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SUCCESS OF  
CHILD-  
CENTERED  
STRATEGIES TO  
DEVELOP  
VALUES AND  
COMPETENCIES  
FOR  
RESPONSIBLE  
CITIZENSHIP



# Kindergarten Idrija

- Step by Step program since 1995
- 1995: 2 groups- 3-6
- 2008: 20 groups- 7/ 1-3  
13/ 3-6
- 40 teachers, all trained in the Step by Step program

## Step by Step based on ISSA standards:

- Interaction
- Learning environment
- Partnership with parents
- Strategies for meaningful learning
- Assessment and planning
- Professional development
- Social inclusion

# School year-2007/08

- Work in kindergarten were focused on:
- Citizenship Education:
- Questions that raise:
  - What does it mean?
  - Why it is important?
  - How to implement it?
  - Where do we need to start?

# Comparison between two different implementations:

- Implementation of **Citizenship Education** were at that time started from the top to the bottom / Ministry of Education/. From big idea to the implementation.
- **Step by Step** also started from the top as the idea and the aim: **democratization of countries in transition**- from 1995, but it was implemented thru the approach that support the aim and the idea.

# The question was:

- How much Step by Step approach, which is child- oriented, support and could be part of Citizenship Education?
- Rethorical question or question about level of adaptation/ understanding the philosophy- **Education for Responsibility-** which it is part of
  1. Democracy/ Step by Step **and**
  2. Citizenship Education

# What is seen, not seen and drive our practice- the truth about values

- change of values influences social and political changes
- Value is in fact the “concept of the required”
- values cannot be »observed directly« and »it is important to precisely explain the nature of moral considerations that show the social nature of values”
- In order to use these values in actions, we must add a conception of »what needs to be done«, a conception of »which activity is consistent with a specific value«.

(Deth, J.W, 1998)

# A vision for children's citizenship and civil rights

- All children are able to influence decisions and resource allocations affecting them
- All children are able to acquire the knowledge, skills and attitudes to contribute actively and effectively as responsible citizens
- All children have access to justice and live free from violence, abuse of power and any form of discrimination

# Why have children's citizenship rights been neglected in society?

- The systematic denial of their (children's) civil rights disempowers children and contributes to their abuse, exploration and marginalization in society.
- The lack of common definition of children's participation is one reason why no clear agenda for children's participation is emerged.
- In many cultures children are expected to be silent in the presence of adults. They are not encouraged to express their views at home, in school or in community gatherings.
- Children are not seen as social and political actors. Adults do not think it is appropriate or beneficial to share information or power with children and to involve them in politics.
- Promoting children's participation requires a wide range of skills and experiences...to work together, change attitudes of adults...create enabling environments and promote "culture of participation."

(Children as Active Citizens, Inter- Agency Working group on Children's Participation, 2008, str. 7))

# Teaching and learning methods for citizenship education

- Teaching and learning are most affective when:
- Pupils are involved in **planning**, and take responsibility for their learning
- Safe **learning environment**
- Clear understanding of **local needs** and issues and knowledg of pupils **levels of understanding**
- Different **elements of knowledge**, skills and values, beliefs and emotions are included
- A wide range of **active learning methods** is used and different learning styles are considered in planning
- **Questioning and enquiry are encouraged** and ideas and thoughts are reflected back and summarized at regular intervals
- **Activities are differentiated** so that all pupils can achieve at their own level and pupils of all abilities are appropriately challenged
- **Assessment** forms part of the learning process
- Teaching is linked to other **sources of information** and support in school and the wider community

(Children as Active Citizens, Inter- Agency Working group on Children's Participation, 2008, str. 54)

# And what teachers said about importance of child centered strategies:

## The most important strategies for them:

- Morning meeting
- Child participating in planing
- Child participating and making desisions about how to do it
- Child participation in self- evaluation
- Group work
- Parents participation
- Participation of other partners and institutions from outside.

# Teacher said: values, skills and attitudes that children implement and were in development proces, already before 2007/ 08 and as result of SBS

- **Values:** freedom, peace, human rights, solidarity, responsibility, preciseness, plurality, interdependence, positive self- esteem, cooperativeness, equality
- **Skills, attitudes, knowledge:** persistence, courage, group work, cooperation, help to each other, personal hygiene, active work, celebration of success, solving problems, making choice, communication to make agreement and decisions, inventiveness, following basic everyday habits, recognizing and knowing themselves, their living environment, positive relationships, care for younger children, help to the people, who need help from others, respect for themselves and others, trust and fairness, ability and willingness to share

# Teacher said: values, skills and attitudes that children developed in 2007/08

- Values: human rights, responsibility, solidarity, cooperation with each other, friendship, help to the others, equality, freedom, making choice, roles in the classroom
- Skills, attitudes, knowledge: knowing other people, environment, concret experince for recognizing and accepting differences, importance of persistancy, dealing with roles- consequences, children develop basic skills on the basis of recognizing themselves and others, children learn that this world is common living environment for all the people: same people and different people, connections with each other, relationships, intercultural topics

# Teacher said:

- It is possible to **integrate** citizenship education into everyday process and practice of SBS.
- It is possible to live, develop and learn all knowledge and skills through **everyday proces** and strategies of SBS to **be** (not **become**) a responsible citizen.
- It is possible to implement Citizen Education thru SBS program **even in younger age groups**.
- It is important to focus on such important topic, to be more aware, to work and understand deeply the importance of the topic.

# Recognition:

- If the **value is**..... **active citizenship** (not to be just active but also able to transform the world)
- we have to know how to do it
- **how and what we did**..... **aplicative and also metacognitive level**

# Our task: need to help teachers to recognize

- Values in the practice:
- which values they have to implement..
- how they have to...
- what they really....
- why they implement certain values....