



Professional Development for the CLLP

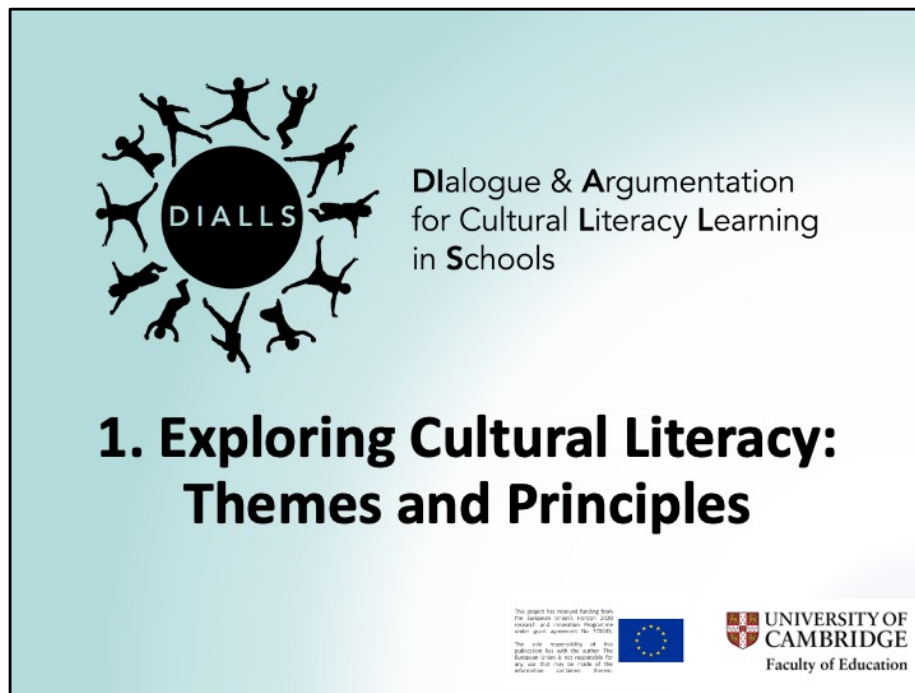
1. Exploring Cultural Literacy

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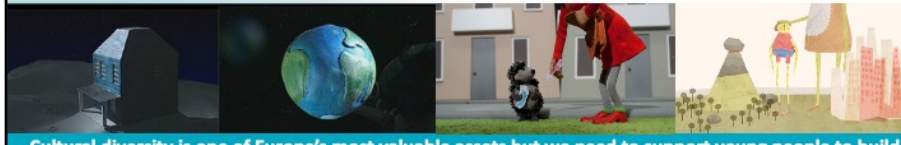
This is the first of three professional development sessions for DIALLS teachers. As it is the first session it is more information-based than the other two, which require more interaction! Because of this it's also shorter but should give you an overview of the whole thing.

In this short session I will explain a little about the project before moving on to look in more detail at the concept of Cultural Literacy and the themes that underpin it for DIALLS, and then how these are used in the Cultural Literacy Learning Programme – the CLLP.



The project overview

- A European funded project
- A programme of lessons (the CLLP)
- A focus on communicating together and understanding perspectives
- The use of short films as stimulus for discussions.



Cultural diversity is one of Europe's most valuable assets but we need to support young people to build the skills and competences needed for effective inter-cultural dialogue and mutual understanding about each other's lives.

DIALLS is a European funded Horizon 2020 project working with schools to understand and develop how young people make sense of Europe and its differing cultures. We are a consortium of 10 partner universities and we have been implementing DIALLS in seven countries across and beyond Europe.

The project includes a programme of lessons (the CLLP) to teach children how to communicate with each other and understand each other's perspectives, exploring the different cultural heritages and values of people who live in Europe. Short films are used to stimulate classroom discussions about social responsibility and living together in 21st century Europe.



Cultural Literacy in DIALLS

- A dialogic social practice
- How we get along with each other in everyday living
- Understanding and including differing perspectives and values reflected in people's lives
- Enabled by the skills of genuine dialogue

Cultural Literacy in DIALLS

To facilitate collaboration, individuals should value diversity, respect others and be willing both to overcome prejudices and to compromise (Council of the EU, 2006).

So what do we mean by Cultural Literacy?

It's important to note – we are not talking about cultural literacy as a fixed set of knowledge.

We are thinking about culture as 'fluid and relational' - that is, that we create culture through our practices and expressions.

So, therefore we describe it as a 'dialogic social practice' – it's about how we all get along with each other in everyday living – understanding and including the differing perspectives that people have.

We think 'cultural literacy' is enabled by what Buber calls 'genuine dialogue' where people are disposed to be tolerant, empathetic and inclusive.



Principles

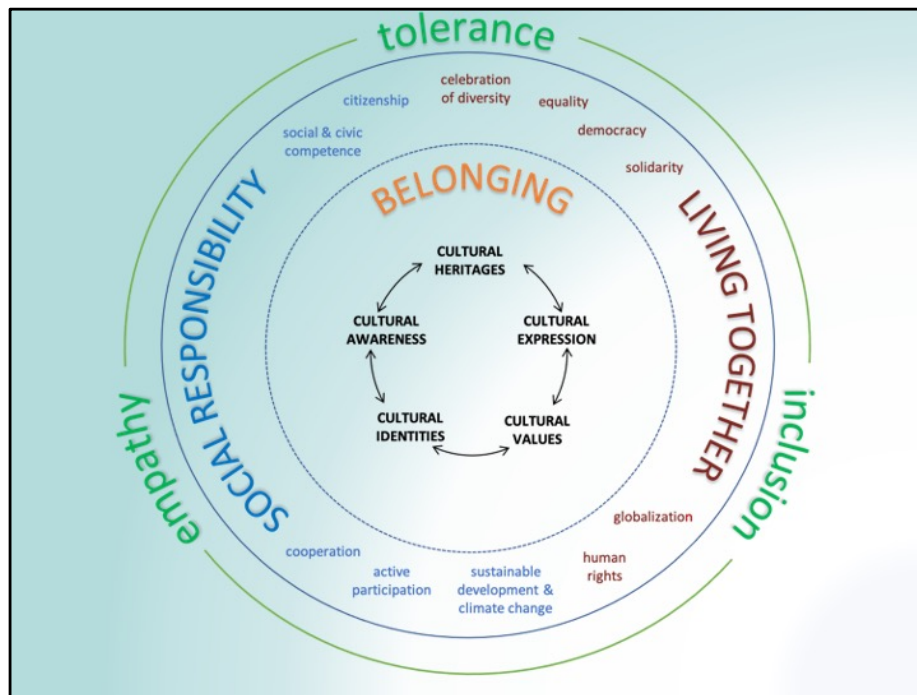
- By teaching children the skills to talk together, to listen, understand and sometimes challenge each other, we are teaching them to be culturally literate
- By exploring the DIALLS themes, they learn to understand their own identities, values and heritages

DIALLS is underpinned by some central principles:

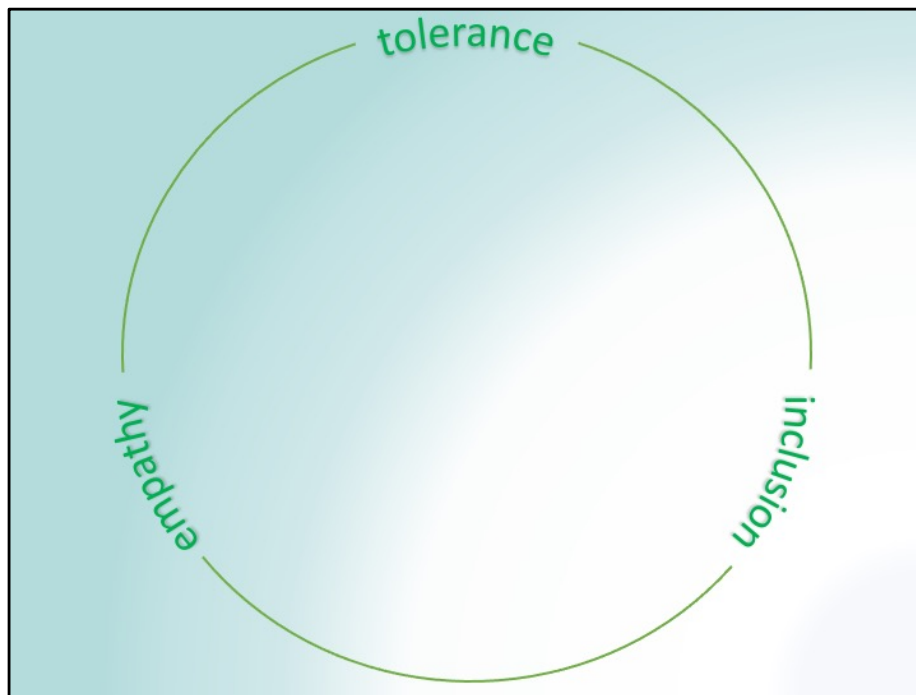
Firstly, that if we teach young people the skills of dialogue and argumentation, that is to talk together, listen, seek to understand each other (and to disagree respectfully) we are teaching them to be culturally literate.

Secondly, by engaging in discussions around living together and being responsible citizens, they will also learn more about their own identities, values and heritages.

So, let's think about some of the key concepts that are included as important for DIALLS.



Our DIALLS wheel shows all of the themes and dispositions that we include in our Cultural Literacy Learning Programme. It is designed as a nested system of ideas, with the dispositions of tolerance empathy and inclusion surrounding it all, and the understanding of one's own identity and culture at the centre.



The three, all encompassing dispositions of DIALLS are Tolerance, Empathy and Inclusion. We see them as underpinning cultural literacy, and we can foster them by teaching children the skills of dialogue and argumentation.

Looking at tolerance first, it can be seen as the foundational disposition for both empathy and inclusion. Tolerance is respect, acceptance and appreciation of the rich diversity of our world's cultures, our forms of expression and ways of being human. It is fostered by knowledge, openness, communication, and freedom of thought, conscience and belief.

However, some people have criticised the idea of tolerance, arguing that it does not go far enough as it is too 'neutral'. So, while we include tolerance as a central tenet of cultural literacy, we also seek to deepen how we think about cultural literacy through additionally focusing on empathy and inclusion.

Empathy has been defined by Matthew Lipman as "what happens when we put ourselves into another's situation and experience that person's emotions as if they were our own" (Lipman 2003, 269). By exploring different perspectives through a consideration of how other people feel, empathy facilitates mutual understanding. In order to develop empathy, Katherine Weare (2004) argues that first, children need to learn to understand, express and manage their own emotions, before they can

then empathise with those around them.

However, whilst gaining the perspective of another person is crucial it must not happen at the expense of losing sight of your own idea. Here Buber's work is really helpful as he talks about 'inclusion' as the goal. He describes 'genuine dialogue' as inclusive, (1957) where people are always thinking about others as they build their own ideas, and that helps to build positive mutual relationships.

We see tolerance, empathy and inclusion as a set of inter-related stances towards others, realising that they are overlapping ideas, but all are important.

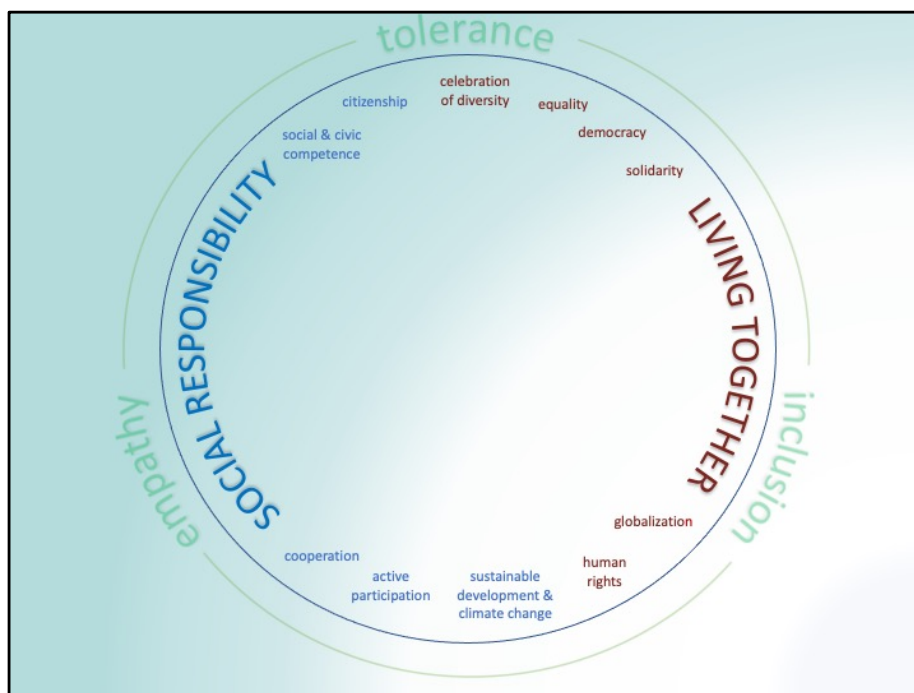
If you would like to read more about these ideas, look below for some further reading.

Buber, M. 1957. *Pointing the Way: Collected Essays*. (M. Friedman, Trans.) New York: Harper & Borthers.

Lipman, M. 2003. *Thinking in Education*. Cambridge: Cambridge University Press.

UNESCO 1996. *Learning: the treasure within: Report to UNESCO of the international commission of education for the twenty-first century*. Paris UNESCO

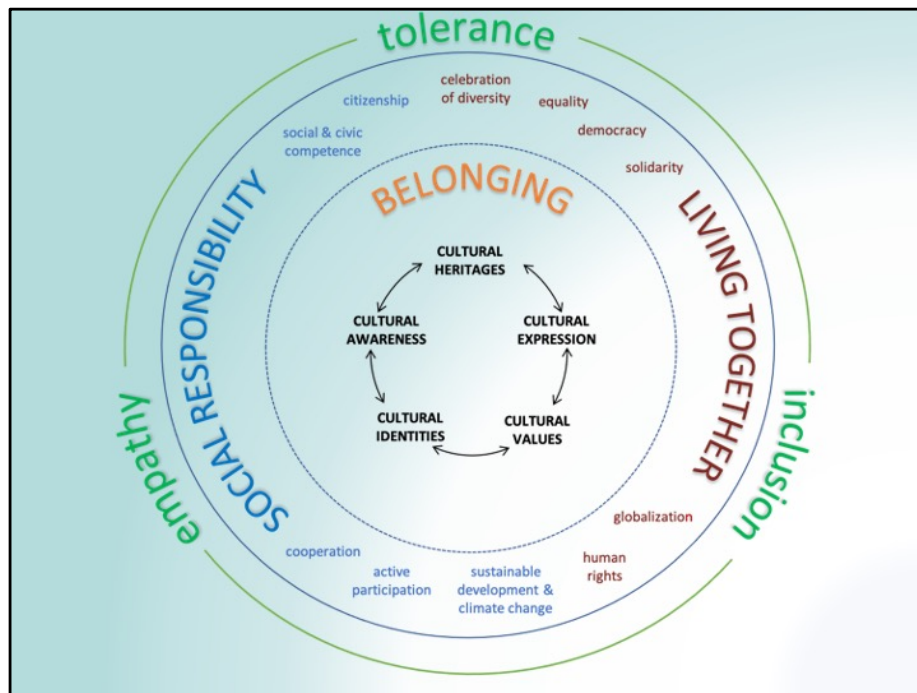
Weare, K. 2004. *Developing the emotionally literate school*. London: Sage.



Inside our broad goals of promoting tolerance empathy and inclusion sit two core themes for DIALLS, Social Responsibility and Living Together. Within these are a collection of sub-themes which are all reflected in the CLLP lesson prompts. Some of them overlap of course, and they are all very complex ideas than many people have studied and written about. We introduce the themes simply, for example, the notion of equality starts with an understanding about what is 'fair', but more sophisticated understanding requires thinking about the difference between equality and equity. All of the themes are about our role in society, supporting children to think, not just about about themselves, but how they fit in and get along with each other.

A glossary of these terms is available on the website:

<https://dialls2020.eu/wp-content/uploads/2019/06/English-CAF-glossary.pdf>



Central in the DIALLS wheel is the idea of understanding one's own cultural heritages identities and values; how we are aware of these and how they are expressed. These are all grouped under the third central theme of 'Belonging' a theme that considers not just how, when and where we belong, but also how movement between places affects this. The key point to note is that the CLLP does not cover every theme in depth. Each item could be extended well beyond the lesson discussion that is stimulated by the DIALLS films. One teacher in the programme described a 'garden of ideas' with each lesson generating a new seed all of its own. We choose these themes to support children to be thoughtful about the way they live their lives, using the stimulus of stories to encourage discussion and debate.

Linking the discussion to broader cultural themes

Cultural themes and expression in the CLLP

Ideas expressing ideas through art. These are extensions beyond the lesson for if you'd like to take the ideas further.

LESSON PROMPTS
The House

Dialogue and Argumentation:
Encourage the children to build on each other's ideas in order to reach shared ideas

Cultural Theme
Understanding what home is and ideas of 'belonging'

Discussion Prompts

About the film:

- Why do you think the family decided to leave the place they used to live at?
- How did their decision affect their old house? Why did the old house feel like that?
- Why do you think the old house went looking for them?
- Where was 'home' for the family?


Beyond the film:
"Living in urban areas is better than living in rural areas. Justify your opinion, explaining why"

What does 'home' mean? Why do we 'belong'?

Ideas for Cultural Expression
Create a collage of ideas for how we define 'home' and 'belonging'

The CLLP resources include specially licensed short films to watch in the class and lesson prompt cards to help you and your children unpack their meaning, and then move beyond the text to discuss the themes more philosophically, or as they might affect our lives as we live them.

Each lesson prompt highlights the cultural theme that is the focus of the lesson – you'll need to think about the children's experiences and how you might introduce the idea. There is also an idea for cultural expression in each prompt. This is just a suggestion for extending the learning beyond the lesson – don't feel you have to do it!



It is important to take time to explore the meaning of the film in the light of the cultural themes – there is always lots to discuss to make sense of a wordless text

Moving Beyond the Film

But it is also important to move beyond the film to talk about these ideas more generally and to relate them to our lives

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Each prompt includes points for discussion about the film – to ensure children are able to make sense of these rich resources. Importantly though, the themes that are introduced by this initial discussion can be considered more generally as they relate to our lives, not just the characters in the films.

You will find more explanations about how to use the lesson prompts in our booklets 'Guidance for using the prompts', in the age phase sections of CLLP.

On the website you will also find our library of extra films with ideas for discussion prompts so that you can extend the CLLP.



Cultural Learning Progression Tool

- A tool to support your guidance of DIALLS discussions
- Drawing on materials from
 - The Council of Europe
 - UNESCO
 - Oxfam
- Including examples of how children have expressed their ideas through art.

We use the DIALLS wheel as the starting point for discussions as part of the CLLP. You may find that the discussion your children engage in moves beyond the initial ideas in the prompts. To support your teaching we have developed **Scales of Progression for Cultural Literacy Learning**. As part of this, our **Cultural Learning Progression Tool** takes all of the themes in the DIALLS wheel and draws on a number of frameworks, maps and scales that consider the growth of cultural literacy and the knowledge, skills and understanding that underpin it. In particular, we draw on materials from The Council of Europe, UNESCO and Oxfam. Links to their materials can be found below and in the tool itself.

[Reference Framework for Competences of Democratic Culture](#) (Vol 2 Descriptors of Competences for Democratic Culture), Council of Europe, 2018
[Global Citizenship Education: Topics and Learning Objectives](#), UNESCO 2015
[Education for Global Citizenship: A Guide for Schools](#), OXFAM 2015

These well-known frameworks differ in the ways that they describe themes we address in DIALLS, so we have summarised them in our tool, highlighting how they relate to different broad age groups. Each sub-theme page links through to a sources

page showing how we have brought the material together.

Our **cultural learning progression tool** is designed to pick up the key themes that are reflected in each DIALLS film (both those included in the CLLP and the additional films in the DIALLS library and highlight the kinds of considerations that might be expected of different aged children as they discuss them. This then is a planning tool, to help you to plan DIALLS lessons to think about how children might respond to the different cultural themes in DIALLS.




Cultural Learning Progression

DIALS THEME: *Social Responsibility*

Responsibility that goes beyond individual duty and extends its understanding with a social dimension. It relies on cooperation between people and communities, active participation in social interaction and society, and social and civic competences of being able to do so.




(DIALS, Cultural Analysis Framework).

The tool is organised into sections about each theme....

SOCIAL RESPONSIBILITY SUB-THEME: <i>Social and civic competence</i>	
<p>These include personal, interpersonal and intercultural competence and cover all forms of behaviour that equip individuals to participate in an effective and constructive way in social and working life, and particularly in increasingly diverse societies, and to resolve conflict where necessary. Civic competence equips individuals to fully participate in civic life, based on knowledge of social and political concepts and structures and a commitment to active and democratic participation (European Parliament and Council of the European Union 2006)</p>	
Primary	Secondary
Understands the need for rules in local community (school, family, village or town) and how they can help us	Understands governance structures and decision making processes locally, nationally and globally and the differences between and interconnectedness of countries and regions
Understands how to take part in making and changing rules in school or with friends or family	Pro-actively keeps informed about civic issues
Understands basics of governance: - family, school, local community, country	Is prepared to take action to make the community a better place and improve the situation of other people in the community
Participates cooperatively in group activities and works to ensure everyone is included	Participates in collective decision making
Tries to solve problems and resolve conflict through listening to others and understanding their views	Is prepared to defend others when they are excluded or their rights are infringed
Understands the importance of individual and collective action	Helps resolve conflict through sensitivity to diverse views and cultural norms
Participates in an activity to improve the world we live in	Can distinguish between personal and collective identity and cultivate a sense of belonging to a common humanity
<p>Information on the sources used to develop this sub theme is available here.</p> 	

... with sub-sections to show the kinds of ideas to promote with the class at primary and secondary level.

This progression is very broad as it depends on your class, but it should give you some ideas for directions to guide the discussions you have.

Examples of artefacts from Virtual Gallery		
<p>HELPING DADDY Inspired by: Scribble [خربشة] Age Range: 4-7 years Country: United Kingdom Key Themes: Social Responsibility, Cooperation</p> <p>WHAT IS THE ARTWORK ABOUT? A child's experience of Lockdown; trying to be responsible and work in cooperation with others. The children were given freedom to paint a picture about their experience of Lockdown and how they were able to work in cooperation with other members of their family and act responsibly.</p> 	<p>DIALLS CITY Inspired by: The Elephant and the Bicycle [Le Vélo de l'éléphant] Age Range: 8-11 years Country: Portugal Key Themes: Social Responsibility, Social and Civic Competence</p> <p>WHAT IS THE ARTWORK ABOUT? Recognize the active responsibility we all have in society. The artefact was created after an active debate between the paired classes, at the end of which both teachers suggested to the children the idea of building a city that would portray the narrative of the film that could also be a portrayal of our society.</p> 	<p>PLANNING A NEW PARK Inspired by: Hedgehogs and the City [Igel und die Stadt] Age Range: 8-11 years Country: Israel Key Themes: Social Responsibility, Social and Civic Competence</p> <p>WHAT IS THE ARTWORK ABOUT? Designing a park for the community. The artefact references the idea of building facilities that everyone likes. In the artefact there's consideration of all the suggestions of the community for building the park. The park will be used both by people and animals. There's a place in the park for plants.</p> 

The tool also includes examples of cultural artefacts that were created by children as part of their engagement in the CLLP. These show how the cultural themes can be conceptualised in non-verbal expression – much like the films and books that inspired them. The full gallery can be found on our website: www.dialls2020.eu



Now we've explained a little about the overarching principles of DIALLS, we can move onto the other two sessions of Professional Development, thinking about the practice of developing talk skills in the classroom through a dialogic approach and how short wordless films can be used as cultural literacy resources.