A lot of people have the feeling that 2015 will become a fearful year. Many teachers in primary and especially in secondary education are in doubt whether they should introduce issues concerning society into school or not.

Arguments against are that children and youngsters should have a safe place, physically and mentally, where there is no discussion on any issue from outside classroom and school, where you are not attacked physically, where there is - in a certain way - peace and just time for learning.

Arguments in favour are: it is unavoidable that societal issues are separate; they will enter schools and physical harm in schools will take place. Therefore, some argue it is not good to avoid discussions about what is happening in society including violence inside and outside school. Society is everywhere.

Sometimes schools have agreed on a certain policy when terrible events happen in society. That is school policy and the consequence is that all teachers have to commit themselves to that. Other schools leave the raising of this kind of discussions to the individual teacher and s/he might leave it to the learners, thinking: if they are not raising these issues it is not their business.

However, you can ask yourself if 2015 must be the year during which we have to raise societal questions in our classrooms. The reality is that children and youngsters - almost on a daily basis - are confronted with questions of what is good and what is wrong, physically and mentally. Schools can do that just on their own. Schools can also opt for a different strategy.

In almost every European country, organisations are founded which are focusing especially on issues happening in society regarding violence, religion, the combination and the consequences for their citizens, including schools, local or national. It might be useful to co-operate in developing discussion strategies, under one condition: learners should be involved in what will be discussed.
In 2012 Finland began a reform of the core curriculum for pre-school and basic education. A new element in the process was that there was an unprecedented degree of consultation with a broad spectrum of opinion in Finnish society.

Major interest groups were represented on the curriculum reform steering committee, and, at three stages during the process, a wide range of interest groups were invited to comment on the drafts by way of the web pages of the National Board of Education. The final version of the core curriculum was published at the end of 2014 and now schools or groups of schools are working to make localized versions which are tailored to their particular needs and circumstances. The text of the core curriculum will be made available on the internet and this can be used by schools as a basis for creating their own localized curriculums. Teaching according to the new curriculum will begin in all primary schools from 1 August 2016.

The 2016 curriculum has a number of important new features. To begin with, the aims and values of school education have been specified with respect to the roles not only of the teachers and education providers but also of the pupils and their parents. Pupils and their parents will also be able to participate in the planning of their children’s studies. Local schools will have greater freedom than before to shape the curriculum according to their particular needs.

Finally, teaching and learning will be less subject-centred and greater integration between the different subjects will be required in order to achieve broader goals, which are specified in the core curriculum in terms of seven cross-curricular themes: the pupil’s growth as a person, cultural identity and internationalism, media skills and communication, participatory citizenship and entrepreneurship, responsibility for the environment, well-being and a sustainable future, safety and traffic, technology and the individual.

Students who are currently in teacher education will, of course, be using the 2016 curriculum so it is essential that they are well informed about it and thoroughly trained in how to implement its new ideas and practices. During the last two years students at the UEF Teacher Training School in Joensuu worked in seminar groups, which focused on the ideas and development of the new curriculum. On a more practical level, they were actively involved in classroom lessons in which their pupils (grades 1-9) worked on defining educational values. The pupils also sought their parents’ views on educational values, using structured interview sheets, and the student teachers were involved in processing the data thus acquired. One of the major changes in the new curriculum is the requirement to create cross-curricular projects, which will be locally defined. Our student teachers will be involved in the planning and realization of these during the school year 2015-2016, after which their experiences will be collected and used in the development process.

Central to the development of the new curriculum has been the idea that a wide range of stakeholders should be involved in thinking about the changing needs, values and objectives of school education. We would like to invite the participants in our workshop in Zagreb to think about what changes might be desirable in their own situations. For example, what is good about their own schools and worth keeping? What would they want to abolish? What skills and knowledge do their children and pupils need for the future? What kind of environment would they like them to grow up in?
Excellence in Education

Manifesto for Future Excellence in Education contains pointers towards the agenda of the excellence in higher education movement. These pointers can stimulate the discourse on ESD. We hope to share our thoughts on this topic at the LTN Zagreb Conference.

Background
The end of 2014 brought the end of the subsidy period for the bodies within the Dutch Sirius Programme. The Sirius Programme was implemented by the National Platform Science & Technology on behalf of the Dutch Ministry of Education, Culture and Science. The Platform was allowed by the ministry to continue in 2015 to facilitate the Sirius Network that had grown up, consisting of several universities and schools for higher education.

What is excellence in higher education?
Within the Sirius Programme, every institution has developed its own vision of excellence. The Sirius audit committee noted in its audit report for 2013 that two views of excellence exist side by side. The first - and the most original - is related to the need to adjust the organisational context of universities of applied science and universities in such a way that students are stimulated to get the best out of themselves.

The focus in this case is principally on the development of talent: the educational institution concerned offers education in which all students can perform to the best of their ability, independently of how much talent they have. The second view talks about excellent students as an exceptional category of individuals that have to date not received the special attention they deserve. The focus here is on students with above-average talent and motivation who perform to an exceptionally high level that exceeds simply getting high marks in a regular programme.

We came across a third view of excellence during the debates. This is a view of excellence in which highly motivated students learn to stay off the beaten track. According to this view, excellence programmes are, in addition to places for more in-depth education, also places where experiments can take place with new forms of education and with new visions of learning.

On the one hand, students want to explore their fields in depth, which could mean both purely intellectual challenges and going into greater depth in professional practice as a future professional. On the other hand, students seek additional challenges within a much broader social context, by working on assignments they consider relevant to society. This also appeals to a group of students that do not immediately identify with the label excellent, but who do aim to commit themselves fully to something outside the regular programme that they find intensely stimulating.

The Manifesto
Learning is a personal journey
Encourage students to find their personal drive and help them discover and channel their passions. Create space for curiosity and ambition, but also for chance, as this can lead to new, unexpected insights. Offer students a community in which they can work together and in which they can inspire one another.

Play a role in society
Give students the opportunity to learn and at the same time make a contribution to society. Teach them to recognise social challenges, to investigate these and work towards solutions. In this way, excellence programmes contribute to the moulding of responsible citizens who feel involved in society and are able to contribute.

Language development starts with the lecturer
Enable lecturers to discover talent and allow it to blossom and give the lecturer the professional scope needed to do so. The open, innovative nature of excellence programmes requires a didactics of excellence that stimulates students to discover their passions. The demands made of lecturers in this are great. Dare to pick a didactic method that promotes broad development. The development of talent among lecturers is also part of the development of excellence.

Retaining excellence programmes as a hotbed of innovation
Use excellence programmes to experiment with new forms of education. Cherish this space and ensure that students and lecturers continue to retain this freedom of movement. Avoid ring-fenced teaching programmes. Ensure good links to the standard teaching programmes, so that the education can benefit from these experiments and this innovation as a whole.

Talent in primary education becomes excellence in higher education
Retain and develop the learning networks that have arisen between higher education institutions within the Sirius Programme. Organise the cooperation within the educational chain (primary education, secondary education, intermediate professional education, higher professional education, university education), so that better connections can be made between educational sectors in relation to excellence, thereby creating an inspirational culture of education.

Work with employers to offer challenging learning environments
Make it possible for students to learn in realistic contexts. To this end, involve the professional field intensively in excellence programmes and ensure that students can observe, take part and contribute in the working environment to solutions for issues that have an impact on employers and top sectors.

Alumni are educational capital
Ensure that graduates of excellence programmes continue to feel affiliated to their programme. Based on their experiences, they will be able to relate what the added value of excellence has meant to their development as a professional and act as role models for new students. Honour alumni are the ambassadors of excellence.

See: http://www.siriusprogramma.nl/english

Margriet Kat
(Former) Coordinator Excellence programme, Leeuwarden, Netherlands
m.c.kat@nhl.nl
In order to meet the challenges for the future, education and training need to address the areas of innovation, learning and sustainability.

Development of today’s education and training is crucial to the ability to create innovative solutions and find new paths to enhanced learning and a better future.

Innovation and innovative are words we use to describe things, events, methods, and ideas that are new and useful. Innovation is defined as “the process of making changes to something established by introducing something new.” It applies to “…radical or incremental changes to products, processes or services.” Over the years there have been many changes in the way education is designed and delivered in parts of the world. Innovative approaches in teaching and learning aim to inspire, challenge and engage all young people in rich and rewarding learning experiences that will equip them with the essential skills and attitudes for life, learning and work in the 21st Century.

Learning is acquiring new, or modifying and reinforcing, existing knowledge, behaviors, skills, values, or preferences and may involve synthesizing different types of information. Learning is contextual. It does not happen all at once, but builds upon and is shaped by what we already know. To that end, learning may be viewed as a process, rather than a collection of factual and procedural knowledge.

Education for sustainable development (ESD) is not a particular programme or project, but is rather an umbrella for many forms of education that already exist, and new ones that remain to be created. ESD promotes efforts to rethink educational programmes and systems (both methods and contents) that currently support unsustainable societies. All educational programmes need to be based on five fundamental pillars of learning: Learning to know; Learning to do, Learning to live together; Learning to be; Learning to transform oneself and society.

The conference will contribute to the exploration of these perspectives.

Welcome to The Learning Teacher Network’s 10th International Conference

**Innovation for Development in Learning and Sustainability**

Zagreb, Croatia on 16-18 April 2015

The full conference programme is published on the network’s website. The conference topic will be introduced by internationally recognized experts in the thematic area of the conference, followed by parallel sessions of lectures and workshops led by practitioners and researchers.

We look forward to welcoming colleagues from all levels of education and training in Europe and beyond to a golden opportunity for gaining new knowledge and sharing experience in a good and friendly atmosphere in an international setting.

**Keynote and Distinguished Speakers**

- Riel Miller, Head of Fore-sight at UNESCO, Paris
  Education versus Learning: Changing Conceptions of Agency by Using the Future Differently

- Dr. Maja Nenadović, the Western Balkans programs coordinator for the Anne Frank House and Co-founder of HERMES, Croatia/Hungary
  Applied Debate: An Educational Method of Countering Democratic Crisis

- Stephen Harris, Executive Director/Founder, Sydney Centre for Innovation in Learning Australia
  Future Schooling: Bringing together the key elements for whole school transformation

- Prof. Charles Hopkins, UNESCO Chair on Re-orienting Teacher Education to Address Sustainability, Canada
  GAP Building: Learnings of the DESD

Full information and on-line registration on www.learningteacher.eu/zagreb-conference-2015

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**Welcome to the LTN 10th International Conference**

Zagreb, Croatia on 16-18 April 2015
As a high school student at the International School of Tanganyika, I knew teaching was it for me. Partly because I had always been good with children but mainly because I longed to teach internationally, I wanted to see more of the world, learn new languages and explore diversity.

Now that I am an adult, I can positively say I have accomplished that goal. I have additionally learned to embrace all the extreme pros and cons of living overseas that come with the lifestyle and the job. Over the past 15 years, I have stumbled upon amazing adventures in far-off countries and have worked within remarkable schools. I have been confronted with unexpected challenges and have always needed to over exert myself in my work and life to succeed. With each new school and new location, it has felt like starting my first year of teaching all over again.

**Self-Awareness**

Being born and raised overseas triggered my heart to roam. Consequently, even before starting my teaching degree in the Netherlands, I had arranged for an International school in Madagascar, to accept me as an intern.

This was more challenging than I had anticipated. Being a well-rounded international teenager, I thought I was well prepared for understanding the ins and outs of an International/American school. I quickly realized I was not and I truly had no idea how to teach. I knew nothing about working with students who had English as a second or third language, or teaching students with widely dispersed learning levels in one class setting.

It was at this small school in Antananarivo, I understood teaching abroad required wearing many hats and I wanted to rise to this challenge. After teaching for over a decade at five different schools, I am now aware that teaching internationally requires an enormous amount of ‘AOPAR’: Adaptability, Optimism, Patience, Acceptance and maybe even most important of all Resilience.

Reflecting on myself, I consider myself flexible and an adaptable person. Yet, it is déjà vu all over again each time I take those first steps into a new school building and its community. I feel my racing heartbeat in my clammy hands. I always remember those first days and feeling that familiar emotion of discomfort and nervousness sweep over me just like it had at each of my previous schools. Well aware, I knew I needed to make an effort to look into the eyes of strangers and to greet the unknown with my face forward and my chin up. Gratefully, I am reminded why I teach abroad as warm faces and sparkling eyes of future international colleagues welcome me.

**Having A O P**

In my career, I have taught kindergarten, second and third grade. In addition, having substituted in Pre K through high school at over twelve different schools has given me the opportunity to see an extensive variety of schools and grade levels.

There is a huge spectrum of schools. Some are more ‘businesslike’ than others and International/American schools can be as different from each other as the children in a classroom - each one with their own personality and abilities. Moreover, each curriculum, body of students, school community, and each grading and reporting system is different. One has to work hard and be well prepared to find ways to balance a hard working profession with everything else that is happening outside of school. A is for adaptation.

On my first day at my new school in Japan, I remember feeling particularly lucky. I was lucky to have another wonderful job, lucky to be working at a great school and lucky to see that my room to be bright and airy. It instantly felt like home. Yet, there
are no roses without thorns.

As I turned to the teacher’s bookshelves and filing cabinets, I instantly acknowledged that familiar daunting task of starting all over again. This new job, at this new school with its community had a set of rules to play by and I needed to be able to play along. I grabbed the folder from the shelf that read ‘curriculum’ and wiped the dust off its cover as I laid it on the desk. I had never taught this grade before and needed to familiarize with everything it entailed. At a previous school I had mastered Atlas Rubicon but now I was back to working with folders. As I scanned the room I moreover realized there was no Smart Board. How could I teach without one? Oh no, was I back to working on a white board! I stopped my negative train of thoughts reminded myself to be optimistic, accepting. O is for optimism.

I reminded myself not to be critical and knew I would find a way. I was resilient but needed to exert patience, and lots of it. A director once told me that as a new staff member, one must always be an observer the first semester. Only then should a ‘newbie’ start sharing and implementing new ideas. Good advice costs nothing and it is worth the price. I have followed this advice diligently. P is for patience.

Unexpected Solutions
Regardless of political or cultural boundaries, everybody goes through difficulties at some point in their life. As a teacher and role model we find ourselves at times in the midst of other people problems. As an international teacher, these problems can unfortunately be highly politically and culturally related.

Like others, I always try to do what is best for my students. Yet at times this simply cannot happen, and no one is at fault. I had a third grader once, who was mistreated by his mother. Although I wanted to be involved and to prevent this from happening, my hands were tied. I was reminded and had to accept there were culture differences and as much as I disagreed with this form of upbringing. I had to accept her ways of discipline. Fortunately, together with the school’s counselor and the mother, we managed to implement a positive behavioral reward system that focused and affirmed the wonderful things her son was doing well.

I was well aware that his mother still believed in her own forms of discipline, but at least now he was being rewarded for positive behaviors rather than punishment for the negative ones. Experiences like these have taught me the importance of acknowledging and respecting the differences in cultures. A is for acceptance.

Advice
I often hear teachers are only motivated to working abroad because of money and travel. In many places such international teachers live in a bubble where they move from compound, to work/school, to mega-mall, to compound. And when they do have to engage with locals or non-Western expats outside of these contexts, one never hears an end to the complaints. Hearing colleagues complain about traffic, local products (or often the lack of), the feeling of being too foreign, etc. can be discouraging. I have learned to listen to what others say but only to believe my own experiences. R is for resilience.

Thankfully, there are many overseas teachers and expats who are not like this at all. Together with them, we keep an open mind and enjoy exploring the unknown markets. We travel with local transportation and thrive on exploring new cultures. My mother (a world traveller herself) once gave me the best advice: ‘Always say yes to invitations and adventures’.

Finally
Being adaptable, optimistic, patient, accepting and resilient gets you a long way in living a happy life aboard. But, you can’t always prepare yourself for the language barrier, a rigid hierarchical society, the different interpretations, and the high expectations. Despite all of the challenges and misconceptions, there are thousands of teachers happily living their dream of teaching abroad in exotic places.

Teaching is one of the few professions where you can literally work your way around the world whilst developing professionally. Teaching abroad offers the opportunity for teachers to learn, grow and refresh yourself in your profession whilst teaching motivated children in an inclusive community.

Each of my experiences has been unique and, as hard as this is to admit, they have also at times left me feeling frustrated and unhappy. Yet, travelling the globe with my husband has been my saviour. He is someone to share both good and challenging experiences with, someone who can put things back into perspective, someone who supports me and above all, having someone so close by to love.

Sanne Bloemarts
sannebloemarts@gmail.com
www.coetail.com/educationjourney/
Europe Today
Europe faces great challenges concerning xenophobia and intolerance, posing a threat to the society of today, as they are incompatible with democracy and human rights. The increasing number of nationalist parties, the maltreatment of EU-immigrants and the attacks on mosques and synagogues are just a few alarming examples of this growing menace.

The Order of the Teaspoon and The Global School
The Order of the Teaspoon was launched in Stockholm, Sweden, 2006. With an emphasis on culture and through an active dialogue with children and youth, they work for increased tolerance and respect among people in society. The Order’s motto and message: “For diversity and tolerance”, was inspired by Amos Oz book “How to Cure a Fanatic”. They exist in the legal form of a foundation, with a prestigious board where Amos Oz is an honorary member.

The Global School is a governmental programme which was commenced in 2000 and is now run by the The Swedish Council for Higher Education, financed by Sida (Swedish International Development Cooperation Agency) It offers seminars, lectures and workshops to educationalists in all types of schools, school leaders, decision makers, politicians and municipal civil service employees. They also arrange so called “Global Journeys” and offer opportunities for schools to link up with partners schools in countries like Bangladesh, Bosnia Herzegovina, India, Uganda etcetera. The Global School’s overall goal is to strengthen the possibilities of the school to educate the adults of tomorrow in being jointly responsible for global learning for sustainable development in a multicultural society.

Tolerance according to The Order of the Teaspoon
The Order of the Teaspoon uses the word tolerance to describe something that we want to achieve in society. It does not mean that we necessarily have to love each other; instead, it deals with the fact that we need to find a way to coexist. We do not use the word tolerate however, as it implies a perspective of power, as in “I tolerate you despite you being different from me”. We believe that a better alternative to that is to use the word respect.

Human Rights in School
The Global School and The Order of the Teaspoon, in collaboration with The National Union of Teachers in Sweden, are now starting a joint initiative on raising awareness about human rights and tolerance in Swedish schools. As a result of this we are giving seminars all across Sweden where, through lectures and practical method exercises, we hope to provide teachers with tools and inspiration for classroom work on these topics.

Sustainable Solutions
There are different methods in order to reach sustainable solutions with the aim of counteracting intolerance. The I.E - pedagogy, meaning Identification leads to Empathy, is particularly efficient when it comes to letting students improve their empathic capacity. It is about being able to live the part of the life of another human being, their experiences and emotions, to develop an understanding and empathy for this person’s situation.

In the In service training described above, the I.E. pedagogy is utilized in order to bring an existing story about people who have fought for human rights to life.

The student reads a story and then impersonates the person in question, either by role-playing or by writing in the first person from the story that they have read. The Tolerance Project is a method that has been developed by Kungälv municipality, and is disseminated and implemented by The Order of the Teaspoon. The method originates from Kungälvsmodellen, where the objective is to meet and promote young people who carry intolerant ideas and worldviews via continuous education to change their view of others - and themselves, for at least one full academic year. The vision of this work is to lift the social unrest and eventually curb the incidence of intolerance, prevent violence, harassment and bullying.

“Not a Stranger” (inteenframling.se) is a collection of personal stories concerning identity and discrimination, aiming to challenge norms and prejudice. We want to inspire teachers to use these stories in their education as they create mirrors for children and youth in Swedish schools who do not feel like they belong to the norm.

The basic idea of the project is that everyone shall have the right to define themselves - or not - independently of limiting norms. During spring 2015 many of these stories will be released in a book and new stories will be published online.

Workshop
In Zagreb, during the LTN conference, we raise questions such as: How can educators cross in the classroom without risking an increase of differences and intolerant behaviour between students? Is there a sustainable way to do this? This workshop explores the concept of intolerance and tolerance.

Mathias Demetriades, The Global School/ Universitets- och Högskolorådet
Lovisa Fhager Havdelin, Teskedorden (The Order of the Teaspoon)
lovisa.fhagerhavdelin@teskedorden.se
Productive Learning

Introduction
Conventional education does not fit any longer for a large group of youngsters. As a result, this group is expelled or plays truant from school and adds no contribution to society. The group approximately consists of 30,000 youngsters in the Netherlands.

The teenagers pursue challenges on the streets and usually end up living on the streets or on a crime path frequently accompanied with law enforcement. In other cases, youngsters are removed from their homes, as parents are incompetent to raise their children. Some of them have physical or behavioural needs that require structure and services of residential or group settings and end up in community-based group homes. Their feeling of being powerless is expressed in verbal and physical aggressive behaviour.

Consequently, educators and youth care are immensely concerned how to help these youngsters to recuperate and put their life back on the right track in society.

Productive Learning, a school as part of your life!
Productive learning (PL) offers a chance to any student who is expelled or plays truant from school at any school level to obtain their mandatory diplomas. These students usually come from middle schools and their level varies from lower vocational education (VMBO) to higher general school education (HAVO*) or pre-university education (VWO or Gymnasium).

PL aims for every student to achieve their MBO level 1 or MBO level 2 diploma, state diploma for VMBO-t or HAVO by learning and working at an individual pace. At PL, youngsters are studying within a retail/trade vocational education program. An important role in this process is learning in practice. This involves a week program of two days at school and three days at an internship.

At school the student improves his/her knowledge in languages and mathematics, whereas at the internship the student discovers his/her individual talents. From the latter, the student will gain confidence and motivation to be trained.

At school, the student is part of a fixed group led by a mentor.

Preliminary to a new fresh start
PL holds a preliminary meeting with the aspiring student, parents, and guardian(s). During this meeting the attendees discuss especially the home situation and the previous school misdemeanours that have led to the current circumstances. The student has to indicate where things went wrong on each area, yet all parties have to reveal their own point of view.

The information gained during this preliminary meeting is the foundation for the student’s fresh new start at PL. It is important for the aspiring student and its parents to positively select PL.

PL does not have a fixed enrolment period; for that reason students can enrol throughout the school year. However, it is extremely important that the student finds an internship as soon as possible after the enrolment.

Learning in practice is as a matter of fact the key factor to gain confidence and motivation.

The mentor requires having great affinity with the target group and agrees to be available around the clock. S/he is willing to be of assistance during non-office hours to parents and students.

PL has been an innovative success in recent years. Research has shown that the smooth transaction from the program to (start) qualifications is high (63%), while the other 37% will find a job and/or significantly less of them will come in contact with the police and judiciary. Students and parents are happy and entrepreneurs are continuously involved.

PL is a pedagogical concept and has been successful in how ‘organizing personal attention’ and involvement of parents and entrepreneurs is organized.

The teacher acts as orchestrator of education. Due to the multiple problems the students often have, the teacher also plays a pivotal role in relation to other stakeholders such as child care, justice, parents, neighbours, medical specialists or anyone important around the PL student.

Co van Houten
Aaltje Veen
veenaaltje@gmail.com

Founders and project managers
http://www.productiefelen.nl/en/
http://www.iple.de/e/welcome.htm
1. What is the TEMI project and TEMI teaching

The TEMI project - Teaching Enquiry with Mysteries Incorporated - is a teacher training programme funded under the 7th Framework Programme by the EU from 2013 to 2016. TEMI focuses on providing science teachers with tools needed to teach inquiry based science education in a motivating and effective manner by initiating inquiry using unexpected and surprising phenomena and by implementing an innovative model for inquiry learning.

The TEMI teaching methodology incorporates four key innovations: first, the use of mysteries to capture the students’ imagination and motivation; second, the 5E cycle to help pupils explore and evaluate their learning; third, presentation skills to allow teachers to feel comfortable with presenting mysteries in the classroom; and finally, a method by which the responsibility for learning is transferred gradually from the teacher to the student, which flips the traditional learning channel.

2.1 Mysteries - Their Nature and Purpose in Science Education

TEMI wants to make use of unknown and uncommon observations that we call mysteries. Within the TEMI project, we define a mystery as follows:

**A phenomenon or event that induces the perception of suspense and wonder in the learner, initiating an emotion-laden ‘want-to-know’ feeling which promotes curiosity and initiates the posing of questions to be answered by inquiry and problem-solving activities.**

Whether a phenomenon induces a ‘want-to-know’ feeling or not - depends on the student observing it. To evoke feelings of suspense and wonder, the mystery should challenge the student’s curiosity. However, what piques a student’s curiosity will depend on the student’s interests, experiences and prior knowledge.

Since interest, experience and prior knowledge will differ considerably from one student to another, a phenomenon that might be a mystery to one student may not challenge another - for example, if an observation deals with an already known and understood phenomenon or scientific concept. Nevertheless, the TEMI project offers some suggestions that can guide teachers in selecting and developing a phenomenon as a mystery for promoting inquiry learning.

TEMI suggests that a classroom mystery can promote enquiry learning if it:

- provides effective engagement for the students;
- generates curiosity and leads to questions;
- is simple enough to be a ‘discrepant event’, e.g. causes surprise;
- generates a cognitive conflict;
- can be scientifically investigated and explained within the competence and zone of proximal development of the students involved;
• ‘problematizes’ or creates scientific knowledge;
• requires the students to use enquiry skills to explain the mystery;
• covers a sufficient part of the curriculum to justify the time spent; and
• can be solved in a limited span of time (1–2 lessons for the presentation of the mystery and finding the solution).

A mystery is not appropriate for classroom enquiry learning if it:
• provides engagement just for the teacher, but not the students;
• does not surprise or generates little curiosity and the teacher has to do all the work;
• involves science concepts that are too difficult for students to grasp;
• is peripheral to the subject content of the curriculum; and
• is too complex for the students to solve, leading them to simply think of it as ‘magic’.

### 2.2 Employing the 5Es learning cycle

Inquiry-based science education has been adopted worldwide in the 21st century as one of the main models of school science education. Originally used in primary schools, it has been extended to secondary schools and is being adopted by many countries.

This is a useful table for both teachers and students, taken from *Inquiry, the learning cycle and the 5E model*. It describes what is and what is not consistent with the 5E model for all 5 stages. /p. 12/

<table>
<thead>
<tr>
<th>Focus on Engagement</th>
<th>Is consistent</th>
<th>Is not consistent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>• Stimulates students’ curiosity and generates interest</td>
<td>• Introduces vocabulary</td>
</tr>
<tr>
<td></td>
<td>• Determines students’ current understanding (prior knowledge) of a concept or idea</td>
<td>• Explains concepts</td>
</tr>
<tr>
<td></td>
<td>• Invites students to express what they think</td>
<td>• Provides definitions and answers</td>
</tr>
<tr>
<td></td>
<td>• Invites students to raise their own questions</td>
<td>• Provides closure</td>
</tr>
<tr>
<td></td>
<td>• Introduces vocabulary</td>
<td>• Discourages students’ ideas and questions</td>
</tr>
<tr>
<td>Student</td>
<td>• Becomes interested in and curious about the concept or topic</td>
<td>• Seeks closure</td>
</tr>
<tr>
<td></td>
<td>• Expresses current understanding of a concept or idea</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Raises questions such as ‘what do I already know about this?’ and ‘what do I want to know?’</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Asks for the ‘right’ answer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Offers the ‘right’ answer</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Insists on answers or explanations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Seeks closure</td>
<td></td>
</tr>
</tbody>
</table>
Here, for example, is a list of what is appropriate and not appropriate in the Engagement phase.

**3. Conclusion**

This article aimed to give an introduction to two innovations of the TEMI method, a new way of teaching that can allow students to become better independent learners. The second part of the article introducing the other two TEMI innovations will follow in the next issue.


Cristina Olivotto
cristina@sterrenlab.com

**The TEMI Team**

Ran Peleg (1), Dvora Katchevich (1), Malka Yayon (1), Rachel Mamlok-Naaman (1), Johanna Dittmar (2), Peter McOwan (3), Peter Childs (4), Tony Sherborne (5), Julie Jordan (5), Marina Carpineti (6), Marco Giliberti (6), Cristina Olivotto (7), Ingo Eilks (2)

1) Weizmann Institute of Science (ISRAEL)
2) University of Bremen (GERMANY)
3) Queen Mary University of London (UNITED KINGDOM)
4) University of Limerick (IRELAND)
5) Sheffield Hallam University (UNITED KINGDOM)
6) University of Milan (ITALY)
7) Sterrenlab (THE NETHERLANDS)
Singing Moves Seniors started at the Adult Education Centre of Jyväskylä Region in 2005. The project was funded by The Finnish National Board of Education and was a part of studies in health promotion for senior citizens.

The second phase was a part of the Senior Citizenship Project administrated by the Alkio College during 2007-2008. Theoretically the project was based on the results of Finnish and international studies on social capital and wellbeing.

After both projects ended the Adult Education Centre of Jyväskylä and Alkio College have continued to offer senior citizens activities developed in the projects.

The most important goal of Singing Moves Seniors is to promote and maintain the physical and psycho-social wellbeing of senior citizens by using the tools and methods of singing and moving. It is also important to use activities and models of culture and arts to maintain the ability to cope with the tasks of everyday life. The target groups are senior citizens and the staffs of old people’s homes, Colleges and Adult Education Centres in the Jyväskylä Region and Central Finland.

During the project, activity sessions and events were organized in old people’s homes and service centers for senior citizens by music therapy students and students of health and sport. In some of the lessons members of a folk music group for senior citizens acted as guides and tutors for the project participants. Songs and melodies of the “good old times” inspired the participants to reminisce and discuss their lives.

There are Finnish and international research results published in the field of this topic (Resources and references). The research is based on the results of studies on social capital and wellbeing, which emphasise the connections between cultural activities and life expectancy.

Feedback and analysed results seem to support the idea that gymnastics, music and music education are important parts of life-long learning with a significant impact on the wellbeing and health of senior citizens. Singing and moving should have a more important role in the lives of senior citizens than they have now. Live music either sung or played moves the body as well as the mind.

More about the topic Singing Moves Seniors at the 10th International Conference Innovation for Development in Learning and Sustainability 16-18 April 2015, Poster Presentation W4 on 17 April at 15.30.

Singing Moves Seniors in Finland

Ph.D. Sini Louhivuori
Adult Education Centre of Jyväskylä
www.jyvaskyla.fi/kansalaisopisto
sini.louhivuori@jkl.fi

M.Sc. Muti Ikonen
Alkio College
www.alkio.fi
sini.louhivuori@jkl.fi

Resources and references


I found that sign on the location in Álfagjá in the southwestern part of Iceland, which marks the dividing line between the Eurasian and North American continental plate. In fact, it is quite a beautiful and silent statement, both literally and metaphorically.

Denmark and Iceland are far from each other geographically, but historically and culturally we are very close due to the fact that Iceland from 1262 to 1918, was ruled by Norway and later Denmark. Iceland became independent in 1918 and a republic in 1944.

Here is a short summary on the Icelandic school system, which in many ways is similar to the educational system in Denmark:

The Icelandic educational system is divided into four levels:

- **Pre-school level:** up to 6 years of age
- **Compulsory school:** primary and lower secondary school in a single structure, 6-16 years of age
- **Upper secondary school:** 16-20 years of age
- **Higher educational:** age 19/20 and older

Education in Iceland has traditionally been organised within the public sector, and there are very few private institutions in the school system. Almost all private schools receive public funding.

The Icelandic Parliament is legally and politically responsible for the educational system. It determines its basic objectives and administrative framework. All education comes under the jurisdiction of the Ministry of Education, Science and Culture, with the exception of a few specialised schools.

The Icelandic higher educational system dates back to the foundation of the University of Iceland in 1911. The University of Iceland remains the principal institution of higher learning in Iceland, but over the last three decades, new institutions of higher education have emerged, and there are currently seven institutions of higher education operating in Iceland.

For many years Danish has been the first second language in Iceland, now competing with English. Nowadays both languages are taught in the Icelandic schools. Danish is a subject from grade six or grade seven all the way through high school. In order to support this, the Danish and the Icelandic government have signed an agreement on a project with the aim of supporting the teaching of Danish as a foreign language in Iceland. This is a project which started back in 1999 and was extended in August 2014 for a further five years.

The specific purposes are:
- Supporting “Danish as a foreign language” throughout the whole school system particularly the spoken word.
- Imparting Danish culture in the Icelandic school system.
- Boosting the interest in the Danish language and strengthening the awareness of understanding the Danish lan-
language for the Icelandic people.

To do so, every year Denmark allows two travelling teachers to work in ground schools throughout Iceland, and one visiting lecturer working at the University in Reykjavik.

The travelling teachers work in public schools trying to emphasize the spoken word in the classroom. So it is a matter of collaboration between Danish and Icelandic teachers both trying to develop their teaching. This often leads to collaboration between nations long time after the Danish teachers have left Iceland again.

My job as a visiting lecturer is primarily to work with student teachers to increase their skills in the use of spoken Danish. I work and lead The Language Workshop (Sprogværkstedet) where students come and from where I work with students living far from the university.

I am also a part of the academic and educational society seeking ways and projects to participate in. Next I contribute to the planning and implementation of lectures, and will collaborate with teachers and lecturers in ground schools, upper secondary school, and vocational schools.

Do we make a difference here? Yes I am certain that our presence makes a difference. If not, we must blame ourselves for not succeeding in creating the right foundation for cooperation.

Many students go abroad every year. They tend to go to Scandinavia to study for a shorter or longer period of time, and then they will really know how important their language skills are. If you know Danish you will be able to communicate with people in Norway and Sweden and certainly also in Denmark. With this project Denmark and Iceland continue to build bridges, and I am proud to be a part of it.

Living in Iceland is at the same time easy and difficult. Easy because the Icelanders are open, friendly and very social. Difficult because you are far from your family and friends. I learn new things on a daily basis both academically and personally. One very important lesson to learn is that we can learn from each other, and that being open minded is essential to intercultural understanding.

Charlotte Tüxen
act@hi.is
Learning - in school, at home or outdoors?

We are always learning, but traditionally, learning has been a part of teaching in the classroom. The internet has changed the possibilities of learning and our pupils can learn twenty-four hours a day! The learning takes place all the time, in school, at home or outdoors. This reality is something all teachers are facing when they meet their students. How can schools meet the pupil’s needs in today’s classroom?

In the report “A Framework for Developing and Understanding Digital Competence in Europe” (2014, A. Ferrari) five main ICT competencies are described. The competencies are information, communication, content making, e-safety and problem solving. In school we have possibilities to provide pupils with education that will encourage them to learn 24/7. During the LTN conference in April, I will give examples of how to work with the five main ICT competencies in class to make our pupils willing to learn both in school and in their spare time.

In all classrooms, teachers educate the pupils in how to value information. Pupils need good guidance when searching on the internet. Teachers must have good skills in how to Google to be able to guide them. Teachers can cooperate with the librarian at the school, if they are lucky enough to have one.

Librarians are most often skillful in web browsing and can advise everyone how to Google to find relevant information. They can also advise on using Wikipedia and news from different channels in classes. All pupils, no matter what age, will benefit from discussions about how to value different sources.

There are many tools that can be used for communication. Teachers can use eTwinning.net and communicate with other schools in Europe. This will support intercultural communication and help the pupils to gather important skills in communication. Many teachers take part in online activities and learn from other teachers on Twitter and different groups on Facebook. Social media can also be a powerful tool in the classroom! Teachers can guide pupils and be role models on the internet. Give each other (or other classes) feedback on digital content. Direct communication on Skype will increase skills in language and give pupils power to communicate with others. In the classroom you can support direct communication with various interactive tools. Use the app Socrative to get immediate information about the status of learning in the class.

Most of our pupils are connected to the internet all the time. They play games, listen to music, hang with friends and share content i.e. youtube and other channels. In school we can provide them with skills on how to be a producer and not just a consumer. Being a content maker in the digital world is a valuable skill. Using the internet as a tool in the classroom and publishing class work online is also valuable in addition to publishing e-books, films, wikis, podcasts etc.

Ask yourself and your class, “What does the code look like on this website? Who did it?” There are many initiatives for coding in schools. Some countries are including it in their syllabuses. Coding today is easy and young pupils can use visual coding to make their own computer games or programming robots. Skills in computational thinking will benefit the pupils!

Awareness of how to support children in the world of e-safety is of importance to all children and parents. The best way to support them in the digital world is to listen and offer them help when needed. Everyone should know how to take a screenshot and who to talk to when something happens at the internet. When our pupils have something to tell us we must listen just like teachers do when bullying appears in the school playground.

Teachers and pupils work with problem solving in everyday life. Most teachers will agree that we have to encourage our children, and sometimes ourselves. It is okay to make mistakes and to admit mistakes. Teachers who are not willing to learn how to work with digital content in classes should rethink and figure out how to develop their teaching and make classroom work relevant for all pupils.

When school work is accessed online and the pupils find engaging content after school, they will most likely take part in this. They will use their device to learn, in school, at home or outdoors. All teachers have to find out ways to support digital learning. In only a few years we will be even more connected to the internet. We have to ask ourselves how this will affect our classroom performance.

We need to find out better, less obso­lete ways to support learning. BYOD (Bring Your Own Device), schools in the cloud, flipped classroom and gamification will be in your classroom in a near future, if not there already. (The 2015 NMC Technology Outlook, Scandinavian Schools, A Horizon Project Regional Report).

Martina Lundström
Martina.Lundstrom@linkoping.se
KinderrechtenNu (KRNU) is a Dutch organisation focusing on children’s rights. It has developed a methodology for the implementation of children’s participation and children’s rights in education.

The programme is based on the convention of the Rights of the Child (CRC). Therefore KRNU translated, together with children, is the Treaty concerning the Rights of Children in the CR-checklist. “What is necessary to grow up? How do we treat each other? How do we take care of each other?” KRNU gives the floor to all children in the 9 - 13 age range to answer these questions and stimulates and supports them to map their own social environment and become aware of their social network.

The Children’s Protocol Meldcode “Find an adult who you can trust, who will listen to you and wants to help you.” Support a child to ask for help for him/herself or for somebody else. The CR-checklist is to be used by teachers and counsellors, in small groups of classmates, so intimacy is guaranteed and children are free to talk. The discussion develops around children’s rights and their implementation.

Finally, the discussion is used to teach children to detect signs of alarm around child abuse and domestic violence and to whom to turn to when these cases occur. If a problem is mentioned or suspected, the counsellor will advice the child and his family. Depending on the kind of problem, the school will consult the Youth Health Care organization (YHC).

By using the KRNU-methodology in schools, there are many more moments to enable the early detection of problems with children.

Children’s rights start with child participation
We all agree on this: we have to take good care of children, listen to them, take them seriously and help them and their educators when necessary.

Nobody can deny the importance of children’s rights. Often children’s rights are discussed when something is already wrong. But these rights are not sufficient to make children themselves stronger.

That is when participation rights come in. Children’s rights start with Child participation. As a result of this children are not only offered a way to think about their own lives but they will also become acquainted with each other’s lives.

Child participation: let them tell it themselves. When we talk to children about what you need to grow up, it is also important to ask questions: What if something is wrong with your life or that of a friend? What can you do? What must you do?

Implementing this method will only take about 90 minutes per school year. What would be a better opportunity to do this on every school, every year on 20 November - the international day of children’s rights?

Willemijn Dupuis
E dupuis@kinderrechten.nu
www.kinderrechten.nu
Developing Sustainable Learning with Socrates

Educators seem to continue to face the challenge of preparing students for their future life. Our students often lack the most essential skills that are valued in today’s world. How can the skills of cooperation, freedom, and critical thinking be developed in our classrooms? Have traditional teaching methods, still thriving in classrooms, succeeded in discouraging student participation and skill development?

Our goal as classroom teachers should be to create innovative, sustainable, creative, student-centered classrooms. Interestingly enough, most of us think our classes do bear some if not all of these features? But, do we ever wonder what the ratio of the teacher-student speaking time is?

Supporters of the Silent Method would know that on the teacher’s side it is “silence”, but those of you who strive towards the magic Pareto 80:20 rule know what I am referring to. But how can we ensure such a dramatically low level of the teacher doing the teaching so that there can be plenty of space for the students to do the “work” of learning? Among many interesting methods we have all experimented with in our classrooms, there is this one that is especially effective.

Paradoxically enough, it has a rather rigid structure that demands a lot of discipline from all participants in the learning process. I am referring to Socratic Seminars, a student-centered discussion that activates learning and, if staged properly, guarantees a high level of knowledge retention. According to the cone of learning, we retain as much as 70% of what we say. Therefore, classes focused on students engaging with each other, with interest and worthwhile ideas, and struggling to make meaning are what we should strive for.

We teachers should focus on structuring activities, communicating behaviour and learning expectations, facilitating activities, and asking questions. Workshops delivered by John Zola (johnzola.com) in the Małopolska region of SE Poland have helped teachers learn to conduct Socratic Seminars.

I am now working with John in supporting the training of Polish teachers in Socratic methodology. We are becoming more skilled in the selection of ambiguous texts that lend themselves to productive seminars, where we discover our students as great communicators of ideas they might not have otherwise expressed, defending attitudes that are not necessarily popular with others, or exercising skills that we could only hope they would need in their future.

Socratic seminars believe in the power of asking questions and prize discussion over debate. Most importantly, Socratic seminars acknowledge the highly social nature of learning. Students, with the support of the seminar leader, explore various “meanings” that might be found in the identified text. There is no one “right” answer or interpretation. Instead, students suggest ideas, refer back to the text for support, and challenge one another to explain different interpretations. This is the work of citizens in a democracy as well as representing the skills of good social and intellectual interpersonal communication.

Because Socratic seminars prize enquiry over information they work best with authentic texts that invite authentic enquiry: an ambiguous and appealing short story such as Julio Cortázar’s Graftt; a disturbing poem by Wisława Szymborska or Stanisław Barańczak; a piece of art (Picasso’s Guernica or Munch’s The Scream or The Sun); an intriguing movie excerpt (a YouTube interview with Jan Karski) or a controversial music video (e.g. Elastic Heart by SIA).

The major benefits of Socratic seminars are giving the students responsibility for the work of making meaning in the discussion, involving them by means of intriguing, compelling texts and asking questions whose value lies in their exploration, not their answer, rooting the conversation in the context of the students’ real experiences, asking students to hold themselves accountable for the norms they agree upon, and fostering the characteristics of a discussion (enquiry, responses that grow from the thoughts of others, communal spirit).

Finally students come to understand that the process of gaining capacity for enquiring into text is more important than getting it “right” at any particular point.

Barbara Bialek
barbara.bialek@innovatique.com

School Education Gateway

Finally the new European Erasmus+/KA1 training course database has been launched, as part of the new European website School Education Gateway. The new portal provides clear and accessible information on education initiatives across Europe in 24 European languages.

Link: www.schooleducationgateway.eu/

Read more news on www.learningteacher.eu

The Learning Teacher Network on Facebook
www.facebook/learningteachernetwork
If you were given a blank canvas to create the school system of your dreams, what would you create? This article takes us on a slightly fanciful, but hopefully thought provoking, journey to a model education system. The objective of this piece is to stimulate thought and debate amongst educators, researchers and policy makers to positively impact education provision for children across Europe.

Where do we want to get to?
A sensible place to start this process would seem to be to define the end objective. Clearly the ideal school system would be contingent on its defined purpose, something which governments across Europe will have different perspectives on. For the purposes of this article, the objective is:

To create a school system that gives children the best start in life. This embraces:

- personal, moral, intellectual and spiritual development
- knowledge, competence and attainment in core curriculum areas

In crafting this vision, it is assumed the system prepares children for one of the following:

- Entry into the workplace
- Further and higher education including vocational pathways
- Enterprise
- Social or charitable projects or causes

The 7 Elements
In composing this dream ticket, the author has a luxury rarely fully afforded in reality. However, system revisions and ongoing continuous improvement programmes offer opportunities to implement this ethos if desired.

1. Ensure children’s safety and look after their wellbeing

   The primary requirement of any school system has to be to effectively safeguard children and for schools to discharge their duty of care.

2. Inspire interest and maximise learning and attainment in core subjects

   Excellence in schools must clearly have at its heart learning and attainment in core subjects. Schools where many of the other elements referred to are in place as tenets of excellence often have outstanding performance and results.

3. Help each child discover their passion and provide excellent livelihoods education

   In my view this is a critical element of an effective education experience, and one where there is the greatest opportunity for improvement. In his 2014 report into entrepreneurial spirit in education for the British government, business stalwart Lord Young advocated the creation of an Enterprise Passport. A similar or annexed portfolio could be built up on a child’s passions to help shape their future livelihood decisions.

   Children should, throughout their schooling, be exposed to excellent livelihoods education that, in conjunction with an ongoing process for each child of discovering and clarifying their interests, strengths, likes, goals and dreams, help them clarify their education, training and livelihoods paths.

4. Nurture the best possible levels of self-esteem, positive thinking and optimism, with teachers being coaches as much as pedagogues

   High self-esteem and propensities to think positively and be optimistic are vital habits and attributes of successful children from our experience. High self-esteem is linked to higher expectations, which fuels academic and life success.

5. Develop curiosity and a love for learning and development

   This often characterises the very best schools, which we believe foster excellence by unlocking children’s natural curiosity and motivating them, which creates a virtuous cycle of learning and attainment. This requires children to connect with questions, issues and themes and want to explore them. Personalising each child’s education to enable this clearly presents a challenge for schools, but the possible uplift in engagement and attainment could be transformational.

6. Inspire children and adopt learner-centred methodologies

   Excellent schools and teachers often draw on their authority and expertise as part of a style that encourages and inspires children. Traditional teaching in its worst form positions the teacher as the source of power and knowledge, with the goal of lessons to transfer knowledge into the empty vessels that are the children.

   “The guide on the side” is far more inspirational than “the sage on the stage”.

7. Help children develop into decent and positive adults, parents and members of society

   There is an argument that schools are overburdened, and developing these attributes should be parent’s responsibility. However, there is a growing trend of school systems taking on a wider nurturing role.

   Children from socio-economic groups where under achieve is prevalent and those with challenging home circumstances benefit most from such provision. Integrated, holistic, curricula - such as that provided by the global child life skills charity Aflatoun - offer considerable value to ministries of education and school senior management teams aiming to improve the schools under their remit.

Hitul Thobhani
Director at Empowering Kids & Youth, a London-based specialist in building schools capacity and culture to give children and young people the best start in life.

hitul@empoweringkidsyouth.co.uk
www.empoweringkidsyouth.co.uk

The next issue of The Learning Teacher Magazine will be published in June. Articles may be submitted no later than 15th May 2015.
Welcome to register for the 10th International Conference Zagreb, Croatia 16-18 April 2015

Information on www.learningteacher.eu/zagreb-conference