

SEEDS – EXPLORATIVE CASE STUDIES

Catalonia

Barcelona - November 2006

1. How have the schools been selected?

We have selected two schools: a primary school and a secondary school. Both belong to the key competencies net of schools and, as far as possible, they are engaged in projects that have to do with citizenship education at schools

2/3. What kinds of activities will be done in each school? / Which instruments are going to be used?

Depending on the actors we will do different activities. Some of them are interviews, qualitative questionnaires, focus group and document analysis In this way, we will try to discover to what extent participation of the whole educational community, teachers, students, parents, is allowed and/or encouraged, what kind of relationships are established among the different actors present at the school, to what extent responsibility is shared. In particular, our aim is to investigate the culture of the school focusing on active participation, collaborative work, common aspirations, sense of belonging, respect for the others, integration, active citizenship and so on

4. Which actors are going to be interviewed / observed?

- School management team
- Teachers (2 groups of 2)
- Students (2 groups of 4)
- Parents (school Council)

5. Which topics have been touched?

We have related the Norwegian conceptual framework and the conclusions reached by the professionals that worked on the curricula debate on the topic of citizenship carried out by the Department of Education of Catalonia structured in four different dimensions: to learn to be, to learn to live together, to learn to participate and to learn to inhabit the world.

- To learn to be means to build a personal ethic, which allows us to be an autonomous and critical citizen.
- To learn to live together in order to recognise and value the “alter”, and establish meaningful relationships based on respect and tolerance.
- To learn to participate so we can be able to become an active citizen recognising our rights and obligations towards a democratic society.
- To learn to inhabit the world in order to bequeath our descendants a better world which means a conscience for peace, fair development, equality of opportunities, care of the environment and so on.

Taking into account that a personal ethics is a “sine qua non “ condition for the satisfactory development of the other three dimensions, and the four dimensions are included in the Norwegian framework, a specific correspondence field by field is not necessary to be made.

Norwegian framework	Curricula Debate
Relationship	Learn to be
Participation	Learn to live together
Responsibility	Learn to participate
Rights	Learn to inhabit the world

6. What are the most interesting/ exciting/disappointing ideas that emerged so far about responsible citizenship?
7. Have specific projects on citizenship been identified?
8. How can we foresee the “format” of our final case studies?

Methodology

The explorative case studies are going to be conducted in two schools, a primary one (students between 6 and 12) and a secondary one (students between 12 and 16).

We are going to use two different tools, semi structured interviews and focus groups involving school management teams, teachers, students and parents.

The procedure to select the different actors to be worked with will be the following:

Teachers:

- Two groups of two teachers from different levels, one of them being a class teacher selected at random among the cycle teaching team.

Students:

- Two groups of two different cycles with four students, being at least one of them a representative of his/her class group. The students will be selected at random.

Parents:

- Three parents belonging to the School Council

The management team

- The whole management team if possible or at least three of its members namely the head teacher, the deputy and the pedagogical co-ordinator.

These interviews and focus groups will allow us to obtain data as exhaustive and articulated as possible on the specific dimensions we have mentioned before. In that way, we will reach our main goal, which is to discover the culture of school. This culture is going to emerge comparing different points of views of the involved actors.

We are going to follow a specific order to interview the actors: teachers, students, the management team and parents.

The way teachers proceed in their lessons and how they feel at school as members of the educational community is, in our opinion, a good initial picture to draw an idea of the atmosphere at school. Later on, students' answers will help us to widen and clarify the initial picture.

The information gathered will allow us to focus on some aspects in the interview with the management team, if necessary.

Parents are going to be the last group to be interviewed because we may need some previous information in order to create an appropriate atmosphere. The management team can provide this information.

Questionnaires

The questionnaires are organised around three aspects: relationship, participation and responsibility. Almost the same questions are going to be asked to each different group of actors in order to compare and contrast the information.

The questions are focused on the aspects mentioned above. Depending on the group category, questions about other groups of the educational community are going to be asked. For instance the management team is going to be asked about every category group, teachers are going to be ask not only about their group but also about students,

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INTERVIEW WITH PARENTS

RELATIONSHIP

1. Which are the channels of communication with the school?
2. Are they appropriate, enough? Through these channels are you able to contribute, give your opinion, be listened to? Which factors make it difficult or easy?
3. How would you describe the style of communication and relationship that the school and the families establish?
4. To what extent do you believe that the management team is accessible and sensitive to the families' interests and worries?
5. How are the relationships among the students in the school? Are there conflicts? How are they solved? How are relationships between boys and girls?
6. How do you think the relationships between teachers and students are, general speaking? Do you think they are appropriate and satisfactory?
7. Do you have a sense of belonging to the educational community? Why? Which factors make it easy or difficult?

PARTICIPATION

1. Through which channels can families participate? To what extent can they participate in the making of decisions in the school?
2. To what extent are families concerned / involved in the making and implementation of the school rules? De you think the implementation of rules is flexible, strict, severe?

RESPONSIBILITY

1. Do you think students are concerned about their learning process? As parents which strategies do you use to promote involvement and responsibility of the students in their own learning process?
2. To what extent do you think students feel concerned about their evaluation and self-evaluation in the classroom and, in general, in the school?
3. Do you think the school makes a warm welcome to newly arrived students? How did you feel when you first have contact with the school?
4. To what extent do you think teachers and, in general, all the groups in the educational community are involved in the attention of diversity and students' particular needs?
5. To what extent the school works promoting citizenship education in aspects such as gender equal rights, education for peace, environmental care, intercultural matters? How do you participate as parents?

INTERVIEW WITH STUDENTS

RELATIONSHIPS

1. When and how do you mixed with your schoolmates? How would you describe your relationship to other schoolmates? How do you feel when you relate to other students? Do you feel they respect you, listen to you, despise you, help you, make you feel integrated?
2. Are they behavioural problems in your class or in your school? How are they solved? Are there conflicts among the students? How are they solved? How are relationships between boys and girls?
3. Do you think there is room enough to work together, to collaborate and co-operate with other classmates? How do you do that?
4. How is it, in general, relationship with teachers? Do you feel listened to, understood, helped by teachers?
5. To what extent do you feel you belong to your class and school? Do you feel included or excluded? In what sense / ways?

PARTICIPATION

1. To what extent can students participate in the taking of decisions in the school? In which fields can students give their opinions? Can they do it freely and openly? Do they feel listened to and respected by other actors in the school (teachers, management team, parents, caretakers and so on)?
2. Do you think school rules are important? How are they made? Do the students participate in the creation of school rules?
3. How are the school rules applied? The implementation of these rules is fair, severe, strict, flexible, equal for everyone?

RESPONSIBILITY

1. Are you concerned about your own learning process? To what extent do you feel responsible for your own learning? Do you think learning is your own business?
2. To what extent do you / students participate in the evaluation and self-evaluation in the class, and in general, in the evaluation processes in the school?
3. To what extent do you feel that the teachers and the school take care of your particular learning needs? What about other students, are their needs complied with?
4. To what extent other students accept newly arrived students? What factors make integration more difficult or easier for them?
5. Do you think that aspects like gender equal rights, education for peace, preservation of the environment, intercultural matters are worked in the school? How? How do students participate in this work? To what extent do you feel concerned about this work? To what extent can students contribute in the work on these aspects?

INTERVIEW WITH TEACHERS

RELATIONSHIPS

1. Which are the fields in which teachers work together? The atmosphere in these different fields allows them to contribute, give opinion, to be listened, valued, respected? Which factors make it easy or difficult?
2. To what extent do you believe that the management team is accessible and sensitive to the interests and worries of teachers?
3. When and how is it possible the relationship between teachers and students inside and outside the classrooms?
4. How would you describe the style of communication and relationship you try to establish with students?
5. Which channels of communication exist for the relationship between teachers and parents? How would you describe them? Are they appropriate, relevant, satisfactory, and frequent enough?
6. Do you feel part of the school? Why? Which factors make identification easy, which make it difficult?

PARTICIPATION

1. To what extent can teachers participate in the taking of decisions in the school? Do you think the participation is enough? Why?
2. How would you describe the participation of students in the taking of decisions? In what kind of decisions can they participate? Do you think the students' participation that the school promotes is enough?
3. To what extent teachers are involved and concerned in the creation and application of school rules? Do you think the application of these rules is flexible, strict, and severe?
4. To what extent teachers are involved and concerned in the creation and application of school rules? Are the students involved into the compliance of these rules? To what extent?

RESPONSIBILITY

1. Do you think students are concerned about the learning process? As a teacher which strategies do you use to promote their implication and their responsibility in this process?
2. To what extent students participate in the evaluation and self-evaluation in the class, and in general, in the evaluation processes in the school?
3. How do teachers participate in the welcoming process of new students? Do you think they feel concerned?
4. How do teachers participate in the individual attention and the attention of the diversity in the students of the school? Do you think they feel concerned?
5. To what extent the school works to promote citizenship education in various aspects such as gender equal rights, education for peace, to preserve environment, intercultural matters? Do teachers participate? Do they feel concerned?

INTERVIEW WITH MANAGEMENT TEAMS

RELATIONSHIPS

1. How is the relationship with the teachers? In which fields? Which strategies do you use to promote co-operation and collaboration with / among the teachers? How do you promote the sense of membership to the school? Is there a new teachers welcoming plan?
2. How is the relationship with the parents? In which fields? Which strategies do you use to promote co-operation and collaboration with / among the parents? How do you promote the sense of membership to the school?
3. How is the relationship with the students? In which fields? Which strategies do you use to promote co-operation and collaboration with / among the parents? How do you promote the sense of membership to the school?
4. How do you deal with behavioural problems of students? Are there specific programmes in mediation?
5. How would you describe the general climate of relationships in the school?

PARTICIPATION

1. How would you describe the participation of the different actors of the school? In which fields can every group of the educational community participate?
2. How are the school rules made? How are they implemented?

RESPONSIBILITY

How is the sense of students' self-responsibility in the learning process encouraged? And their autonomy? How is self-evaluation promoted?

How do you deal with the attention of diversity among the students?

How do you deal with the attention of students' particular learning needs?

How do you welcome newly arrived students? Is there a welcoming plan? How has it been drawn up?

How do you promote citizenship education? Are there specific plans? Which aspects (education for peace, environmental care, gender equal rights intercultural matters) are worked on in school? In which fields?