

THE PESTALOZZI PROGRAMME
The Council of Europe training programme
for education professionals

and

The Education and Culture Committee of the
Conference of International non-governmental
organisations of the Council of Europe

The professional image and ethos of teachers

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Background and Orientation

There is a need for a fundamental change of mind-sets and beliefs concerning education. This concerns as much the question of what we are doing – and why – as it concerns the way we are doing it. This need is also reflected in a call for a balanced development of the different purposes of education. Two of them - the preparation for the labour market and the development and maintenance of a broad knowledge base – seem to be in the forefront of current educational thinking and practice. Though important, there is need to put a stronger focus on two other aspects if we seek to support a balanced development: Preparation for life as active citizens in democratic societies and education for personal development.

Are we doing the right things in and with education? Does our practice of education reflect and represent the vision of society we are promoting? Do learners learn what is important for them... and for the society of tomorrow? The world is constantly changing; some say at an unprecedented speed. What the world looks like today has little to do with what it looked like in the centuries which gave birth to current education provisions. To face the challenges our global world faces we will need people with strong and well developed competences for creativity, divergent thinking, out-of-the box thinking and innovation, critical observation and the ability to solve problems, collaborative learning and working, the ability to live and work in diverse teams and social settings, etc. Such *savoir-être, savoir-faire and savoirs* figure prominently in public discourse about competences we need to master the challenges that lie ahead. Schooling, however, and to a large extent, still focuses on the transmission of set knowledge relegating the development of transversal skills, attitudes and dispositions to a marginalised existence.

Are we doing things right in day-to-day educational practice? This question is less about efficiency and numbers and more about the quality of what we are doing and the effectiveness of the pedagogy in relation to our goals. What we teach, the content of education provisions, is one side of the coin. The other side is “How we teach”, how learning is facilitated. Pedagogy and methodology are not neutral; they need to reflect the values, principles and orientations of what we seek to transmit or to develop in the learners in order to effectively reach these goals. School as a place of teaching, of didactics and education as a function of being taught may need to be replaced by school – and by extension all places of non-formal and informal learning - as a learning space, as a place where learning is facilitated.

Focus of the conference

The conference will highlight the importance of education for the preparation of a life as a democratic citizen in diverse democratic societies and of education for the development of one’s full personality. It will focus in particular on the implications this has for the image and ethos of the teaching profession, the competences of teachers and their day-to-day practices and on the beliefs teachers, parents and the public in general may have regarding what education - good education - is and which outcomes it ought to produce.

The conference will also discuss a ***Manifesto for Teachers of the 21st century*** which is intended as a declaration of views, motives and intentions pointing towards the necessity of a fundamental change of mind-sets and beliefs about education. This manifesto shall serve as inspiration, orientation and guidance for teachers but also for all those concerned by education: children, parents, teachers, schools, (local) authorities and society as a whole.

Last but not least, the conference will explore what future actions can be envisaged to support this change of mind-sets, of policies and practices in cooperation and partnership with all stakeholders. This also includes the question of how education systems can be/should be designed so that they encourage the development of transversal attitudes, skills and knowledge necessary for the future of our democratic society such as critical thinking, creativity, cooperation, etc.?

The conference will build on and attempt to further develop existing documents, projects and initiatives of the past few decades notably the following:

- Survey on teachers' views, Education and Culture Committee, INGO Conference, 2013
- Transversal attitudes, skills and knowledge for sustainable democratic societies, Pestalozzi Programme 2013
- Documents resulting from the Pestalozzi Programme seminar “Being a teacher in 2032”, 2012
- Declaration of the 24th Standing Conference of Ministers of Education of the Council of Europe (2013): “Governance and quality education”
- Council of Europe Recommendation on Quality Education, 2012
- Council of Europe work on intercultural competence and competences for democracy, 2012
- Council of Europe EDC/HRE Charter, 2010
- Declaration of the 23rd Standing Conference of Ministers of Education of the Council of Europe (2010) on the role of teachers for sustainable democratic societies and Resolution on the Pestalozzi Programme, 2010
- Teacher education for change, Pestalozzi series Nr1, 2010
- "Visible learning", Meta Study, John Hattie, 2008
- The status of teachers, University of Cambridge and Leicester, 2006
- The status of language educators, ECML, 2003
- ILO/ UNESCO on the application of the recommendations concerning teaching personnel, 2003
- Education International Declaration on professional ethics, 2001
- UNESCO resolutions of the General conference 1997
- ILO/ UNESCO recommendation on the status of teachers, 1966