capaz de trabajar de modo interdisciplinar con una perspectiva europea. Intercambia metodología y temas curriculares con sus colegas de Europa y pone especial atención en aprender de diferentes tradiciones. Utiliza ejemplos de la investigación de otros países para comprender y explicar temas profesionales y también, para enseñar de acuerdo con ello. La formación de maestros está en estos momentos trabajando hacia una nueva profesionalización que tenga en cuenta una perspectiva europea. Muchas asignaturas se han construido sobre la historia de la tradición europea y ello debería ser explotado. Programas conjuntos y diplomas ofrecidos por instituciones educativas de muchos

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países europeos contribuyen, sin duda, al desarrollo de un profesionalismo europeo, al igual que lo facilitan las oportunidades creadas por las modernas tecnologías.

- **Ciudadanía europea:** Un o una profesional de la educación actúa como un ciudadano o ciudadana europea en solidaridad con la ciudadanía europea y comparte con ella valores como el respeto por los derechos humanos, la democracia y la libertad. Su enseñanza crítica se dirige a la educación de ciudadanos autónomos, responsables y activos en la Europa del mañana. Algunos aspectos del currículum escolar deberían desarrollarse bajo una nueva área denominada “Estudios Europeos”, la cual contribuiría de manera eficaz a profundizar estos aspectos.
- **Medidas de calidad europea:** Si existe un modelo de maestro o maestra europea, debería existir también un método de comparación de los diferentes sistemas de formación de profesores en Europa, en un espectro que iría desde las evaluaciones formales hasta los intercambios informales y las visitas interculturales. El proceso de Bologna constituye un paso muy importante hacia la necesaria armonización de los temas académicos y de calificación.

Todas las competencias mencionadas, forman parte del modelo de maestro o maestra europeos. En la práctica, es evidente que se producen algunos solapamientos entre las cuatro áreas señaladas.

Tanto en el proyecto Face-it como en el ETSIZE, el objetivo general ha sido incrementar la compatibilidad entre las calificaciones europeas y la transparencia de los resultados de los graduados en el nivel práctico, lo cual constituye un aspecto básico en los procesos de Bologna/Copenhague, tal como se describe en el capítulo dos.

Los maestros y maestras de escuelas primarias y secundarias que trabajaron en el proyecto ETSIZE contestaron a la pregunta de si se sentían docentes europeos de la siguiente manera:

- “ He aprendido cómo trabajar con grupos multiculturales en mi clase”.
- “ He aprendido mucho: desde no tener ni idea de que significaba ser un maestro europeo hasta el concepto de pensar en una Europa sin fronteras”
- “ Hay mucho que aprender para llegar a ser una maestra europea, pero siento que ahora estoy en el carril correcto!
- “ Acabo de empezar. El curso me ha hecho consciente de la dimensión europea. Estoy deseando vivamente participar como asociada en una red.

Los contactos europeos significaron:

- “ Trabajar juntos en identidad europea, tres clases en diferentes países y con alumnos de edades diferentes, fué muy interesante. En tu clase nunca puedes tener una visión tan amplia.
- “ Mi entusiasmo inspiró a mis colegas a trabajar también en dimensión europea”

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Los contactos europeos significaron en mi profesión de docente:

- “Lo más importante es que tienes que ser flexible”
- “Tengo que tratar de convencer a mis colegas para trabajar en proyectos europeos”
- “ Me gustaria continuar y voy a preguntar a mis colegas”
- “ Ahora se como continuar y que hacer”
- “ Enseñaré a mis colegas los e-books”

Los autores de los materiales docentes sobre dimensión europea, habian acordado pensar sobre Europa y los docentes europeos. Al final del proyecto, el consenso general era que “el o la” docente europeo no existe y que todos los enseñantes son, enseñantes europeos. Es el hecho de desarrollar las competencias y el de trabajar en un ambiente europeo e internacional, lo que convierte la vida de un docente en más europea. Para los maestros y maestras, responsables de preparar las futuras generaciones de europeos, este es un tema fundamental puesto que educan unos niños que viviran en un mundo cada vez más global.

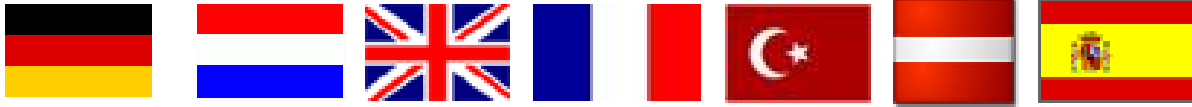
European Citizenship

Foreword – Turkish

E-kitap

Bu e-kitap farklı Avrupa ülkelerinden gelen ilköğretim ve ortaöğretim öğretmenlerinin verimli bir işbirliğinin sonucu olarak ortaya çıkmıştır. Bu kitabın ikinci bölümünde yer alan kuramsal çerçeve kapsamından taslağı çizilen teorik bilgiden ve hizmet-içi kurslarda FACE-IT projesine bağlı deneyimli profesörlerin sunduğu materyallerden ilham alan katılımcılar, materyalleri uluslar arası bir projeye dönüştürmek için bir araya geldiler. Oluşturulan bu projenin süreci ve çıktılarını dair detaylı bilgileri kitabın üçüncü bölümünde bulabilirsiniz. Öğretmenlerin proje yaparken edindikleri kendi deneyimlerine dayanan dördüncü bölüm ise sizlerin gelecekte yapmayı düşündüğü uluslar arası projelerinizin başarılı olmasını sağlamak adına yararlı bilgiler içermektedir. Bu projelerin sizin öğrencilerinizi de bizim projedekiler kadar heveslendireceği umuyoruz. Bu e-kitabının sonunda öğrenme materyalleri ile ilgili bir liste, internet üzerinden ulaşılabilecek makalelere dair linkler ve yazarların isimleri yer almaktadır. Bu e-kitap Avrupa'da Çeşitlilik, Avrupalı Kimliği, Avrupa Vatandaşlığı ve Avrupa'daki Profesyonellik konularında açılan hizmet-içi kurslarda geliştirilen Avrupa Öğretmeni Modeline uygun olarak yazılmış dört e-kitaptan birisidir. Bu e-kitap bilgisayarınızda, iPhone, iPad ve cep telefonunuzda kullanılabilir.

Bu önsöz aşağıda gösterilen yedi dilde mevcuttur:



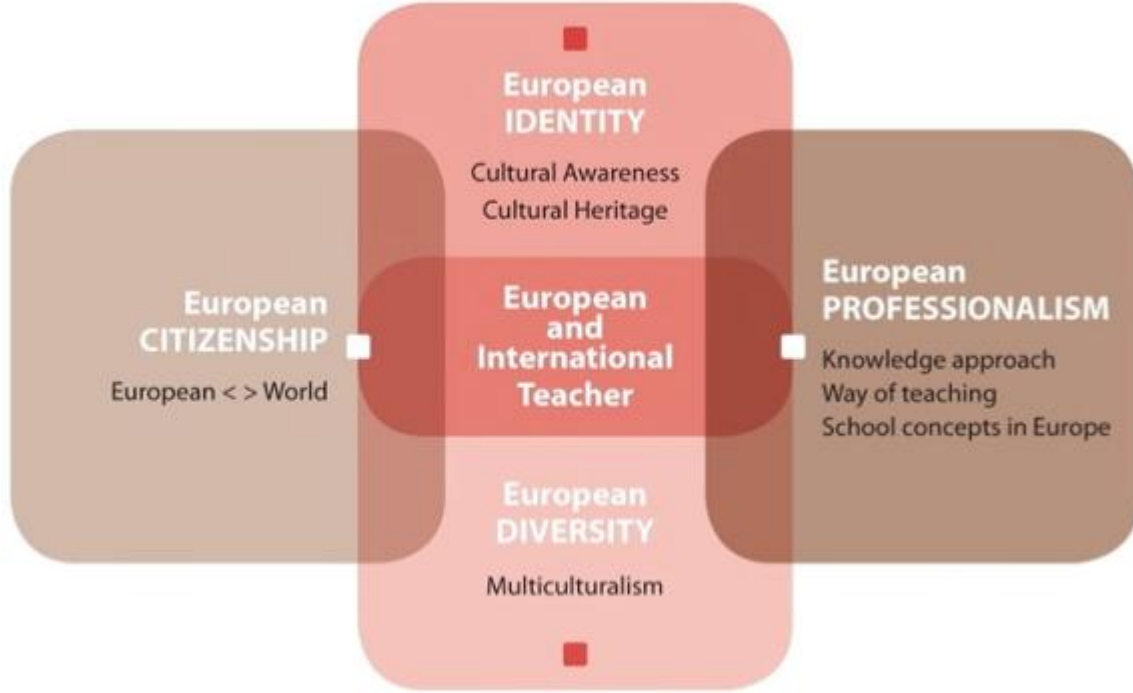
Avrupa Öğretmeni nedir?

Avrupa'nın farklı ülkelerinde yer alan 11 öğretmen yetiştiren kurumdan gelen bir grup akademisyen bu soruya ortak bir cevap bulabilmek için toplanarak "Uluslararası Öğretmenler için Kültür ve Eğitimde Farkındalığa Odaklanma" (Focus on Awareness of Culture and Education for International Teachers) kısaca "FACE IT!" adında bir Comenius LLL projesine katıldılar. Bu proje içerisinde öğretmen yetiştiren kurumların farklı disiplinlerinden gelen 27 öğretmen ve akademisyen bulunmaktaydı. Bu öğretmen ve akademisyenler Avrupa öğretmenleri için bir model ve ayrıca öğretmen adayları için eğitim materyalleri geliştirdiler (bk. FACE-IT projesi, referans: 134362 – LLP – 1 – 2007 – 1 – NL – COMENIUS – CMP). Proje Kasım 2007 de başladı ve Kasım 2009'a kadar gerçekleştirildi. Projenin çıktıları proje ortakları arasında yer alan birçok kurumun müfredat programıyla birleştirildi. FACE IT projesine Avrupa Birliği'nin değerlendirme uzmanları tarafından yüksek bir derece verildi. FACE IT projesi sayesinde 11 öğretmen yetiştiren kurum arasında güçlü bir işbirliği oluştu ve bu işbirliğini güçlendirip farklı ülkelere ve farklı ortak kurumlara uzanmak amacıyla için bir ağ oluşturma düşüncesi ortaya çıktı. Avrupa öğretmenleri için oluşturulacak böyle bir ağın kuruluşundan önce ilk adım olarak ilköğretim ve ortaöğretim okullarının projeye dahil edilmesinin gerekli olduğu düşünüldü.

Avrupa öğretmeni modeline dair geliştirilen materyallerinin hizmet içi eğitim kurslarına katılacak deneyimli öğretmenler için tekrar tasarlanması gerekiyordu. Bunun sonucu olarak ta, hizmet-içi eğitim kursları için belirlenen konular aşağıda belirtilen dört başlık altında

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koordine edildi: Avrupa'da Çeşitlilik, Avrupalı Kimliği, Avrupa Vatandaşlığı ve Avrupa'daki Profesyonellik.



Resim 1. Avrupa Öğretmeni Modeli

Hizmet-içi eğitim kurslarına katılan öğretmenler projede geliştirilen materyalleri okullarında uygulayarak teori ile uygulama arasında bir bağ kurulmasına yardımcı oldular. Öğretmenlerden alınan geribildirimlerle projenin içeriği için önemli bir gösterge olan bir işbirliğinin nasıl olabileceği gösterildi. Daha önce hazırlanan eğitim materyallerinden ve proje sürecinde öğretmenler tarafından üretilen projelerden derlenen dört adet e-kitap geliştirildi. Yapılan bu çalışmalar Kasım 2010'dan Kasım 2011'e kadar "European Teacher Synthesize (ETSize)" (Avrupalı Öğretmen Sentezi), (referans no: 51010134 – LLP – 1 – 2010 – NL – COMENIUS – CAM) projesi adı altında yürütüldü.

ETSize projesinde daha önce oluşturulmuş olan eğitim materyalleri öğretmenler için tekrar tasarlandı. Öğretmenlerin uluslar arası düzeydeki yeterliliklerini geliştirmelerini desteklemek ve onlara uluslar arası boyutta bir eğitim ortamı sunmak adına gelecekte kurulacak böyle bir ağa katılımlarını sağlamak için Avrupa'nın dört farklı şehrinde 4 hizmeti içi eğitim kursu düzenlendi. Bu kursların isimleri şu şekilde idi: Avrupa'da Çeşitlilik, Avrupalı Kimliği, Avrupa Vatandaşlığı ve Avrupa'daki Profesyonellik.

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Kuramsal çerçeve ve Avrupa Öğretmeni olmak için gerekli bilgiler

2007 yılında projeyi Innsbruck Üniversitesinin araştırma bölümünde profesör olan Michael Schratz'ın makalesini temel alarak başlattık. 2004 yılında Michael Schratz Avrupa Öğretmeninin yeterlilikleri hakkında bir makale yazdı. O zamanlarda, Avrupa'daki birçok öğretmen yetiştiren kurum, müfredat programlarını yeniden tasarlamayı planlıyordu ve yeni programlarında programın amaçları yerine öğretmen yeterliliklerine odaklanmayı düşünüyorlardı. Avrupa öğretmenin niteliklerini Michael Schratz aşağıdaki şekilde açıkladı:

- **Avrupalı kimliği (European identity):** Avrupa öğretmenin belirli değerleri vardır ki bunlar onun sadece ulusal bir öğretmen olmadığını ve ulusal müfredatın ötesinde öğrettiğini gösterir. O kendisini belirli bir ülkede kökleri olan birisi olarak görür ama aynı zamanda kendisini daha büyük bir Avrupa bütününe ait olduğunu da hisseder. Bu ulusal kimliğin ve milletler üstü farkındalığın bir arada var oluşu çok kültürlülük ile ilgili sorular üzerine değerli bir bakış açısı sağlamaktadır. Bu yüzden birlik içerisinde çeşitlilik ifadesi Avrupalı kimliğinin gelişmesinde kullanılan anahtar bir ifadedir.
- **Avrupa bilgisi (European knowledge):** Avrupa öğretmenin diğer Avrupa eğitim sistemleri hakkında ve Avrupa Birliği seviyesindeki eğitim politikaları konularında biraz bilgisi olmalıdır. Avrupa öğretmeni kendi eğitim sistemine değer verir ve Avrupa'daki diğer eğitim sistemleriyle bağ kurar. Onun Avrupa ve dünyadaki olaylar hakkında bilgisi vardır. Avrupa öğretmeni Avrupa tarihi (tarihler) ve bunun (bunların) çağdaş Avrupa toplumu üzerinde olan etkisi hakkında bilgi sahibidir.
- **Avrupa'daki çokkültürlülük (European multiculturalism):** Avrupa öğretmeni Avrupa toplumunun çokkültürlü yapısıyla bağlantılıdır. Onun kendi kültürü ile olumlu bir ilişkisi vardır ve diğer kültürlerle karşı açıktır. Kendisi diğer kültürler üzerinde baskın olmayacak şekilde nasıl davranacağını bilir. Avrupa öğretmeni heterojen gruplarla çalışır, çokkültürlülüğü değerli görür ve farklılığa saygı duyar. Kendisi bilgi toplumunun çokkültürlü yönlerinin zorlukları ile başa çıkar ve fırsat eşitliğinin ilerlemesi için çalışır.
- **Avrupa dil yeterliği (European language competence):** Avrupa öğretmeni yeterliliği farklı seviyelerde olan birden fazla Avrupa dili konuşur. Başlangıçta ve öğretmenliğinin ileriki yıllarında diğer dilleri de tecrübe edinir ve dersleri kendi dili dışında başka dillerle de öğretebilir. Kendi dilinden farklı bir dil konuşulan başka bir ülkede zaman geçirecek yurt dışından gelen meslektaşları ve insanlarla birçok dil kullanarak iletişim kurar.
- **Avrupa'daki profesyonellik (European professionalism):** Avrupa öğretmenin herhangi bir Avrupa ülkesinde öğretmenlik yapabilecek bir birikimi vardır. Onun öğrettiği derslerde "Avrupa(lı)" yaklaşımı vardır ve kendisi müfredat konularını Avrupalı bakış açısıyla düşünür. Avrupa öğretmeni müfredat konularını ve metotlarını diğer Avrupa ülkelerindeki meslektaşlarıyla paylaşır. Kendisi farklı öğrenme ve öğretme yöntemlerine önem verir ve bunları öğrenmeye meraklı olur. Avrupa öğretmeni profesyonel konuları anlamak ve açıklamak için diğer ülkelerdeki araştırma örneklerini kullanır ve bunları kendi eğitim ortamına aktarır. Öğretmen eğitimi artık Avrupa bakış açısı olan yeni bir profesyonelliğe doğru gidiyor (örneğin: öğretmenlik uygulaması sadece ulusal boyutta sınırlandırılmıyor). Pek çok ders zaten Avrupa geleneğinin zengin tarihi üzerine kurulduğu için bundan faydalı bir şekilde

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yararlanılabilir. Avrupa ülkelerindeki öğretmen yetiştiren kurumlar tarafından sunulan birleştirilmiş program ve diplomalar Avrupa'daki birçok meslek olanaklarının gelişmesini sağlar. Ayrıca, modern teknolojinin sunduğu pek çok imkan da bu gelişimi ilerletebilir.

- Avrupa vatandaşlığı (European citizenship): Avrupa öğretmeni "Avrupa vatandaşı" gibi davranır. Kendisi diğer Avrupa ülkelerindeki vatandaşlarla dayanışma gösterir ve insan haklarına saygı, demokrasi ve özgürlük gibi değerleri paylaşır. Onun eleştirel eğitimciliği yarının Avrupa'sının bağımsız, sorumluluk sahibi ve aktif vatandaşlarını yetiştirir. Okul müfredatı kapsamında "Avrupa Çalışmaları" adı altında yeni bir eğitim alanı oluşabilir ki bu da süreci güçlendirebilir.
- Avrupa kalite ölçüleri (European quality measures): Eğer bir Avrupa öğretmeni olgusu var ise o zaman Avrupa'daki farklı öğretmen eğitimi sistemlerinin yapısını ve var olan özelliklerini karşılaştırmanın da bir yolu olmalıdır. Öneriler içinde sistemlerin resmi değerlendirilmesi, resmi olmayan değişimler ve kültürel ziyaretler bulunmaktadır. Bologna süreci de akademik konuların ve niteliklerin uyumunda önemli bir adımdır.

Yukarıda sözü edilen tüm yeterlilikler Avrupa öğretmen modelinin bir parçasıdır. Uygulamada bu dört alanının arasında genel ortak bir alan oluşmaktadır.

Hem FACE-IT projesinde hem de ETSize projesindeki genel amaç özellikle Bologna/Kopenak sürecinin önemli noktası olan ve bu kitabın ikinci bölümünde de açıklanan mezun başarısının uygulama düzeyine aktarımı ile birlikte Avrupa nitelikleri arasındaki uyumu arttırmaktır.

ETSize projesinde görev alan ilköğretim ve ortaöğretim öğretmenleri kendilerini Avrupa Öğretmeni olarak hissedip hissetmediklerine yönelik soruya aşağıdaki gibi cevaplar vermişlerdir:

- "Sınıfımda çokkültürlü gruplarla nasıl baş edeceğimi öğrendim"
- "Çok şey öğrendim; Avrupa Öğretmeninin ne olabileceğine dair hiçbir fikrim yokken Avrupa'yı sınırları olmadan düşünmenin kavramını öğrendim"
- "Avrupa Öğretmeni olmaya dair hala öğrenilecek çok şey var, ama şimdi doğru yolda olduğumu hissediyorum"
- "Henüz yeni başladım. Bu kurs benim "Avrupa Boyutunu" fark etmemi sağladı. Yeni kurulacak ağa katılmayı umuyorum"

Avrupa temasları demek:

- "Farklı ülkelerde farklı yaş gruplarından oluşan üç ayrı sınıfta Avrupalı Kimliği üzerinde çalışmak enteresandı; kendi sınıfında hiçbir zaman bu kadar geniş bir görüş alamıyorsun"
- "Benim ilgim sayesinde meslek arkadaşlarım da "Avrupa Boyutu" ile ilgilenmeye başladı"

Kendi öğretmenlik mesleklerindeki Avrupa temasları demek:

- "En önemlisi esnek olmak"

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- “Meslek arkadaşlarımı Avrupa öğretmen projeleri üzerinde çalışmaya ikna etmeye çalışacağım”
- “Devam etmek isterim ve meslek arkadaşlarıma da soracağım”
- “Şimdi nasıl devam edeceğimi ve ne yapacağımı biliyorum”
- “E-kitapları meslek arkadaşlarıma göstereceğim”

“Avrupa Boyutu” üzerine eğitim materyallerini geliştirenler Avrupa ve Avrupa Öğretmeni kavramları üzerinde çalışmak üzere anlaşmaya vardılar. Bu konudaki genel kanı Avrupa Öğretmeni olgusunun olmadığı veya bütün öğretmenlerin Avrupa Öğretmeni olduğu idi. Avrupa Öğretmeninin yeterliliklerini geliştirmek ve hem Avrupa hem de uluslar arası bir ortamda çalışmak bir öğretmenin profesyonel hayatını daha da Avrupalılaştırmaktadır. Giderek evreselleşen bir dünyada yaşayacak olan çocukları eğitmek, Avrupalıların yeni neslini yetiştirmekten sorumlu olan öğretmenler için en önemli olgudur.

5.1 Readings and web sites

Project 1: Festa, Bayram, Feest in Europe!

Literature

HANVEY, Robert G. “An Attainable Global Perspective”. New York: The American Forum for Global Education, 1976.

SCHRATZ, Michael. “A European Teacher”. **June, 2005.**

ZIEDALSKI, Bozena. “What does it mean to be a European citizen and why the concept of European citizenship is important to the European Union?” New England International and Comparative Law Annual. Volume 6: 2000.

Hyperlinks of products

“Festa, Bayram, Feest in Europe!” Project presentation PPT

<http://www.slideshare.net/carolinagonza/project-presentation-9306030>

“Festa, Bayram, Feest in Europe!” programming

https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0B-_k4aNLWqRVZGZiYTAxMDctNzNkNi00ODMxLTk5ZTAtNWw4MDQ3MjY0MTRk&hl=en_US

“Easter in Holland 1” PPT

<http://www.slideshare.net/carolinagonza/easter-9186873>

“Easter in Holland 2” PPT

<http://www.slideshare.net/carolinagonza/easter-and-spring>

“Easter in Holland” jeopardy game

<http://www.slideshare.net/carolinagonza/jeopardy-easter>

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Easter religious festivity Lesson 1 Choose language, click on stories nr. 54

<http://nl.wikipedia.org/wiki/Pasen>

<http://www.bibleforchildren.org/>

Pasen in Ootmarsum Lesson 2

<Http://www.uitinootmarsum.nl/uitgelicht>

<http://nl.wikipedia.org/wiki/Ootmarsum>

Photo's Power Point Lesson 2

<Http://www.uitinootmarsum.nl/uitgelicht>

Photo's Power Point Lesson 3

<http://www.google.nl/search?q=afbeeldingen+pasen&hl=nl&biw=1280&bih=843&prmd=ivns&tbn=isch&tbo=u&source=univ&sa=X&ei=HDZuTqjylcK6-AbxhYnfBA&sqi=2&ved=0CC8QsAQ>

“Saint George’s Day” power point presentation

<http://www.slideshare.net/carolinagonza/saint-georges-day-9186723>

“Saint George’s Day” jeopardy game

<http://www.slideshare.net/carolinagonza/jeopardy-saint-georges-day>

Saint George’s Day information

http://en.wikipedia.org/wiki/St_George's_Day

Memory game

https://docs.google.com/viewer?a=v&pid=explorer&chrome=true&srcid=0B-_k4aNLWqRVNzI0YTlZzdktMzM2Ny00NTQ2LWlZzWEtMTg5YTUwODI5MDg5&hl=en_US

“Festa, Bayram, Feest” Promotional video

<http://www.youtube.com/watch?v=7LfWeKDwAXI>

Thank you message from Spanish pupils

http://www.youtube.com/watch?v=l_LSnR5_HSg

Blog with pictures and videos of the “Festa, Bayram, Feest in Europe!” project

<http://fbfe.blogspot.com/>

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Project 2: My playground

Literature

Huckle, J. & Sterling S. (1996). *Education for sustainability*. London: Earthscan Publications Limited

Battistich V. & Hom A. (1997). The relationship between students' sense of their school as a community and their involvement in problem behaviors. *American Journal of Public Health, Vol. 87, Issue 12.*

Climate change, children and education for sustainable development
(http://www.ungei.org/resources/files/EERP_modular_contents_web.pdf)

Photos

Photo gallery in Twinspace: the students, in small groups, take pictures or videos of their playgrounds and upload them with a description in twinspace
(<http://new-twinspace.etwinning.net/web/p50756>)

Drawings (posters): after looking at the other countries' playgrounds, the students make a poster where they reflect on the positive and negative aspects of the other playgrounds. The pictures of the drawings are in Twinspace
(<http://new-twinspace.etwinning.net/web/p50756>)

Hyperlinks of products

Video presentation: the students introduce themselves to the other countries in a video.

http://www.youtube.com/watch?v=_px0eDhl3aE

<http://www.youtube.com/watch?v=BFx7tnSn7W4>

http://www.youtube.com/watch?v=cl0t29b_miE

Project 3: The Little Prince

Literature

"The Little Prince" by Antoine de Saint-Exupéry

http://en.wikipedia.org/wiki/The_little_prince

www.sparknotes.com/lit/littleprince

Photos

All the photographs and activities can be found in our blog:

<http://friendship-etsize.blogspot.com/p/childrens-activities.html>

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Hyperlinks of products

Blog of the ETSIZE Project:

<http://friendship-etsize.blogspot.com/>

<http://friendship-etsize.blogspot.com/p/teachers-resources.html>

Project 4:: Healthy Wealthy

Literature

HANVEY, Robert G. "An Attainable Global Perspective". New York: The American Forum for Global Education, 1976.

SCHRATZ, Michael. "A European Teacher". **June, 2005.**

ZIEDALSKI, Bozena. "What does it mean to be a European citizen and why the concept of European citizenship is important to the European Union?" New England International and Comparative Law Annual. Volume 6: 2000.

Hyperlinks of products

Healthy wealthy Presentation

<http://www.slideshare.net/cejroureda/healthy-wealthy>

Online game on nutrition

<http://playnormous.com/games/pyramid-pileup-plus>

Website of the ETSIZE Project

<http://www.european-teachers.eu>

Website of the The food Pyramid and the Pyramid Game

<http://playnormous.com/games/pyramid-pileup-plus>

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