Leipzig

Whilst being in the city of Leipzig I was impressed by its history and immense wounds in several respects. The religious reformer Martin Luther (16th century) began his disputes here with representatives of other religions of that time. Centuries later the Battle of the Nations between France and a coalition of other countries delivered a beat. Napoleon lost the largest battle in 1813 before the First World War. About half a million soldiers were involved.

Somewhat more than 100 years later, the main synagogue of the city was set on fire (1938), the beginning of the most shocking historical period in Europe leaving the world speechless. And then again an episode started where, as they say in zigg, 23 immigrant learners are being in-school tests in science, reading, and mathematics. PISA emphasizes the students’ ability to think independently rather than to rely on memorized methods and results, which makes it well suited for the comparison of different education systems.

The Finnish education system is considered one of the best in the world. According to international studies carried out by the Organisation for Economic Co-operation and Development (three times a year) Finnish schools have the highest rate of knowledge in the world. Their students have fantastic results from the natural sciences and mathematics. In addition, children and adolescents read the most.

Why is it like that? This question tried to be answered by the representatives from the school, Dr. Magdalena Szewczyk and the headteacher, Jerzy Babiak, during the five-day training: PISA - Finnish and European Education Systems funded by the programme POWER SE "Foreign mobility for school education".

In a series of lectures and visits to several schools, teachers from Polish schools in Wrocław, from Spain, Germany, Belgium, Turkey, Bulgaria and Romania tried to unravel the secret of the success of Finnish schools. In all, we were accompanied by the director of a high school Mr. Esa Rätty, owner of the EduKarlala which organizes courses in Europe.

The most surprising fact is that students from Finland belong to the group, which in a year spends the least time learning. No school is favoured and no teacher and subject is more important than the other. Finland does not give their students standardized tests. Nobody knows what the points obtained in school tests are. There is no school ranking. Finns appreciate the integration of society, and also put a lot of effort in maintaining relationships with people who require special attention. It generates a great system of trust in teachers, who are highly valued in the environment. Individual schools have curriculum autonomy. Individual teachers have classroom autonomy. It is not mandatory to give students grades until they are in
the 8th grade. All teachers are required to have a Masters’ degree.
Finland does not have a culture of negative accountability for their teachers. According to Partanen, “bad” teachers receive more professional development; they are not threatened with being fired. Finland has a culture of collaboration between schools, not competition. The Finns believe that the school should prepare the child for something very important: to arrange a successful life and to become an independent person. The most important aspect of education is learning to be independent and practical thinking — in other words, to solve problems. Instead of memorization of rules, thinking — in other words, to solve problems. Instead of memorization of rules, thinking — in other words, to solve problems. Instead of memorization of rules, thinking...
also offers students the means by which they can formulate cogent arguments, defend their positions, and stress the reasons people use to justify their beliefs or actions. Philosophy has a penchant for teasing out the implications of our thinking around questions in a slow, thoughtful and reasoned manner. There is no great rush in P4C – it is a slow, deliberate process which invokes a measured and defensible rational judgment about what we ought to believe or do.

To reach our judgments, we first engage in the art of critical enquiry - a means of collaborative conversation aimed at yielding some sort of insight or truth. The purpose of this enquiry is to broaden, not only the students’ intellectual horizons, but also the facilitator’s. In so doing, the traditional boundaries of constructivist teaching are broken down. In this new paradigm, teachers and students are equal – they are now co-enquirers tasked with seeking putative answers to their carefully chosen questions.

What is P4C?

Philosophy for Children is a pedagogical approach developed by Professor Matthew Lipman and Ann Margaret Sharpe in the late 1960s. The pedagogy was conceived whilst he was teaching philosophy in Columbia University, New York. At this time, there was a return to generic thinking skills across the curriculum in the United States which included language development, Lipman and Sharpe sought to nurture a population of students who were curious, rigorous, reasonable, critical, collaborative and creative. Largely in an attempt to equip students with the necessary tools of critical enquiry, particularly in relation to the circular relativism of one truth for you and one truth for me, they set about formalizing an enquiry-based approach to philosophy, based on the principles of Socratic Dialogue. Socratic Dialogue is fostered by means of a community of enquiry (the class) where students are afforded the space, time and tools to formulate their own student-led enquiries based on questions they have devised, both individually and collaboratively. Here, the focus, unlike other subjects on the curriculum, is not on what you think, but rather, on how you think.

P4C is based on a rubric comprising 4Cs: caring thinking; collaborative thinking; critical thinking and creative thinking.

Overseeing all of these processes is the art of metacognitive learning – the ability to stand outside of your opinions and views, to get out of the way of yourself, so to speak, and calibrate your reasoning. Each of these pillars uphold the same principles, so none are more important than their counterparts.

Caring thinking refers to the art of listening and valuing what others have to say about a particular topic. Listening, as we mentioned before, is not just about being able to repeat what a person said, but rather calls for the person to show sensitivity and interest in what is being said. It calls for understanding. It calls for maturity and insight. It demands concentration and effort.

Collaborative thinking requires students to respond and build on what their peers say, by finding common ground to support the views and common understandings of the community of enquiry. Again, this requires maturity, teamwork and the art of collective deliberation.

Critical thinking refers to the art of interrogative questioning which seeks to impartially evaluate the strength of the evidence, reasons and arguments people offer to justify their beliefs or actions. Creative thinking calls for students to connect the dots of their reasoning, find conceptual connections and furnish appropriate examples, comparisons, criteria, alternative explanations or counterarguments to people’s positionalities.

Finally, to police these processes, both individually and collectively, in an effort to keep them honest, we have reflective reasoning – otherwise known as metacognition. This calls for students to think critically about their thinking. In some respects, this calls for them to step outside of their reasoning (or get out of their own way) and ask themselves the following question: are my reasons strong enough to withstand pressure from other people’s conflicting reasons? Metacognition requires students to always carefully consider contradictory evidence wherever they may find it.

In summary, P4C is an innovative pedagogy that deserves more attention from educators. Some are quick to dismiss it, often misunderstanding the beneﬁts of circular reasoning. Others still, maintain that it is a luxury that educational systems can ill afford. Instead, they consider that views on the subject – it has far more to offer than critics realize, both cognitively and emotionally.

How can I do it? TRY IT AND SEE!!

This is a link to websites of interest to P4C teachers and learners:

A list of useful books and PDF posters, and free to print:

Some of the latest research on the educational efficacy (literacy and numeracy in P4C):
http://www.sapere.org.uk/Portals/0/SAPERE%5FC%5FResearch%5FD%5F map%20-%20first%20draft%20June%202011.pdf

Video clips of enquiries in primary school classrooms:

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In-service Education: Educating Primary Teachers in Human Rights in Greece

Since the early 1990s, the Greek Ministry of Education gradually introduced several innovative programmes such as Health Education. Health Education aims to protect, improve and promote mental and physical health and social well-being of students, by developing their social skills and their critical thinking and by upgrading their social and natural environment. The main objective of Health Education is to change students’ attitudes and behaviour, enhance their self-confidence as well as the ability to adopt positive life-styles. Active learning methods are used in these programmes such as role-play, working in small groups, artistic creation, etc. The themes of the programmes are distributed in nine (9) axes, one of which is “Interpersonal Relations - Mental Health”.

The role of school counsellor is to educate teachers (in-service education) by organising seminars and educational programmes such as the above so as to support teachers’ professional development. Taking into account the multicultural dimensions of Greece, a country with thousands of refugees and immigrants as well, Human Rights is a recurrent topic mentioned in primary school in various subjects (Language, Environmental Studies, Civil & Social Education, History and Religious Studies) and various lessons. Teachers are asked to update their knowledge for teaching in multicultural classes. Therefore, seminars on Human Rights lasting 6 hours each were organized, using participatory techniques. Seminars were attended by all teachers of the 2nd Educational Region of Primary Education in Achaea Prefecture (Southwest, Greece) divided in six groups based on the grade they are currently teaching. Teachers afterwards had to implement some of the techniques in their classroom.

Then, three teachers’ activities that were implemented in the seminars are presented. The first activity was called the “Suitcase of Rights”, which the members of Patras (aged 11 years old) and the right they had chosen. Other groups tried to understand which right each group presented. The next activity was entitled the “Suitcase of Rights”, where each group had to “fill” its own suitcase with the rights considered as the most important. In the last activity teachers discussed a topic in groups using the “World Café” method. Everyone should go through all table-stations, while the group was a host on each one. The host continued to be the same throughout the process and summarized the views of previous “visitors” to new ones so as to encourage the topic’s progress. At the end, the host presented in the plenary session a summary of the results. Visual representation (schemes, etc) was suggested, but the use of written speech was also allowed.

After the completion of the seminars, teachers implemented the activities in their classrooms on the International Day of Human Rights - December 10th. Students participated in several activities and wrote poems, songs, played in yards, created posters and tales, etc.

Then, they presented the activities implemented on Grade E in a primary school of Patras (aged 11 years old). Teachers and students read the book “Peter’s Great Walk”. They created the “Suitcase of Rights” and decided to deal with the right for Peace. In groups, they discussed and wrote what peace means for them, while they also created posters. They tried to put themselves in the place of living and experiencing war and what we need to do in order to help these people. They said that people must respect one another even those from different nation, religion or tribe.

We are all citizens of the world and have the same rights. It is necessary to respect the diversity of other people, not to violate human rights and not discriminate against other persons.

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1. In 2nd Educational Region are operating 18 schools with a personnel of 580 teachers. 2. I appreciate Mrs Papakonstantinopoulou Artemis, responsible of Health Education in region of Achaea, who organized and implemented the seminars.
Culture is a way of life of people who share it. It can be everything like language, religion, costume, food, habits, social habits, music etc. Culture is the way of thinking and understanding the world and our own life as well. It can vary within a country, region, and society, sub-group and within a family as well. Culture is a crucial tool for survival too. Furthermore, culture is a civilization in itself since it is connected with the origin of people.

People not only use language as a means of communication, but they also express their values, beliefs and world views through it. Culture is a typical and a common identity of the people of the group who share the same world view. But it is a fragile phenomenon too since it is constantly changing and easily lost as it exists only in our mind. Since culture comprises language as its part and it finds its survival in the expression of language, it can be said that culture and language are intricately interwoven. Language has two roles: as a means of communication and a carrier of culture. One particular language is a mirror of a particular culture.

In general, native culture of the foreign language learners can be understood as ‘Indigenous culture’ or ‘local culture’. These both can be the source of native culture while teaching foreign language because both can be sources of knowledge and can influence the language learners. Thus, throughout this article, the author will use these terms interchangeably.
The Importance of Parent Involvement in Schools

Parents offer their children affection and a social and cultural background contributing thus in defining their personalities and identifying their individualities. Therefore it is advisable that the family environment should be supported (and supportive) and not replaced during the process of the young generation’s education.

An effective educational environment is one which signs an alliance with the student’s family background, respecting and valuing its relationship, acknowledging its importance and pulling it towards the didactic process of education and also engages and uses it actively with any educational and social possible resources.

Schools often don’t engage parents because they don’t think they can or believe that families don’t want to be involved. For their part, parents are sometimes hesitant to become involved in school because they don’t have free time or because they don’t know how to be involved.

But the biggest problem is the disconnection between the school and the families. Often parents believe that they are not welcome judging from their own education history. They often have had a less-than-satisfactory experience with their own schooling, and so they don’t feel like being involved is guaranteed to be a good experience.

Despite these communication barriers, both schools and parents want the relationship to improve, if only for the benefit of students.

A Romanian analysis of more than 40 public opinion surveys in 2007 showed that 75 percent of teachers say their students would do better in school if their parents were more involved, and 82 percent of parents feel that children whose parents are not involved sometimes “fall through the cracks” in school.

Our school’s philosophy is that you can never communicate too much, communication being an essential ingredient in parent involvement, and we are doing a pretty good job of keeping our parents in the loop creating a welcoming school climate by engaging families in school planning and volunteer opportunities, providing families information related to child development and creating supportive learning environments, having teachers make personal contacts with families through e-mail, phone calls or home visits, making regular homework assignments that require students to discuss with their families what they are learning in class.

Involvement allows parents to monitor school and classroom activities and to coordinate their efforts with teachers to encourage acceptable classroom behaviour and ensure that the child completes schoolwork. Positive effects of parental involvement have been demonstrated in our school at the pre-primary, primary and elementary levels with the largest effects often occurring at the elementary level.

Students with parents who are involved in their school activity tend to have fewer behavioural problems and better academic performance, and are more likely to complete their education than students whose parents are not involved in their schoolwork.

Parents are the most important partner in a child’s education and schools can reap large dividends by capitalizing on their support. Of course such relationships require a lot of work by both educators and parents but we strongly believe that although success will not come easy, the rewards are too great for a school not to try!
United World College in Mostar – Educating for a Sustainable Future

When UWC Mostar opened its doors 11 years ago, with the goal of providing high quality education to students from Bosnia and Herzegovina and other parts of the world, while simultaneously serving as a bridge between the divided communities in Mostar, many were very sceptical about the future of this school. The school’s legal founder is the Foundation Education in Action, whose main aim is to advocate for pre-university education reform in Bosnia and Herzegovina, believing that quality education lies in the foundations of every successful society. The honorary President of the UWC Movement is Queen Noor of Jordan.

UWC was founded in 1962 with the vision of bringing together young people whose experience was of the political conflict of the cold war era, offering an education based on shared learning, collaboration and understanding so that the students would act as champions of peace. We remain committed to this goal today but have expanded our reach to embrace the tensions and conflicts that exist within as well as between societies.

Being part of the global UWC movement, currently consisting of 17 colleges and 1 administrative centre in London, UWC Mostar tried to promote the movement’s values in a war-torn, still divided post-conflict society and contribute to the rebuilding of trust and mutual understanding. The school has 200 students aged 16-19 from over 60 countries of the world, with a special accent on post-conflict countries.

1. It was not an easy task; many looked with scepticism on this “strange” school, students walking around in their national costumes, bringing their cultures and traditions to a very closed and untrusting community. But the staff and students prevailed in their attempts to show that people of different ethnicities, religions and nationalities could indeed live together. As part of integrating in the community, UWC Mostar introduced the concept of community service through the Creativity, Action, Service (CAS) program, which is a compulsory component of the International Baccalaureate (IB) program. By volunteering in local institutions such as the local orphanage, homes for the elderly, the settlement of internally displaced persons, a Roma settlement and schools for children with special needs, UWC Mostar has demonstrated that students can show compassion, give back to community and contribute to making this world a better place for everyone. It has challenged deeply-rooted traditions of “being cared for” into “care about others” and raised awareness about the needs of the most vulnerable groups of society. In that regard, UWC Mostar has reacted to the executive order issued by US President Donald Trump and invited students from all 7 countries affected by the travel ban to join our school. We will have students from all the 7 countries from September 2017. It is a small action for our school, but a sign of solidarity and positive action.

2. Nowadays, UWC Mostar stands as a “lighthouse for education” in Bosnia and Herzegovina. It has opened the minds of thousands of students and teachers from Bosnia and Herzegovina to new ways of teaching and learning. The socialist practices, very comprehensive, yet very strict regarding education, taught us that the teacher is in the centre of the educational process. A student-centred approach has only started being introduced in recent years. In cooperation the Foundation Education in Action, UWC Mostar has been running teacher training programs with the aim of transferring best practices from the International Baccalaureate program to local teachers in Bosnia and Herzegovina. In the last 11 years, over 1000 teachers, school heads, an education minister and employees of pedagogical institutes attended conferences, seminars, study visits and workshops organized by the Foundation. The war in the 90s left the educational system in Bosnia and Herzegovina deeply segregated, with students of different ethnic backgrounds learning different curricula in different classrooms, even in physically separated parts of one school. Being located in a local school, teaching two curricula, UWC Mostar has been trying to engage all students in joint activities, by organizing practical classes in labs, joint projects and competitions. For the first time after the war, joint Physics competitions for high-school students were held in our school through the initiative of UWC Headmistress Valentina Mircoljovic. It is safe to say that the whole UWC Mostar community is living its mission daily.

3. This small school in Mostar is a proof that it is possible to achieve great progress, with restricted funding, but only if there is a bunch of motivated folks wanting to make a difference.

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Centre for Innovation in Education - Experiences of Educational Change in Estonia

The Centre for Innovation in Education (CIE) was established in 2012 with the aim of promoting innovative approaches in teaching and learning, testing and developing ideas, launching new partnerships and particularly focusing on improving teacher education at Tallinn University. The centre plays a strategic role in the implementation of Estonia’s Lifelong Learning Strategy. We currently have EU funding to run our activities.

Examples of CIE activities: Teacher’s Academy, Gathering, analysing and disseminating best practice, School development projects, Interactive and interdisciplinary project days, Partner schools’ network.

Why are we talking about the ‘changed approach to learning and teaching’ in Estonia?

As in many other countries, we are taking a critical look at our education system in Estonia. Although Estonia’s position is relatively high in international comparisons, we still face many challenges such as how to make education more inclusive, learner-centred, and help our students as well as teachers be happy at school. And most of all - what kind of people, and what kind of a world are we creating through how we educate?

The approach to learning and teaching for us is rooted in a constructivist and humanist way of looking at education. The Lifelong Learning Strategy states that it supports each learner’s individual and social development, the acquisition of learning skills, creativity and entrepreneurship at all levels and in all types of education - sometimes referred to as 21st Century skills. It is grounded in the need to respond to, and to pro-actively guide social change and globalization, but it is also research-driven and evidence-based.

What does it take to change?

Within the university, CIE is part of the ‘trio’ of educational innovation centres: TU Centre of Excellence in Educational Innovation and Centre for Educational Technology. Although the activities of Centre for Innovation in Education - Experiences of Educational Change in Estonia
the centres overlap and align, it would be fair to say that the CIE is mostly about educational development, whereas the other two centres are more focused on research.

The ‘educational development’ approach in CIE is quite practical - doing things schools benefit from as directly as possible. Having said that, most teachers are interested in specific methods and tools they could use. Often they want ‘easy solutions’. Indeed, we are gathering information about methods that work and disseminating the best practice. For example we have a team working on making videos and writing articles, a team is working on tailor-made school development programs, which will later become case studies to learn from for other schools, there are events and seminars. But whilst we do that we know that experience is the key.

In addition, training is a very important part of the centre’s activities. Our Teachers’ Academy is developing and delivering new in-service teacher training programs - about 1500 teachers participate annually. Also, they run an extensive mentoring programme to support new teachers during their first year of teaching. Another one of CIE’s most successful training programs is Education4Future (E4F), aimed for school leaders and teachers and collaboratively run with partners from the Netherlands, Liechtenstein and Switzerland. Over the past few years we have seen the impact it has had on the participants’ development. The year-long program revolves around a discussion framed by the OECD Education Trends report. Participants get to know the educational contexts of participating countries and implement a school development project in their schools.

In conclusion, one could say that we are experimenting with different approaches to educational development and change. How is educational development happening in your school/university/country? You can get in touch with us by writing to h.horton@lancaster.ac.uk.

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In my own understanding of the issue of conceptual differences was further reinforced by exploring the concept of ethnomathematics, a field of research with which I had been previously unfamiliar but which parallels much that is already written about sociolinguistics.

Furthermore, I am mindful of the fact that the majority of 21st classrooms in income rich countries are full of technologies which, if used well, can enhance the curriculum. There is often an assumption that we cannot teach without the latest gadgetry. However, such tools are only as effective as the pedagogies employed in using them. Much as children today need to be able to engage in technology, there is also a need to reconsider and go back to basics. In countries, such as PNG, where even a reliable source of electricity cannot be guaranteed, the teaching of basic mathematical and scientific concepts becomes a greater challenge. A task I often set in workshops is to ask, ‘If you take an average sized shoe box and go around your house, what would you find to put in your shoebox that would support the teaching of science?’

Additionally, PNG is linguistically both very rich and very diverse with B50 identified languages but with English recognised as the international norm for communication, has become the language of instruction across all educational institutions. Lecturers and teachers are, therefore, delivering all of their teaching in a second language. Globally this is not an uncommon phenomenon, but one that is worthy of further reflection.

As practitioners in today’s world of increasing globalisation, we need to find a balance in our curricula between universality and cultural relevance. It is important not to become so focussed on meeting fixed targets that we lose sight of the need for creativity in our approaches to teaching and learning.

For me, once my physical journey ends, my personal one did not. Through the University in Lancaster (UK) I have now embarked upon a research project, exploring the issues that surround curriculum development in low income countries with a particular focus on the intersection between governments, NGOs, and teacher trainers. I am hoping to head overseas again under the auspices of the VSO, in the near future.

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In many cases the educational process is formal in the University. In November 2016 initiative, young teachers thirsting to implement non-formal educational techniques and to engage students’ creativity into the study process established an IdeaLab.

IdeaLab is a creative educational space at Sumy State University which inspires both teachers and students to try new active learning techniques. The room is equipped with a 3D-printer, multimedia projector, multi touch board, several laptops, document camera, video camera etc. that makes it possible to use the auditorium both for traditional classes and for collaborative work on different projects.

IdeaLab’s interior was jointly designed by students and teachers and was created mostly by their own hands. They spent lots of hours after classes creating little colourful light bulbs, a hand-made tree, motivating pictures etc. Both students and teachers found such a collaboration productive and as a result felt more confident with each other.

At the moment IdeaLab is a space where students meet to discuss their ideas and projects, work in groups, prepare for different competitions and have inspiring classes and talks or just spend some time playing business games and having some rest.

Different types of activities were organized in IdeaLab during the last half a year, including training, interactive seminars, educational films and different types of contests. Pitching of students’ ideas was the most popular competition being a new experience both for teachers and students of Sumy State University. Pitching is a technique of presenting an innovative idea during a very short period of time.

To pitch an idea means to bring an idea to someone with the power during several (two or three) minutes. The contest includes the pitching itself as well as a question and answer session. A jury made up of experts in the topic puts forward the points to every idea, addresses questions to the presenter and ranks the proposed ideas. The best variant is to invite practitioners, local authorities, NGOs and/or representative of international organizations to act as jury as they can help students implement their creative ideas into practice giving them useful comments, practical advice and sometimes - financial support for the best ideas.

The first pitching contest was held in Sumy State University in December 2016. Since then three additional pitchings were organized. I would like to mention several creative ideas among a variety of ideas on economic, energy and environmental issues presented for the pitching contests:

• “Urban garden” (The idea is to create garden in the city so that poor people with a help of students will be able to plant vegetables to get food). The idea got positive feedback from Sumy regional implementation unit of UNDP “Community based approach to local development”.

• “Online centre “Single window” for disabled people” (The idea is to create an online center to help disabled people to draw up documents on disability, to apply for subsidies, social security etc. not leaving their house. This is especially useful when there are a lot of changes in legislation). The creator of this idea was invited to work in cooperation with local authorities.

Students found the pitching of ideas exciting. They did their best while presenting their own ideas under strong competition within a tight time limit and got useful comments from jury. Teachers found the contest interesting for themselves and useful for students from the position of developing skills of concise oral presentation.

I believe that this just the beginning as students have lots of creative ideas which can make their life in the campus more comfortable and joyful, and in many cases, can improve the life in the city.

The latest news and information concerning the coming events in the IdeaLab is available online on https://www.facebook.com/idealab.sumdu/

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Welcome
The Learning Teacher Network’s 12th International Conference will be held at the four star Marselis Hotel in Aarhus, Denmark on 21-23 September 2017, with the title ‘Re-thinking Education’.

The focus of the 2017 Conference will be Quality Education and investigates how to empower learners, schools and teacher education to re-think education and its practice with the purpose of learning and educating for sustainable development.

Locating the 12th International Conference in Aarhus is not a coincidence. During 2017 Aarhus and the 18 other municipalities in Central Denmark Region will be the European Capital of Culture with the overall theme ‘Re-think’.

The minds are set on three core values: Sustainability, Diversity, and Democracy. Aarhus examines these values and set them in play in a number of current demonstrations, experiments and prototypes.

A wide range of interesting events will take place in Aarhus this year and the theme of the conference matches very well the theme of the cultural capital year.

The Learning Teacher Network’s 12th International Conference will be composed of very rich content and high quality presentations, with high participation.

The next issue of the Learning Teacher Magazine will be published in September 2017. Articles may be submitted no later than 20 August 2017.

Keynotes

Mogens Lykketoft
Former Foreign Minister in Denmark, and Former President of the UN General Assembly

Lene Tanggaard
Cand. psych., Phd. Director of Center for Quality Studies & co-director of the International Centre for the Cultural Psychology of Creativity (ICCP).

Simon Kavanagh
International manager of Kaos Pilots

Charles Hopkins
Prof. Charles Hopkins, UNESCO Chair, York University, Toronto, Canada

The crucial role of ESD in achieving the Sustainable Development Goals - "The ESD role is multi-faceted: it is an essential aspect of Education 2030.

As part of the conference, we offer the choice of visits to:

Via University college is an internationally oriented institution of higher education, and offers a wide range of educational programmes within education, health, design, technology, business, social education and animation. The focus is on developing the future of public and private professions.

http://en.via.dk

Frederiksbjerg school is situated in the district of Aarhus city center. It is already a gathering point for the children and youth of the local society. Inside, the building offers a great variety in space, light and materiality, thus creating an adaptable and sentient learning environment with a focus on health and fellowship. Outside, the school adapts to its historical surroundings by means of height and materiality. http://frederiksbjergskole.dk/

The library at Dokk1 is a centre for knowledge and culture which disseminates and makes a variety of media come alive across genres and formats. The library is the citizens’ house. At Dokk1, 350,000 media for children and adults are available: books, audio books, ebooks, magazines, music and games. Digital media is a priority and the staff are constantly keeping abreast of the future.

Every day events, exhibits, debates and many other things are taking place in the library, which is also the frame for the cultural year: Aarhus2017, and a very popular study area for students and playground for children.

Welcome to the 12th International Conference Aarhus, Denmark 21-23 September 2017

Re-thinking Education

Re-thinking Education
Welcome to the 12th International Conference Aarhus, Denmark 21-23 September 2017
www.learningteacher.eu/Aarhus-conference-2017

Programme

Thursday the 21st September:
15:00 - 17.30 Registration
16.00 - 16:30 Meeting members of LTN
17:30 - 19:30 Cultural/ musical Program and Conference Opening Sessions
Magnus Persson - memorial celebration by Charles Hopkins
Keynote Speech: “Re-thinking Education in 2030 Perspective”
Mogens Lykketoft, former president of U.N.
Welcome dinner.
2000 -

Friday the 22nd September:
8:15 - 11:00 Optional: school visit or Teacher Training College or Library/Cultural Centre,
11:15 - 12.00 Keynote Speech: “Construction Mindsets” - Simon Kavanagh
12:00 - 12:30 World Café meetings
12:30 - 13:30 Lunch
13:30 - 14:30 Keynote speech: “Creativity and Education” - Lene Tanggaard
14:30 - 15:00 Coffee break
15.00 - 16.00 Parallel Sessions A
16:00 - 17.00 Parallel Sessions B
17.00 - 17.30 World café meetings
2000 -

Saturday the 23rd September:
9:00 - 10.00 Keynote speaker: Charles Hopkins, “Re-thinking Development of Sustainable Education”
10:00 - 11.00 Parallel Sessions C
11.00 - 11.30 Coffee Break
11.30 - 12.30 Parallel Sessions D
12:30 - 13:30 Lunch
13:30 - 14:30 Parallel Sessions F
14:30 - 15:30 World-café meetings including coffee
15:30 - 16.00 Plenary/ Harvesting Ideas from the world café meetings
16:00 - 16:30 Cultural/Musical Program and Closing session

World café
Part of the conference will be participation in a World Café, which is a structured conversational process, intended to facilitate discussion, linking ideas within a larger group to access the collective wisdom by sharing feedback and inspiration which has emerged during the conference.

The next issue of the Learning Teacher Magazine will be published in September 2017. Articles may be submitted no later than August 15 2017.
Register for the 12th International Conference in Aarhus, Denmark from 21-23 September, 2017

Full Conference information on: www.learningteacher.eu/aarhus-conference-2017