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MINISTRY OF EDUCATION
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CYPRUS PEDAGOGICAL INSTITUTE

The Pestalozzi Programme
Council of Europe Training Programme
for education professionals



PESTALOZZI PROGRAMME

**Cha(lle)nging attitudes and actions for a diverse society:
fighting prejudices and discriminatory bullying for equality through human rights:
A cross - curricular approach**

15 - 17 October 2014

Cleopatra Hotel
Nicosia, Cyprus
www.pi.ac.cy

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Dear Participants

On behalf of the Cyprus Ministry of Education and Culture and the Cyprus Pedagogical Institute, we would like to offer you a hearty welcome to Nicosia and to the Pestalozzi Seminar of the Council of Europe, entitled *Cha(lle)nging attitudes and actions for a diverse society: fighting prejudices and discriminatory bullying for equality through human rights: A cross - curricular approach*.

A common mission of the aforementioned educational bodies is to bring together all educators interested in dealing with issues of equality, to share and exchange knowledge and experience, and to promote high quality education which enhances diversity in schools. This Pestalozzi Seminar adopts a cross-curricular and through lectures, workshops and study visits to schools attempts to examine relevant issues and trends of theory and practice, so that a possible way ahead is depicted.

Wishing you all a great seminar experience and a wonderful time in Cyprus.

The Organising Committee

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Seminar Schedule

Day 1: Wednesday, 15 October 2014

Cleopatra Hotel		
Plenary	9:00 - 9:30	Registration
	9:35 - 10:15	Opening of the Seminar Greetings Egly Pantelakis, Permanent Secretary, Cyprus Ministry of Education and Culture and Cyprus Liaison Officer for Pestalozzi Programme Athena Michaelidou - Evripidou, Director, Cyprus Pedagogical Institute Focus of the Seminar Pavlina Hadjitheodoulou - Loizidou, Head, In-service Training Department, Cyprus Pedagogical Institute
	10:20 - 10:35	Activity: <i>Fortune cookies</i>
	10:40 - 11:10	Coffee Break
	11:15 - 12:15	Session 1, Chair: Antonia Forari Introductory Lecture: <i>Cha(lle)nging attitudes and actions for a diverse society through education</i> Inger Langseth, Associate Professor, Norway - Representative of the Council of Europe
Group Work & Plenary	12:20 - 13:00	Activity: <i>Unearthing thoughts, emotions, difficulties and expectations</i>
	13:05 - 14:30	Lunch
		Session 2, Chair: Aggeliki Andreou
	14:35 - 15:55	Presentation & Workshop 1: <i>Addressing challenges in multicultural classroom settings: Critical differentiated curriculum development</i> Lefkios Neophytou and Stavroula Valiandes, Cyprus Pedagogical Institute
	16:00 - 16:30	Coffee Break
	16:35 - 17:35	Workshop 2: <i>Creative responses to issues of conflict: the case of Literature</i> Anna Kouppanou, Cyprus Pedagogical Institute

Day 2: Thursday, 16 October 2014

Cleopatra Hotel		Session 3, Chair: Antonia Forari
Plenary	9:00 - 10:00	Keynote Speech: <i>Mobilizing 'Implicit Activisms' in schools through Critical Pedagogies of Emotion</i> Michalinos Zembylas, Open University of Cyprus
	10:05 - 11:15	Workshop 3: <i>Empowered ideas: Human rights issues through art as text</i> Andri Savva, University of Cyprus Workshop Facilitators: Andri Savva, Maria Ombashi and Valentina Erakleous, University of Cyprus
	11:20 - 11:45	Coffee Break
	11:50 - 13:00	Workshop 4: <i>Gender Representation through Rebetiko music in Kakogiannis' film Stella (1955)</i> Christos Stavrinides, Cyprus Ministry of Education and Culture
	13:05 - 14:30	Lunch
Cleopatra Hotel		Session 4, Chair: Celia Loucaidou
	14:35 - 15:45	Workshop 5: <i>Cha(lle)nging perceptions of 'self' and 'other' through Health Education</i> Elena Papamichael, Cyprus Pedagogical Institute
	15:50 - 16:20	Coffee Break
	16:25 - 17:30	Workshop 6: <i>Natural Sciences towards fostering human rights: hands-on activities in Physics and Biology lessons</i> Yiorgos Tsalakos, Yiannis Karmiotis and Andreani Baytelman, Cyprus Pedagogical Institute

Day 3: Friday, 17 October 2014

Cleopatra Hotel	8:00	Departure to primary and secondary schools, in Larnaca
Larnaca	9:00 - 11:00	Study Visits: Lesson observation and discussion <i>Cha(lle)nging Stereotypes through Health Education, Grade 6</i> Maria Pantziara, Primary Teacher <i>A music hybrid: the case of Greek music in South Italy, Grade 2</i> Kyriaki Theodorou, Secondary Music Teacher
Agios Lazaros B' Primary School Aradippou Gymnasium		
Agios Lazaros B' Primary School		Closing of the Seminar, Chair: Pavlina Hadjitheodoulou - Loizidou
	11:30 - 13:00	Round Table Discussion: <i>Reflecting and Moving Forward: the participants' perspective</i> Delivery of the Certificates
	13:30 - 15:00	Lunch

Abstracts and Biographical Notes

Cha(lle)nging attitudes and actions for a diverse society through education

Inger Langseth, Associate Professor, Norway - Representative of the Council of Europe

This lecture introduces the participants to key issues, concepts and trends that will be, later, further explored and discussed through the seminar activities. Existing educational policies, good and/or bad educational practices, recent research findings are some of the topics that will, also, be covered, so that existing gaps and needs are spotted, and the way forward is depicted.

Associate Professor **Inger Langseth** is currently working at the Norwegian University of Science and Technology in Trondheim, Norway. She has also worked as a foreign language teacher in secondary education for many years. Her research areas include assessment, ICT in education and diversity.

Mobilizing 'Implicit Activisms' in Schools through Critical Pedagogies of Emotion

Michalinos Zembylas, Open University of Cyprus

In this keynote lecture, it will be argued that that challenging attitudes, emotions, and actions through any approach one adopts (e.g. Human Rights Education, intercultural education, peace education and so on) to combat racism, nationalism, prejudice, discrimination and the like will more likely fail, if we overlook or downplay the strong emotional investments of 'troubled knowledge'. This implies that critical educators should foreground rather than background the complexity of difficult emotional knowledge and its pedagogical implications in fighting prejudice and discrimination. Working from the assumption that critical pedagogy in posttraumatic contexts must engage this terrain of difficult emotional knowledge in ways that have not been sufficiently addressed by the critical pedagogy rhetoric so far, this presentation looks to work that gestures toward a discourse of critical pedagogy which considers troubled knowledge as a source of fruitful and responsive learning.

Michalinos Zembylas is Associate Professor of Educational Theory and Curriculum Studies at the Open University of Cyprus. His research interests are in the areas of educational philosophy and curriculum theory, and his work focuses on exploring the role of emotion and affect in curriculum and pedagogy. He is particularly interested in how affective politics intersect with issues of social justice pedagogies, intercultural and peace education, and citizenship education.

Addressing challenges in multicultural classroom settings: Critical differentiated curriculum development

Lefkios Neophytou and Stavroula Valiandes, Cyprus Pedagogical Institute

Multiculturalism has been described as a fact, an ideology, a policy, a practice and as a critical discourse. All these viewpoints have had their share on transforming and reshaping education, shifting its focus on the necessity to respond to the needs of all students. Within this context, two (among many others) different pedagogical approaches appeared in the scientific literature: multicultural instruction and differentiated instruction.

Despite the fact that both approaches are based on the premises of inclusion, equality and equity, most of the research and publications have focused on one in isolation of the other. Scholars of each tradition often use the same argumentation, propose similar strategies and reach to similar conclusions. Nevertheless, the emphasis is different: While multicultural instruction celebrates students' cultural backgrounds and uses it for the development of effective classroom instruction and school environments, differentiated instruction focuses on academic aptitude therefore requiring a systematically planned curriculum and instruction that meets the needs of academically diverse learners. Thus, while both approaches share the vision of inclusion, their underlying philosophy differs. Differentiation of instruction is focused on the individual and its prerogative for success and happiness; on the other hand multicultural education is focused on the community and therefore it is mostly concerned about the preservation of collective identities. Attempting to pinpoint the philosophical

background pertaining each approach, we may argue that differentiated instruction is associated to liberalism and positivism while multicultural education is linked to communitarianism and critical pedagogy.

The aforementioned distinction helps us realize that the challenge for educators in contemporary multicultural classrooms is twofold: to sustain collective identities and to facilitate individual academic success. Accordingly, blending together premises and practices of both approaches (multicultural instruction and differentiated instruction) may be the optimum way to handle diversity.

Utilizing a blended, eclectic approach, this workshop will present the rationale and the process for the development of a differentiated curriculum in contemporary multicultural settings. Issues of multiculturalism, diversity, equality and equity will be discussed and participants will be encouraged to name, reflect critically and act upon their preexisting assumptions concerning teaching and learning. Furthermore, participants will develop suggestions for the design of instructional units based on generative themes.

Lefkios Neophytou is a research and education officer at the Cyprus Pedagogical Institute (CPI). He attended undergraduate and graduate studies at the University of Cyprus (B.A. in Educational Sciences, 1999; M.A. in Educational Administration and Curriculum Development, 2004; PhD in Curriculum and Instruction, 2009). Before joining the CPI he worked as a schoolteacher, as Special Teaching Staff and as a Specialist Scientist at the University of Cyprus and as a Lecturer and an Assistant Professor at the University of Nicosia. He is actively involved in various research projects (local and European) and is a member of numerous scientific associations [i.e the European Network for Excellence in Research in Citizenship Education (ENERCE), the International Study Association for Teachers and Teaching (ISATT), the Comparative International Education Society (CIES) and the Athens Institute for Education and Research (ATINER)]. His research focuses on curriculum development, instruction and teacher training. He has over sixty scientific publications in peer-reviewed journals, conference proceedings and edited books.

Stavroula Valiandes holds a B.A. in Elementary Education from the University of Patras, a M.A in Educational Leadership and Curriculum Development from the University of Cyprus and a Ph.D in Curriculum and Instruction, also, from the University of Cyprus. In her PhD she studied the presuppositions, the processes and the results of differentiated instruction of Modern Greek language in mixed ability classes in Cyprus. During the last five years she has been working as a research and education officer at the education sector of the Cyprus Pedagogical Institute. Dr Valiandes was also involved in the recent (2010-2013) reform of the Cyprus Curricula serving as a member of the consulting group for the development of the Modern Greek Language Curriculum. She was also a member of the organizing committee of the IGSSE Conference 2011 held in Cyprus and the Conference “Literacy for All” held by the Cyprus European Presidency on September 2013. She is also a member of the International Association for the Advancement of Curriculum Studies (IAACS). She Participated in several Pestalozzi Seminars as a presenter held in Cyprus. She has numerous publications in scientific conference proceedings and peer reviewed books.

Creative responses to issues of conflict: the case of Literature

Anna Kouppanou, Cyprus Pedagogical Institute

Creative writing can serve as a reading approach allowing students to engage with the literary text from inside making the writer’s techniques accessible and thus allowing for imaginative interventions. This workshop will focus on issues of conflict addressed in children’s literature such as difference, diversity and tension, and will make suggestions concerning ways of handling them in the classroom from a literary perspective that allows reflection with the issues in question. The workshop will adopt a hands-on approach engaging participants in creative ways of reading and writing in response to given examples mainly through the analysis and creation of characters, plot and setting.

Anna Kouppanou received her B.A. in 2001 (Primary Education- Psychology) and M.A. in Pedagogical Sciences in 2006 (Cultural Dimensions of Education/ Educational, Developmental and Cognitive Psychology) from the University of Cyprus and her Ph.D. (Philosophy of Education) in 2014 from IOE, University of London. Her research interests include digital technologies of nearness, their nature and related ethics, hermeneutics and

Bildung in the digital age. She has worked in Cyprus primary schools and Greek supplementary schools in London and taught Philosophy of Education at the European University of Cyprus. Currently, she is working at the Cyprus Pedagogical Institute where she is the coordinator for the implementation of the literature curriculum in primary education. Anna is a published children's author with awards in Cyprus and Greece (State Award for Young Adults' Literature, Republic of Cyprus 2010, First Prize of Cyprus Association of Children's and Young Adult Books 2001, 2014) and is especially interested in creative writing as a pedagogical tool. Her recent publications include: Kouppanou, A. (2014). 'Approaching by digression: Education of Nearness in Digital Times'. *Ethics and Education*, 9(2), 234-250, Kouppanou, A. and Standish, P. (2013). 'Ethics, Phenomenology, and Ontology'. In S. Price, C. Jewitt and B. Brown (Eds), *SAGE Handbook of Digital Technology Research*. London: SAGE.

Empowered ideas: Human rights issues through art as text

Andri Savva, University of Cyprus

Workshop facilitators: Maria Ombashi & Valentina Erakleous, University of Cyprus

For nearly a century artists have been experimenting with the idea of creating texts as image. In some cases text is used to simply expose an idea, question an assumption and challenge values. Is this a new way to express citizenship in the 21st century? How can we as educators use those art practices to foster social justice, equality and co-existence? How can we use art as a mean to communicate human rights issues? This workshop aims to involve participants in an artistic process where various strategies will be used to expose ideas by overturning the traditional form of the text and critically reflect on the meaning of the words. Participants will be provided with the opportunity to familiarize their selves with art and media practices used for the purposes of transmitting an idea as a form of action or/and as a metaphor by using texts, objects and other sources.

Andri Savva is a Teaching Fellow in the Department of Education, University of Cyprus where she lectures on courses related to visual arts education to primary and pre primary teachers. She has undertaken her Graduate Studies at the University of Manchester (Med in Educational Studies, Ph.D. in Arts Education, 2001). Her recent research work draws attention on a broad theoretical framework of art education, emphasizing pedagogies that promote meaningful art learning. Much of her work is related to contemporary art education, exploring: a) Arts through play, b) Place-space approaches in art education, c) Art as praxis and its implications for active citizenship, d) Artists' role in education. She is a member of various arts and education organizations, locally (CySEA) and globally (InSEA; IAEC; CiCe). She has published on aspects of arts education in national and international journals and has presented her work in various international and national conferences.

Gender Representation through Rebetiko music in Kakogiannis' film *Stella* (1955)

Christos Stavrinides, Cyprus Ministry of Education and Culture

Through musical, textual, sociological and historical analysis, this presentation identifies the ways in which the two notions of Greekness -the Hellenic and the Romeic- are portrayed in films, primarily through the personification of these identities in the male and female protagonists. Focusing on the film *Stella* (1955), the presentation illustrates how these portrayals result in the engendering of the two identities and the attribution of gender traits to the main characters. Moreover, it delineates how the musical genre Rebetiko, through its association with the protagonists, contributes to the personification of the Romeic identity and, with its gendered traits, constitutes a central factor in the formation of gender in the film.

Christos Stavrinides studied Contemporary Writing and Production at Berklee College of Music at Boston, USA, graduating in 1997 with Summa Cum Laude. In 2000, he earned his Master's degree with Distinction from the University of Bristol, where he studied Composition for Film, Television and Theatre. Since 2011, he is a Doctor of Philosophy after graduating from the University of Sheffield, under the co-supervision of Dr Nicola Dibben (University of Sheffield) and Dr Annette Davison (University of Edinburgh). His research focuses on the construction and representation of gender in Film Music through its association with national identities. Apart from writing, studying and analysing film music, Christos composes music for various genres for Film, TV and Multimedia. Christos has composed and arranged music for numerous theatrical shows of all

the principal theatre companies in Cyprus. Since 2001, he is a music teacher in secondary education, while he was, also, appointed as the Coordinator of the Music Schools in Cyprus.

Challenging perceptions of 'self' and 'other' through Health Education

Elena Papamichael, Cyprus Pedagogical Institute

This workshop aims to familiarize participants with issues of identities, diversity, stereotypes and racism(s) on a conceptual and practical level. Activities are experiential and aim to enable the participants to self-reflect upon their own perceptions about 'otherness' as well as their roles in promoting social justice through education.

Elena Papamichael holds an MA in Education: Culture, Language & Identity (2006, Goldsmiths College, University of London) and a PhD in Intercultural Education (2011, Institute of Education, University of London). Her interests include racism and intersectionality theories, intercultural and antiracist education, qualitative research methodologies, research ethics and teacher education. She has worked as a researcher for European projects, co-organized and participated in international conferences, lectured at the Institute of Education, and published in peer-reviewed journals. She is a Health Education Advisor, involved in teacher training, research and curriculum development at the Cyprus Ministry of Education and Culture & Pedagogical Institute.

Natural Sciences towards fostering human rights: hands-on activities in Physics and Biology lessons

Yiorgos Tsalakos, Yiannis Karmiotis and Andreani Baytelman, Cyprus Pedagogical Institute

An important aim of education is to improve students' thinking skills, so that they become reasoning people. Reasoning processes are necessary both for their academic achievement and the skills they need in their everyday life, i.e. everyday reasoning. According to research in education and psychology, everyday human reasoning is based on spontaneous and analytical thinking. Spontaneous thinking is greatly influenced by peoples' existing beliefs -including prejudices-, which are formed through their prior interaction with their natural and social environment. Analytical thinking is based on objective evidence and logically documented conclusions. The ability to evaluate new evidence, once prior biases and stereotyped beliefs are eliminated, is a key component in fostering effective and advanced thinking. It is of great importance that, both, teachers and students need to acknowledge that scientific developments are socially and culturally dependent and are, constantly, transformed. In other words, science is a product of its time and place and might, sometimes, radically change - according people's multiple ways of thinking and acting.

Georgios Tsalakos is a Physics Teacher in Secondary Education at the Ministry of Education in Cyprus. He has a Degree in Physics and a Ph. D. in Physics and Mathematics, from the Peoples' Friendship University of Russia, Moscow. He is currently working at the Cyprus Pedagogical Institute in the In-Service Training Department. He is the organizer of a monthly seminar on Teaching Physics in Secondary Education Schools. His educational research interests among others include: formative assessment in Physics lessons in Secondary Education, experiment-based inquiry learning environments, project-based learning using video analysis.

Yiannos Karmiotis received his B.Sc. in Physics (1998) and M.Sc. in Physics (2001) from the University of Cyprus. In 2005 he has been awarded a M.A. degree by the University of Cyprus for his work in the area of Learning in Natural Sciences. He has taught at the Physics department and at the department of Education of the University of Cyprus as a special scientist and special teaching staff, respectively and for many years as a physics teacher in Higher Secondary Education. For the last three years he is working at the Pedagogical Institute of Cyprus.

Andreani Baytelman is a Biology Teacher in Secondary Education at the Ministry of Education of Cyprus. She has a Degree in Biochemistry and a Master of Science in Clinical Biochemistry, from the University of Leipzig, Germany. She has also a Postgraduate in Virology from the University of Wageningen, The Netherlands, and a Master's degree in Learning in Science from the University of Cyprus. She is currently a Doctoral Candidate in Learning in Natural Sciences at the University of Cyprus. Her research interests, among others, include:

Biology Curriculum in Secondary Education, Web-based inquiry learning environments, Development of informal reasoning and Epistemological beliefs. She is working at the Cyprus Pedagogical Institute and she has extensive experience in teacher training and development of learning material.

Cha(lle)nging Stereotypes through Health Education, Class 6

Maria Pantziara, Primary Teacher, Cyprus Ministry of Education and Culture

The aim of the lesson is students to understand how stereotypes animate around them. Specifically, through their active participation in learning activities, they will be able to identify and comment on existing stereotypes in their immediate and wider environment, to distinguish negative consequences coming from various kinds of exclusion and discrimination and to recognise social stereotypes according to a job description (gender, social status, origin). Through the implementation of several participatory learning methodologies, students will learn to be able to freely express their opinion and to develop a positive attitude towards inclusion and diversity. Students will, finally, be challenged to stay open-minded and put aside stereotypes and pre-existing beliefs - by using their critical thinking.

Maria Pantziara is a primary teacher in Cyprus public schools. She is a BA holder from the Department of Education of the University of Cyprus. She, also, obtained an MA degree from the Aristotle University of Thessaloniki, where she attended the graduate programme in Special Education.

A music hybrid: the case of Greek music in South Italy

Kyriaki Theodorou, Secondary Music Teacher, Cyprus Ministry of Education and Culture

This music lesson is intended for Grade B students of secondary education and is on Greek music in South Italy. In this lesson, students are -at first- intended to get a living musical experience of the musical genre, through active learning activities - which involve body percussion, singing and performing. At a second stage, students will work in pairs and groups to discover several musical, historical, geographical, cultural and other characteristics that relate to the musical genre. To construct this “new knowledge”, students will be given a variety of primary and secondary sources, following the method of constructivism. It is intended that students will argue that this musical genre has been created as a result of a mutual interaction and intermingling of Greek and Italian culture. In this way, students will be -indirectly- introduced to the notion of cultural hybridity and realise that people -especially after globalization (transportation, internet, media, etc)- constantly, experience a variety of cultures. Within this framework, students will be urged to find their own personal way of relating with musics and cultures - acknowledging, at the same time, that all cultures have their own value.

Kyriaki Theodorou studied Musicology at the Aristotle University of Thessaloniki, graduating in 1997 - after submitting her research work on Cypriot traditional love songs. In 1999, she obtained her Piano Diploma from the ARTE Music Academy. She is, also, a Kindermusik Licensed Educator. Kyriaki is, currently, working as a secondary music teacher in public schools in Cyprus, where shows special interest in integrating the existing global trends and practices in music education into her teaching practice.

Notes

