

Course code SI.1.FDSPA

Last update 05/07/22

Course information

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| Title | The Primary Classroom as the First Democratic Space |
| Concept by | Carlo Cecconi |
| Course URL | teacheracademy.eu/course/democracy-in-primary-classroom/ |
| N. of participants | Min. 4 - max. 14 |
| Course length | One week (6 days, Monday - Saturday) |
| Language | English. Other languages may be available upon request |
| Locations and starting dates | <ul style="list-style-type: none"> • Tenerife - Third Monday of the month • Strasbourg - First Monday of the month • Athens - Second Monday of the month <p>On request, we can organize this course directly at your school. Discover all the dates at teacheracademy.eu/courses-dates/</p> |
| Free time activities offered | All courses include at least one city guided tour and one full-day Cultural Activity. |
| Type of certification awarded | Certificate of Attendance, including a description of the course contents (80% of attendance required); other Certificates may be available upon request |
| Price | <p>Starting from 480€ *</p> <p>* Our courses are eligible to be completely funded by the Erasmus+ KA1 funds and several other programs.</p> |

Course contents

Description

If we wish the citizens of the future to participate fully in the democratic process, to perceive society as fair and just, and to use their voice and actions to transform our society into a better place, then we need to make some fundamental changes to the way we are teaching them, right from the word go, at Preschool and at Primary levels.

Far from getting credit for sitting quietly and doing as they are told, children should perceive the classroom as a democratic place where they have a voice and a vote, every activity involving and implementing fairness and choice. Autonomy, creativity, and positive attitudes are evaluated, as well as the content. This course aims to demonstrate how the classroom can reflect and emulate a just society, giving children a real living experience of the workings and processes of democracy.

Working with classroom activities that promote emotional intelligence, creative thinking, and active listening, we experiment with how to assist children to express and fulfill their needs, desires, and aspirations, without crushing or dismissing those of others. We will see and trial a style of classroom management in which children participate democratically: Choosing the order of the activities, creating the classroom rules, taking the register, setting up and judging competitions and games, deciding what to write, what to draw, and how to act, with the reassurance that their grades will value the way they think and act, as well as what they know

Learning outcomes

- Promote collective responsibility through democratic classroom practice;
- Engage in the process of positive communication;
- Use creative practices to build a community;
- Incorporate democratic values into preschool and primary;
- Connect childhood education with the community.

Tentative schedule*

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| Day 1 – Course Introduction | Day 2 - Approaching creativity and the discovery of self |
| <ul style="list-style-type: none">• Introduction to the course and the week activities. Presentations of all participants contexts;• An overview: What is democracy? What elements are desirable to reproduce in the classroom?• Icebreaker activities using drama for ensemble building. | <ul style="list-style-type: none">• Encouraging self-discovery;• Activities which develop emotional intelligence and the creative capacities of each individual;• By understanding who they are, developing opinions and understanding how their culture is similar to and different from others, children gain the confidence to contribute their unique perspective to the group. |
| Day 3 - Valuing a positive attitude toward cooperation | Day 4 - Communication and classroom management |
| <ul style="list-style-type: none">• Starting from the Gestalt psychology concept “the whole is more than the sum of its parts”, we reflect how to assess and evaluate attitude, cooperation, competence and collaboration as well as content knowledge;• We debate how to share this vision with parents and with the wider educative community. | <ul style="list-style-type: none">• Strategies and methods of peaceful communication, through understanding the other;• Practical case studies and experiments in how to put a participative style of learning into practice;• Giving responsibility to learners without the teacher losing control. |
| Day 5 - Democracy and Theatre | Day 6 - Course Closure & excursion |
| <ul style="list-style-type: none">• Role play and drama games. How would I react if (...);• Applying the course contents to your context: Design a step-by-step project for your own classroom or school. | <p>Course closure</p> <ul style="list-style-type: none">• Course evaluation: round up of acquired competences, feedback, and discussion;• Awarding of the course Certificate of Attendance. <p>Cultural activities</p> <ul style="list-style-type: none">• Excursion and other external cultural activities. |

*The schedule describes likely activities but may differ significantly based on the requests of the participants, and the trainer delivering the specific session. Course modifications are subject to the trainer’s discretion. If you would like to discuss a specific topic, please indicate it at least 4 weeks in advance.

Links and resources

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