



Mapping the pressure spots and favourite actions

The manifesto “Education for change – change for education” identifies four areas where action is desirable:

1. Access to renewed knowledge
2. Pedagogical and educational relationship
3. The serene exercise of the profession
4. School in society – society in school?

This mapping exercise was done as part of the intensive trainer course of the Pestalozzi Programme in February 2015.

Participants were asked – in a process of individual selection and consensus building first in groups of three and then in groups of six to identify the most pressing actions needed as well as their favourite action (disposition towards carrying out this action) per thematic area.

It could be argued that in situations where the identified pressure spots and favourite actions coincide the chances for actual change are higher.

In this group such overlap concerned in particular the following issues

- Observing with confidence, curiosity and professionalism the changing sources of knowledge and recognizing the multiple places of information as valid sources for the acquisition of knowledge and skills
- Considering school as a whole (playgrounds, classrooms, canteen, documentation centre...) and as a place of social life
- Reducing the tension on the following issue: How to assess in the context of results-based management? How to articulate short-term results with long-term education processes?
- Starting a debate on societal priorities for school

The actions in **bold** represent the groups’ consensus; the actions in *italics* were added to the list of actions contained in the manifesto.

Access to renewed knowledge	Pressure spots	Linking, whenever relevant, the knowledge with the realities experienced by learners.
		Observing with confidence, curiosity and professionalism the changing sources of knowledge and recognizing the multiple places of information as valid sources for the acquisition of knowledge and skills
		Working on the interest, specifications, and limits of learning in the context of a widespread use of information technologies and communication. The digital space offers a working environment; it is not an aim in itself
		Building programs that specifically call for permeability and interdisciplinarity
	Your favourite action aspect	Initiating learners to processes of reflection and research, covering both personal and collective learning processes and content
		Creating learning situations that allow critical analysis and choice
		Organising the space and time of the school (a room, an hour, a discipline?) and integrate regular use of information and communication technology
		Developing approaches to problem solving that involve knowledge and skills from different disciplines
		Observing with confidence, curiosity and professionalism the changing sources of knowledge and recognizing the multiple places of information as valid sources for the acquisition of knowledge and skills
Pedagogical and educational relationship	Pressure spots	Considering school as a whole (playgrounds, classrooms, canteen, documentation centre...) and as a place of social life
		Making school into a democratic environment where children's' views are listened to
		Working on relationships: When is it appropriate to promote a vertical relationship? When horizontal? When networked?
	Your favourite action aspect	Considering school as a whole (playgrounds, classrooms, canteen, documentation centre...) and as a place of social life
		Establishing a caring and demanding relationship and sharing the joy of learning
		Working on motivation and meaning
		Applying cooperative principles and structures and non-competitive approaches and activities and appeal to collective intelligence
		Making school to a learning space of shared responsibility of teachers, students, parents, municipalities, civil society...
	Endeavouring to educate for a sense of personal and collective responsibility	
The serene exercise of the profession	Pressure spots	Taking into account the sometimes significant differences between the prescribed work and actual work a teacher needs to do
		Redefine the different roles of education professionals within school
		Establishing relevant evaluation procedures
		Reducing the tension on the following issue: How to assess in the context of results-based management? How to articulate short-term results with long-term education processes?
		<i>Tension between teacher autonomy and demands of the authority and the system</i>

	Your favourite action aspect	Working on the tension between teacher autonomy ("academic freedom") and team work
		Determining who assesses who and what? The head teacher? The inspectors? Outside experts? A team of teachers? Parents? Students?
		Redefine the different roles of education professionals within school
		Reducing the tension on the following issue: How to assess in the context of results-based management? How to articulate short-term results with long-term education processes?
		Recognising the professional dimension of the teaching profession and its complexity
School in society – society in school?	Pressure spots	Starting a debate on societal priorities for school
		Respecting the very special status of school: a place of learning, where everyone has the right to error, where "performance" and "profitability" have a distinct and appropriate meaning different from the meaning it may have in the area of economics
		Tracing the contours of its diversified missions: a scientific mission (developing and maintaining a wide knowledge base), a citizens' mission (promoting equal opportunities, developing active citizens), an economic mission (enabling the development of a professional project and promote integration in the world of work) and a personal development mission (contributing to the development of the personality and its full potential)
		Developing coordinated processes of evaluation
		Being accountable for the choices made and ready to explain the reasons behind
		Making school a cultural element and driver of development for a region for children as well as adults alike
		Seeking an active and committed participation of young people, teachers, parents and by all those affected by school on the basis of a clearly defined structure and role of all actors
		<i>Developing active citizens, teachers and learners</i>
	Your favourite action aspect	Respecting the very special status of school: a place of learning, where everyone has the right to error, where "performance" and "profitability" have a distinct and appropriate meaning different from the meaning it may have in the area of economics
		Starting a debate on societal priorities for school
		Providing a sustainable and harmonious relationship between the different partners
		Making school a cultural element and driver of development for a region for children as well as adults alike
		Respecting the very special status of school: a place of learning, where everyone has the right to error, where "performance" and "profitability" have a distinct and appropriate meaning different from the meaning it may have in the area of economics
Seeking an active and committed participation of young people, teachers, parents and by all those affected by school on the basis of a clearly defined structure and role of all actors		
<i>Promoting equal opportunities</i>		
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