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This report does not necessarily represent the views of the CiCe Network.

Professional In-Service Courses that relate to Citizenship Education and Identity

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Contents

Introduction

These guidelines are intended primarily for those who design and implement in-service training for teachers on elements of citizenship education. The guidelines attempt to take into account three key factors.

First, in some European countries, there is a statutory requirement for citizenship education to be included within the curriculum, whereas in others educators have more discretion over curriculum content. The extent to which the providers of training see their role (at least in part) as being to help schools and teachers to comply with the statutory framework within which they operate is likely significantly to influence the nature and content of their courses and conferences.

Second, a very broad definition is assumed of the phrase 'in-service training'. It includes short courses (e.g. single seminars, one or two day programmes), day conferences, school-based consultancy and training sessions and other development events with citizenship as their focus.

Third, the range of educators involved in providing these kinds of staff development activities for teachers is wide. It includes Continuing Professional Development (CPD) tutors in higher education institutions, school inspectors, advisers, advisory teachers, school-based CPD coordinators, staff trainers working for independent training organisations and trainers working for organisations involved in the promotion of citizenship.

The guidelines are presented in four sections:

Section 1

is a discussion of the main issues and assumptions underpinning citizenship education across Europe;

Section 2

comprises a discussion of the possibilities, challenges and contradictions facing teachers in attempting to implement citizenship education;

Section 3

presents an analysis of examples of short in-service training activities currently available for teachers in different European countries which explores issues of content, methodology, intended learning outcomes and assessment;

Section 4

offers a checklist of issues to be considered in developing an effective in-service training course for citizenship education.

1   Main issues and assumptions in citizenship education

At present there seems to be a paradox in the development of the European Union (EU). At the same time as many former Communist countries are being welcomed to the 'club' of democratic nations, there has been a significant decline in participation in various elections in many countries across Europe. For example, in 2004 the participation rate in elections for the EU Parliament was the lowest in the last twenty years. Moreover, even new countries that joined the EU in 2004 demonstrated a low rate of participation, although democracy and procedures for ensuring democracy were apparently amongst the most powerful driving forces behind the integration process. There has also been the rejection of the proposed European Constitution in referenda in some countries in 2005

Education, as one of the main social institutions responsible for both the socialisation of young people and the development of culture, is viewed in most European countries as a key vehicle in promoting active involvement of young people in democratic processes. Teachers - the main active agents in schools - need assistance and support in re-shaping practice, developing it and sharing ideas and effective experiences. Kerr (2003) identifies key issues facing countries across Europe and beyond in relation to citizenship education. Common to all is a realisation that citizenship education has a focus on personal and social outcomes rather than on the academic or vocational qualifications that are the intended outcome of most curriculum programmes.

It is important to recognise the extent to which democratic, inclusive practices in teachers' and students' everyday experiences immediately impact on their reality. The school culture is part of the curriculum, whether overt or 'hidden', and is likely to have a significant impact on both attitudes and practice. If there are contradictions between the rhetoric and the reality, both teachers and students may well be reluctant and hesitant in their approach to citizenship education. It can be argued that experiencing contradictions and a variety of life styles, values, and beliefs is an appropriate way of developing open and conscious citizenship at the European level. However, the idea of congruence and the development of a systematic approach to experiences in school are emphasised, as the appreciation of variety should be linked to a clear concept of an entitlement for all students.

At the heart of this entitlement is a key and controversial notion, that is the progressive empowerment of students. This includes a significant change in emphasis, away from the traditional paradigm of teaching → learning towards a model of learning → teaching in which teaching is more about facilitating, transforming and providing students with a

variety of opportunities. If active participation in a range of civic duties is one of the overarching aims of citizenship education, then personal entitlements and the tools to ensure these should be a central element of in-service teacher training. Authentic experience of the significance of each individual's own opinion is essential if the overarching aim is to have a society which appreciates rights and also develops citizens who are able to cherish and defend these rights.

Figure 1 suggests a model of citizenship competences that students should be entitled to at three levels.

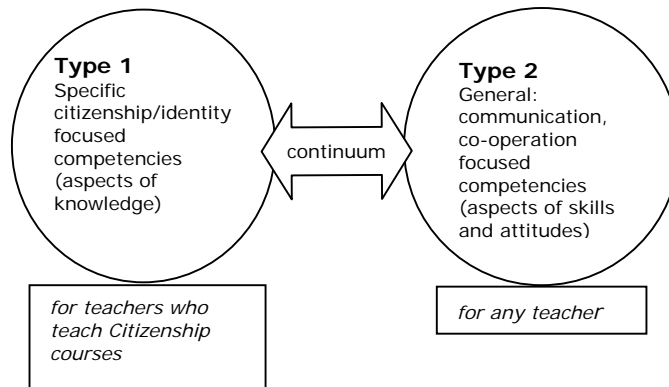- European – Global
- Local
- Personal

Figure 1 Levels of competences
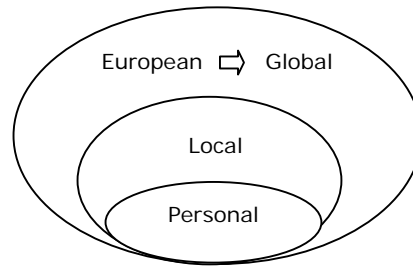
Central to these guidelines is the argument that most if not all teachers are potentially teachers of citizenship education and this possibility needs to be borne in mind by designers of in-service training activities. In some instances, teachers will have been identified as having a particular responsibility for citizenship education and their training needs will probably include a focus on specific knowledge to be incorporated into citizenship schemes and modules. However, many curriculum subjects (for example, History, Ethics, Languages, Sciences) include elements that can contribute significantly at both the global and personal levels. Arguably even more important is the impact on the student experience of the everyday teaching-learning process, particularly the extent to which students are encouraged to participate actively in the learning process rather than being passive recipients of didactic teaching. Crucial citizenship skills such as negotiating, discussing, debating, searching for arguments and critical thinking can and should be developed across the curriculum. Figure 2 therefore suggests that there is a continuum of training needs, from specialist provision for citizenship coordinators to elements that can be identified and

highlighted in training provision that is primarily intended for subject specialists.

Figure 2   Elements of citizenship education in in-service training courses

Type 1
Specific citizenship/identity focused competencies (aspects of knowledge)

continuum

Type 2
General: communication, co-operation focused competencies (aspects of skills and attitudes)

for teachers who teach Citizenship courses

for any teacher

Any in-service training programme must, of course, take into account the intended learning outcomes for students. Across the countries of Europe, there are some minor differences in emphasis in policies on citizenship education but there is an overwhelming consensus on the main theme - that citizenship is a conscious and informed balance between personal entitlements and social responsibilities. Figure 3 attempts to illustrate the interdependencies of these two elements.

Figure 3 Personal entitlements and social responsibilities: intrinsic interdependency

European   Global

Local

Personal
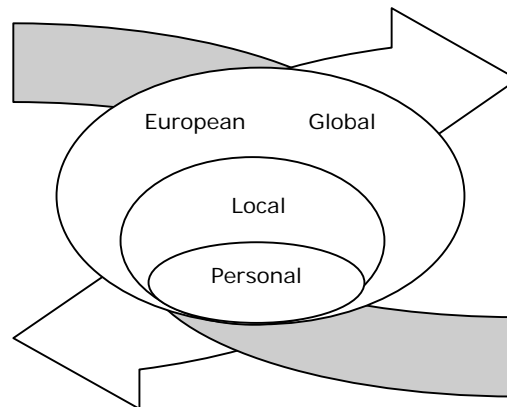
Citizenship education across the countries of Europe aims to equip young people with the values and dispositions, key concepts, knowledge and understanding, skills and aptitudes needed to become citizens within a democratic society. Individually, it helps develop a sense of identity, as students explore their own background and future as a citizen, and helps students identify what they believe in relation to the key concepts.

Students can develop personal and social skills through citizenship education, and these can be used to strengthen school-community links. As students become active members of society, they move from the relationship between school and community and link this to the relationship between the individual and government. This relationship is always changing and citizenship education can help students prepare for it.

The challenge for providers of in-service courses designed to develop this vision of citizenship education is therefore clear. Deakin Crick *et al* (2004), in their review of Citizenship Education courses, identified four key issues for programme planners:

- understanding how citizenship education is related to the processes and structures of schooling;

- understanding the links between citizenship education and personal development, including spiritual, moral, social and cultural development;

- understanding the relationship between citizenship education and (lifelong) learning; and

- understanding the relationship between citizenship education and learning outcomes.

(Deakin Crick *et al*, 2004, p.8)

There is a need for the progressive development of a body of knowledge and a range of professional skills around a pedagogy for citizenship education. Arguably, this pedagogy will depend crucially on the quality of the relationships between teachers and learners and will in particular need teachers to be empowered to use their professional judgement and discretion in facilitating a learner-centred approach. If there is to be genuine participation in the learning process by teachers and students, there needs to be decision-making at school level, meaning that there may be local differences. Guidelines should therefore provide a supportive and flexible framework rather than seeking to impose a straitjacket of uniformity. In Deakin Crick *et al's* memorable phrase: '(it) … should be viewed as scaffolding rather than as a cage'. (Deakin Crick *et al*, 2004, p.40).

2   In-service training for citizenship education: possibilities, challenges and contradictions

As citizenship itself is a complex phenomenon, this complexity will surely be reflected in attempts to develop a framework for in-service training courses in Citizenship Education. Deakin Crick *et al* (2004) offer a useful categorisation linked to intended learning outcomes:

> The domain of citizenship education includes all of those planned interventions in schooling which have as their purpose a personal or social outcome, rather than only a focus on academic or vocational qualifications.

<div align="right">(Deakin Crick et al, 2004, p.7)</div>

Addressing an international perspective, Koutselini (2002) observes:

> To examine citizenship education in different countries requires the contextualisation of meaning, processes and results, because different social, economic and political conditions imply different understandings of the concepts of citizenship

<div align="right">(Koutselini, 2002, p.257)</div>

Misiejuk *et al* (2004) underline the difficulty of defining the concepts of citizenship and citizenship education:

> Citizenship is more a field of questions than a defined concept: citizenship education is more questioning than answering

<div align="right">(Misiejuk et al, 2004, p.9)</div>

However, the openness and flexibility implied by this reflection is rarely evident in the approach of national systems of education to guidance on curricular provision. It can therefore be argued that both teachers and students face the essential contradiction that a framework for citizenship education, espousing the values of democratic participation and individual rights and responsibilities, is a non-negotiable statutory imposition. Davison (2004) emphasises this contradiction in relation to the English National Curriculum:

> The central metaphor of the National Curriculum is 'delivery' … a curriculum to be 'delivered' by a teacher is disempowering of pupils and teachers alike. It is a view of knowledge that is hierarchical, top-down and characterized by prescription and direction

<div align="right">(Davison, 2004, p.47)</div>

Kelly (2004), commenting on curricular frameworks in a number of international contexts, draws broadly the same conclusion:

> In a democratic society, the young must be initiated into democratic morality … that planning and that provision must themselves conform to the moral criteria which the concept of democracy generated … a top-down curriculum, prescribed by the government and imposed on all pupils, is fundamentally totalitarian rather than democratic.

> (Kelly, 2004, p.89)

One key challenge, therefore, in relation to the design of in-service courses and other staff development activities in citizenship education is the extent to which the training model envisages the professional empowerment of teachers. Misiejuk et al (2004) make an important point about one of the challenges facing teachers in working with their students on difficult or controversial matters:

> One of the acute difficulties for teachers in their practice is that they must both reassure students and at the same time disquiet or provoke them with questions on important controversial issues

> (Misiejuk *et al*, 2004, p.2)

Berg *et al* (2003) highlight the central role in citizenship education of consideration of controversial issues and of preparing teachers appropriately so they are able to handle such issues confidently and effectively in the classroom. In the United Kingdom, for example, there is clear guidance (QCA 1998) to teachers on strategies for managing debate in classrooms. There are three recommended approaches:

- the neutral chair approach;
- the balanced approach;
- the stated commitment approach

In practice, teachers will use a combination of these approaches as the need arises:

> They may remain neutral, letting children put the various viewpoints, they may give a view (not necessarily their own) to ensure a balance of opinions is heard or they may give their own view as a means of encouraging pupils to agree or disagree.

> (Berg *et al*, 2003, p.10)

In Finland, where there is a long tradition of school democracy at all levels, all university departments involved in teacher development are now committed to a project called 'Promoting Citizenship and Civic Activity in Teacher Education', central to which is the development of the skills and confidence to handle controversial issues.

Arguably, in-service training activities need to enable teachers to explore the opportunities for citizenship learning that are potentially available to students via three aspects of their schooling: the formal taught curriculum; the wider curriculum and extra-curricular activities; and democratic participation in school decision-making processes. Figure 4 illustrates the point.

Figure 4 Possibilities that might be discussed with teachers in an in-service training course

within the formal curriculum

Pluses
Minuses
Challenges

educating for citizenship through democratic participation

within the wider curriculum and extra curricular activities
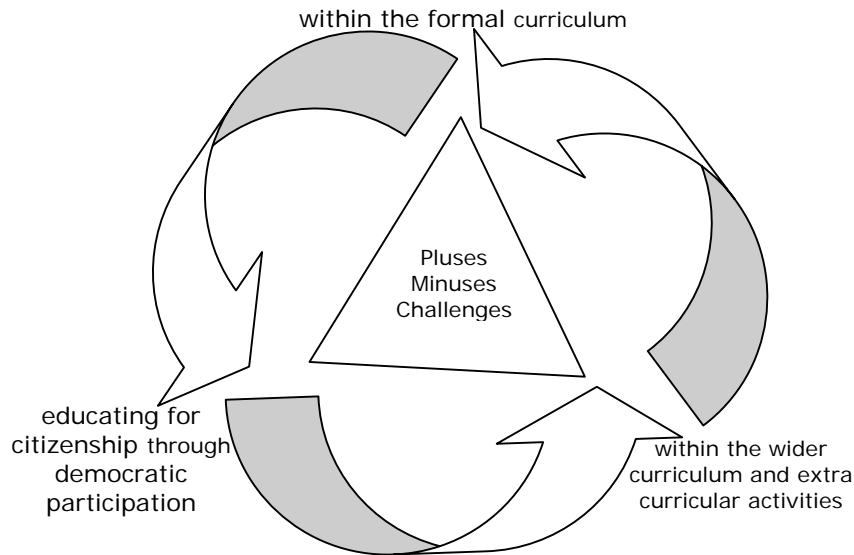
In terms of the formal curriculum, there are at least three models for including citizenship education. Different countries adopt different practices and priorities; however, we would argue that teachers should be given the opportunity to consider the arguments for and against all three in in-service training courses. The three models are:

- as a separate and discrete subject in the curriculum;

- as a theme or module in an integrated course of Personal and Social Education;

- as a cross-curricular theme, integrated as appropriate into existing curriculum subjects such as History and Geography.

In those countries that have introduced a statutory requirement, Citizenship Education frequently appears as a separate subject. This has the advantages of specially allocated time, equal status for Citizenship Education in comparison with other courses and provision for all embedded within the timetable. It ensures that key areas of content, e.g. an understanding of the principles of democracy and the political institutions and structures that underpin them, are covered for all students. It can also be argued that teaching a properly acknowledged course boosts teachers' self-confidence and self-esteem and this can enhance their motivation to join both in-service training courses and other opportunities for professional development.

Among the potential disadvantages of introducing Citizenship Education as a separate course within the formal curriculum is the key question: where do you find the time? In most countries, the curriculum is already a very crowded place and consideration needs to be given to issues such as the workload children already have and what might be removed or reduced to enable the introduction of an additional lesson. A further challenge in some countries is the relative lack of teacher expertise in Citizenship Education. Teachers who have taken Citizenship Education as their specialism in initial teacher training are few and far between and the role of in-service courses is therefore vital in developing the necessary expertise. For many, there is a philosophical objection that citizenship is not really a separate subject at all and cannot meaningfully be taught and assessed in the same way as other subjects. Some on the political right argue that it is progressive ideology masquerading as curriculum content whilst the view from the political left tends to be that it is about reinforcing the political status quo. Perhaps the greatest disadvantage is that, by being taught as a separate curriculum 'slot', Citizenship Education risks becoming ' just another subject', heavy with content that many students will not see as relevant to their everyday experiences and therefore it is no more likely to motivate or enthuse the disaffected student than any other part of the curriculum.

Where citizenship education is included as a theme or module in an integrated course of Personal, Social and Health Education (PSHE), it can be argued that the issue of student workload is better managed. Citizenship is set within a context of related personal and social themes and a broader range of teachers can be engaged in the teaching and learning process. Critics of this approach consider that too close a relationship between citizenship and PSHE can be problematic. They argue that PSHE tends to focus on the private, individual dimension of pupils' development whereas Citizenship is more about the public dimension. It is argued that the two do not combine easily, especially where there is

little time devoted to them. There is also concern that citizenship will be less well taught if it is the responsibility of teachers who are pastoral tutors and who have no particular expertise in citizenship education. In-service training could, of course, address this problem but many teachers who teach citizenship simply as a small part of the tutorial programme with their tutor group may not see in-service training for citizenship education as a high priority for their own professional development.

The third curriculum model is citizenship education as a cross-curricular theme, integrated as appropriate into existing curriculum subjects. It can be legitimately argued that the knowledge content and key skills of citizenship either already are or easily could be incorporated into various subjects such as History, Geography and Languages. Such subjects provide students with opportunities to experience the depth and multifaceted nature of being a citizen. Students can practice the skills of critical thinking and can be encouraged to build up various personal and social competences linked to acting in a responsible way. Debating, discussions, the ability to engage in dialogue between equals are other examples of skills students can be encouraged to acquire, all important parts of being a citizen even though they are normally developed without the terms 'citizen' or 'citizenship' ever being mentioned. However, there are a number of challenges for this model. The first is how to make citizenship identifiable and coherent. There is a danger that students will fail to see coherence in a theme spread across a number of subjects and therefore will not develop a systematic view of what citizenship is about. A further complication is introduced where there are options or curriculum choice for students. It is difficult to achieve a coherent entitlement for all if some elements of citizenship are incorporated into subjects that are not taken by all students. This model also presents a major challenge in relation to the development of teacher expertise for citizenship education and in particular for in-service training. It requires a significant proportion of teachers to be involved but is a responsibility additional to their main subject specialism. This can lead to citizenship not being well taught in some cases because it has a lower priority for teachers than what they see as the main learning outcomes for their subject, and many teachers would not see it as a high priority in terms of their in-service needs.

The wider curriculum and the range of extra curricular activities offered to students have significant potential to contribute to citizenship education. In many countries, the formal curriculum is extended in order to give students socio-economic and/or political learning opportunities. In some countries, these opportunities are offered on a structured and formal basis to all students. They are well planned, deliberate

and are intended to expand students' understanding of responsibilities, duties and possibilities. For example, in Ireland, students at 16 are entitled to take a **transition year**, during which they complete community-based projects in such places as nurseries or homes for elderly people.

In the U.K., Finland, and other countries, students undertake a period of compulsory **work experience**. These activities provide students with unique opportunities both to employ the skills they already have and build new competences, such as the skills of interacting with people from groups other than those they are used to, e.g. older people, people in business. These experiences may help students build competences that will be of great use later in their lives, when they may be employers, workers and parents.

In many countries, students are offered opportunities for **community involvement**. These may include: leading sporting or artistic activities with younger or disadvantaged children; working in youth organisations; assisting elderly people; environmental projects. All such activities have the potential for enriching the curriculum and providing valuable learning about what it is to be a citizen. However, it has to be acknowledged that, in most contexts, these are essentially voluntary activities bringing enrichment opportunities for some pupils: they are rarely part of an entitlement for all.

For schools in many countries, the third element of citizenship education, participation by students in democratic processes, is the hardest to achieve. Yet it is clearly crucial. If young people are to be encouraged to become citizens of a democratic society, then arguably the opportunity to participate in the decision-making process, to weigh options, consider 'what if' scenarios and ultimately to evaluate and live with decisions made, is at the heart of what the education system should provide. Article 12 of the U.N. Convention on the Rights of the Child proclaims the 'right of children to express their views on all matters of concern to them, and to have those views taken seriously in accordance with their age and maturity'. In some countries, such as Sweden and Finland, School Councils have been an accepted feature of school life for many years. In others, such as the U.K., increasing numbers of schools are developing School Councils as a way of trying to empower students. The most recent statistics for the U.K. suggest that one in three primary schools and two in three secondary schools now have councils made up of elected representatives.

There can be difficulties with School Councils which can reduce their effectiveness in helping students to feel they are really participating in school decision-making. For example, students can quickly become disillusioned if the School Council is little more than a talking shop with no authority to

decide or influence anything. Only a small number of students can actually be Council members at any one time so it is vital to ensure that student representatives have the opportunity to take soundings from the students they represent and report outcomes back to them. This is usually straightforward in primary schools where it is possible to have class representatives but can be more difficult in secondary schools where students are in several different teaching groups.
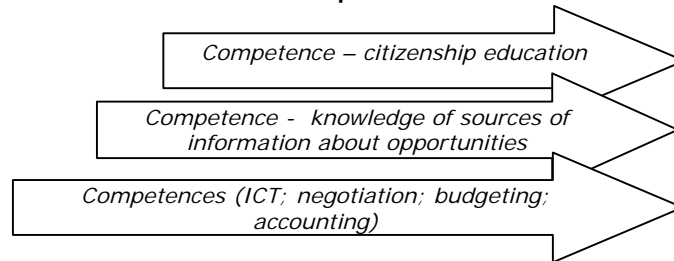
However, if they are properly set up, with an appropriate mixture of genuine decision-making power on some issues and the chance to present the 'student voice' on issues where other perspectives must also be weighed, School Councils can help students develop a range of problem-solving skills and can make them feel valued and self-confident. It has been argued that high levels of student participation can result in higher attendance rates, lower exclusion rates, higher student self-esteem and improved academic performance. However, it is still rare in most countries to find in-service courses focused particularly on the issues of setting up a School Council or other approaches to the development of student participation. For many teachers, there is an irony about proposals for the empowerment of students when as teachers they feel disempowered in relation to the curriculum and how citizenship should be addressed, an issue discussed earlier in this section.

It is important to recognise that there is much potential for citizenship learning via the methodology that is adopted for a wide range of educational activities. For example, in Lithuania, there has been a recent emphasis on the development of project work across the curriculum. Direct participation by students in the planning, implementation and evaluation of projects has provided opportunities for consideration of alternatives, the modelling of different approaches in order to consider impact and possible consequences, listening to and reflecting on different and often conflicting standpoints and perspectives. However, this approach to teaching and learning is often unfamiliar to teachers who have been brought up in a much more didactic tradition and where this is the case in-service programmes need to offer teachers help in developing a more facilitative methodology that will help them to foster their students' abilities to plan, collaborate and take responsibility for tasks and outcomes.

Further opportunities for valuable citizenship learning are opened up by international exchange and liaison arrangements between schools and students, activities which have been a feature of schools in much of Europe for many years and are a relatively recent development in some of the former Communist countries of Eastern Europe, e.g.

Lithuania. There are now greater possibilities for students (even those of primary age) to engage in international links and gain first-hand contact with different cultures and traditions. Again, it is important to recognise that many teachers are both unaware that such possibilities exist and lack the skills to develop international projects. In-service programmes can provide awareness of the opportunities and how to access them and support in developing some of the necessary skills, such as Information and Communication Technology, negotiation and even planning and budgeting visits.

Figure 5 How these additional teacher competences can contribute to citizenship education

Competence – citizenship education

Competence - knowledge of sources of information about opportunities

Competences (ICT; negotiation; budgeting; accounting)

3 Short in-service training activities in citizenship education –   content, methodology, intended learning outcomes and assessment

In a review of how teacher educators were approaching citizenship, McGettrick (2002) identified the following three broad approaches:

- **a transmission approach**, which focuses on the knowledge content of citizenship education. It is instructional in style, predictable in intent and focused in its methodologies, and inflexible in programme design

- **a process approach**, which focuses mainly on the context of schooling and the ways in which schooling is organised – developmental in style, unpredictable in intent, varied in methodologies and flexible in programme design

- **a transformational professional approach**, which is concerned with the re-professionalisation of teachers as facilitators of learning and focused on learning as a process for transforming society – based on the teacher as a primary agent of social change, developed in a community context, adaptable to widely changing circumstances, and flexible in programme design.

These three broad approaches show something of the different priorities in national frameworks for citizenship education, as well as the diversity of in-service provision as providers of Continuing Professional Development seek both to anticipate and respond to the needs of schools and teachers. The range of courses investigated for this study suggested that most current training is based on transmission or process approaches, with a lot of 'transmission' in evidence in those countries where there is a statutory requirement for Citizenship Education within the curriculum. It is clearly important for in-service training providers to have an informed view of the kind of learning outcomes, content, pedagogy, assessment and student support that would be appropriate to the development of effective teachers of Citizenship Education. There is still surprisingly little research underpinning the development of teachers for Citizenship Education, although the review undertaken by Gearon (2003) points up some key issues:

- citizenship education in national and international contexts is a response to macro-level changes in the nature of social and cultural, political and economic systems

- shifting historical circumstances – social and cultural, political and economic – alter both definitions of, and research agendas for, citizenship education

- in addition to the developing body of research on 'explicit' citizenship, educators and policy-makers can usefully

draw upon research in areas of 'implicit' citizenship (for example, in the context of values education/ PSHE) which were in existence prior to the introduction of Citizenship Education in the National Curriculum, especially where strong and self-evident links do exist, such as in spiritual, moral, social and cultural development, and involvement in community life.

Providers of in-service activities for teachers also have to be aware of the needs of teachers as adult learners. The work of Knowles (1984, 1998) in advancing and developing a theory of andragogy (adult learning) highlights that adults are self-directed and expect to take responsibility for decisions. They are characteristically mature people with a wealth of life experience who have established beliefs and values and a stable self-concept. Adult learning programmes must accommodate these fundamental aspects. Andragogy makes the following assumptions about the design of learning:

- adults need to know why they need to learn something;

- adults need to learn experientially, including by mistakes;

- adults approach learning as problem solving;

- adults learn best when the topic is of immediate value and relevance to their working or personal life.

In practical terms, andragogy means that training activities for adults need to focus more on the process and less on the content being taught. Strategies such as case studies, role-playing, simulations, and self-evaluation are most useful. Trainers need to adopt a role of facilitator or resource rather than didactic lecturer.

A wide range of research reinforces the importance of the role of experience in adult learning. For example, Kolb (1984) emphasises that it is a primary source of learning for adults. Therefore, providers of staff development activities should both respect and draw on teachers' experiences of their schools, their students and the challenges they face. Sharing and comparing experiences, considering problems and challenges in groups, reflecting on notions of 'best practice', and exploring new research perspectives are all key features.

The three examples of in-service programmes summarised below have been assembled from a number of courses and other training activities on offer in different countries. Example 1 is based on practice from the U.K., Belgium and France.

Example 1 Citizenship Education - underpinning principles and issues

Learning Outcomes

Upon successful completion of the course, students will be able to:

- demonstrate their knowledge and understanding of the citizenship curriculum within the context of its historical development and current issues which affect classroom practice;

- demonstrate their knowledge and understanding of a range of contemporary issues, themes and questions which underpin educational practice in the teaching and learning of citizenship in the primary and secondary curriculum;

- locate the role of citizenship education within the wider debate surrounding the nature, purpose and content of the curriculum. In particular, critically analyse inspection evidence and classroom research on the teaching and learning of citizenship;

- critically evaluate competing models of citizenship education within national and international contexts.

Outline content

- theoretical models of citizenship and citizenship education
- the ideology and politics of citizenship education
- government policy on citizenship education
- competing curriculum models in delivering citizenship education
- citizenship education within a global context

Teaching and learning strategies

The course will be taught via a mixture of lecture, student presentation and group workshops. Theoretical issues will be presented for discussion although emphasis will be placed upon the development of a range of practical knowledge and understanding based upon the application of those theoretical issues. The approach will be activity based and participatory. In addition, tasks will be set which will focus upon independent study.

Assessment strategy

Assessment will be based upon the presentation of a single piece of coursework. The core of the assessment will be upon creating a relationship between the theory and practice of citizenship education within a range of contexts. Students will be expected to demonstrate their knowledge and understanding of the socio-economic, cultural and ideological context of citizenship education and to relate that knowledge

to specific curriculum practices within primary and secondary education.

Student experience, support, and guidance

Students will be given the opportunity to work in a wide variety of ways, some of which will develop further their strengths, and some of which will develop areas of weakness or inexperience. It is likely that, in line with a commitment to individualised experience of study, students will be expected to demonstrate their capacity for independent study and research. Support will be provided by the tutor, and within the student cohort. The allocation of learning hours will include:

lecture and seminar presentations;

tutorial support, both face-to-face and via Web CT on-line discussion;

collaborative peer support, both face-to-face and via Web CT on-line discussion;

structured directed independent study tasks.

Example 2 Citizenship education: management and implementation

This example is based on programmes from the U.K., Lithuania and Finland.

Learning outcomes

By the end of the course, participants will be able to:

- identify and analyse key factors that facilitate and inhibit the effective management of cross-curricular initiatives;

- critically evaluate their own effectiveness in managing the development of citizenship within their own workplace;

- demonstrate how their own articulated model for citizenship in their own work context can be put into effect in their workplace;

- analyse a range of teaching strategies and methodologies and relate these to effective learning of Citizenship;

- present a detailed strategy or curriculum model for use within their own workplace that responds to critically active and participatory learning.

Outline content

Within the context of educating for Citizenship, the course will address

- Preparing for change (with specific reference to citizenship)

- Constructing, revising and enhancing policy

- Conducting a curriculum audit (including links to Personal, Social and Health Education)

Planning and Implementing the Introduction of Citizenship

Designing, constructing and resourcing the curriculum in the context of effective methodology

Pedagogy

Staff development

Monitoring and evaluation

The management of cross-curricular initiatives

Curriculum links to extra-curricular activities and the development of a community ethos within the school

Teaching and learning strategies

Examination of projects

Visits to/by 'good practitioners'

Group planning activities

Workshops

Guided reading

Presentations

Directed independent study

Assessment strategy

Participants will present the results of their school-based enquiry, in the form of a critical evaluation of their work. This will comprise reports on chosen aspects of their school-based work presented as a file of evidence in which they will demonstrate how they have applied theory to practice and have critically evaluated their work-in-progress. Within the file of evidence participants will be required to demonstrate that they have:

1   critically reviewed the literature on managing change, and can apply this to their own working context, recognising the strengths and limitations of such theories and their application to a school context;

2   identified and critically analysed key factors that have, or may, impact on the effective introduction of citizenship across the curriculum within their own school context;

3   critically evaluated their own role in managing the implementation of citizenship within their own workplace, and analysed their potential effectiveness in bringing about change;

4   utilised their own articulated model for citizenship to plan a strategy for implementing or developing citizenship education in their work context;

5   developed a range of teaching and learning strategies for citizenship education and presented a clear argued rationale for their use;

6   prepared a strategy or curriculum plan for citizenship that identifies appropriate next steps for their school/department/team.

Student experience, support, and guidance

The course will draw on aspects of good practice.

Participants will keep a learning journal throughout this module, in which they will record their

initial commentary on their school's/team's position to respond to the development of citizenship education;

outline action/response plan against set and agreed targets;

reflections on key aspects of research and scholarship and the context of this informing their own practice.

Support will be provided by the tutor and within the student cohort.

Example 3   A one-day conference on setting up a School Council

This example is drawn from Finland and the U.K.

Purpose of the conference

The target audience is teachers who are either planning to set up a School Council or want to develop the way their existing Council is working. The conference will enable them to discover how student councils address aspects of citizenship education. It also provides opportunities to raise issues around staff roles in relation to the School Council and the place of School Councils within the overall school organisation.

Intended learning outcomes

By the end of the conference, participants will:

understand the ways in which effective School Councils can contribute to many aspects of the citizenship curriculum;

understand the key purposes of School Councils and what factors are likely to influence their effectiveness;

understand how issues of concern can be dealt with as well as how all pupils in a school can become actively involved in improving school life through participatory democracy;

be aware of and have discussed their possible roles in relation to the School Council, e.g. as facilitator.

Outline content

Relationship between school ethos and the development of a School Council

The potential benefits to the school, e.g. in terms of relationships, student motivation and student performance, of effective student involvement in decision-making

How a School Council can fit into school structures; adjustments needed to enable a council to be effective

Exploring the boundaries – what powers could / should be delegated to the Council? Are there limits and what are they?

Participation for all students – establishing systems and structures that enable all students to participate in discussion and consideration of proposals with their representatives, so that the Council genuinely represents the student body

The role of teachers as facilitators of / consultants to the participatory process.

Teaching and learning strategies

The approach will be activity-based and participatory. Use will be made of case study examples and of teachers' own first-

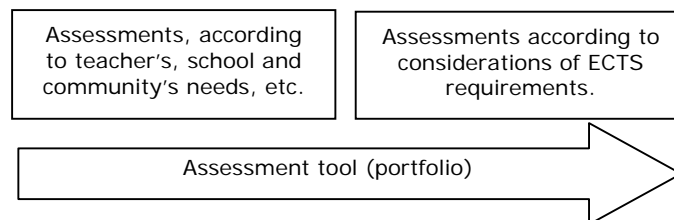hand experience in analysing issues and exploring possible ways forward.

Principles for in-service provision

A number of key principles underpin the provision of in-service training for teachers. These may be summarised as: accessibility, effectiveness/impact and quality. In terms of accessibility, the inclusion of distance learning in the 'learning blend' offers an important element of flexibility as teachers seek to reconcile their training needs with ever more demanding professional commitments. In some countries, the distance learning option opens up training possibilities to a wider population of teachers. However, it should also be noted that integral to the professional development of teachers for citizenship education are aspects of teacher development such as a teacher's own ethical vision and values; the capacity to communicate these interpersonally; and the capacity for building empathic and trusting relationships with students and peers. It can be argued that these aspects can be most effectively developed by means of group interaction rather than by independent study.

Evaluating the effectiveness / impact and quality of in-service training for citizenship education is a complex challenge. In countries where there is a statutory requirement for the inclusion of citizenship in the curriculum, inspection evidence is regarded as an important measure of levels of 'citizenship activity' in schools. However, the contribution of in-service training to more qualitative indicators, such as the school ethos and the quality of staff-student relationships, is arguably at least as important even though it is harder to measure.

Assessment procedures contribute to the quality of the overall process. Two considerations, in particular, need to be kept in mind: first, assessment should be based on tasks that are part of the teacher's professional reality and which therefore contribute to the development of school-based practice; second, assessment procedures should be transparent and should link clearly to progression routes for teachers wishing to pursue their professional development. This principle is illustrated in Figure 6.

Figure 6 Assessment procedures: continuum between individual needs and ECTS requirements

Assessments, according to teacher's, school and community's needs, etc.

Assessments according to considerations of ECTS requirements.

Assessment tool (portfolio)

4   A checklist of issues to be considered in developing an effective in-service training course for citizenship education

The final brief section of these guidelines offers a summary checklist intended to enable developers of in-service courses on citizenship education to assure the quality and 'fitness for purpose' of a proposed course or staff development activity.

Checklist

Are you clear who are your target audience, e.g. specialist or non-specialist teachers of citizenship?

Are your intended learning outcomes clear?

Is your proposed content appropriate to your theme and pitched at the correct level for your participants?

Will your proposed methodology enable the intended learning outcomes to be achieved?

Have you fully taken into account the needs of your teachers as adult learners?

Do you have a flexible, 'blended learning' approach to learning and teaching that will enable you to meet the varied needs of your course participants?

Is your assessment strategy based on tasks linked to teachers' work in school?

If, as is frequently asserted, the quality of dialogue and discourse are crucial to learning in citizenship education, is it equally the case that the quality of dialogue and discourse are at the heart of learning on your in-service course?

Does your in-service course offer support to teachers in developing appropriate professional skills to engage in discourse and dialogue to facilitate citizenship education?

How far is your in-service course about empowering teachers to develop citizenship and how far training them to 'deliver' a prescribed curriculum?

How far does your in-service course model in its approach and methodology the inclusive, respectful relationship between teacher and learner that is at the heart of effective citizenship education?

How far does your in-service course model in its approach and methodology a concept of citizenship education that questions, even challenges, existing power and authority structures?

Research suggests that a learner-centred approach is critical to successful citizenship education. How far does your in-service course model a learner-centred approach?

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