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**Секретариат:**

Россия 191002  
Санкт-Петербург  
ул. Ломоносова, 11  
телефон:  
+7-812-110-68-49  
телефон/факс:  
+7-812-113-34-26  
+7-812-164-06-19  
+7-812-232-84-03

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### **XV Коллоквиума "Учитель XXI века"**

**10 - 17 мая 1997 года**  
**Санкт-Петербург, Аничков дворец**

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- Вклад России в мировую педагогическую  
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for Freedom in Education

**Colloquium Office:**  
Russia 191002  
St.Petersburg  
Lomonosov str., 11  
telephone:  
+7-812-110-68-49  
telephone/fax:  
+7-812-113-34-26  
+7-812-164-06-19  
+7-812-232-84-03

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**E/F/F/E**  
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**For Freedom in Education**

## **Materials for discussion of XV Colloquium "The Teacher of 21st century"**

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# European Forum for Freedom in Education Europäisches Forum für Freiheit im Bildungswesen

## St. Petersburg E/F/F/E Declaration Recommendations regarding Teachers' Training

The following declaration was presented, discussed and passed in the course of the International Colloquium of the European Forum for Freedom in Education on „Teachers in the Twenty-First Century“ in May 1997, and edited by an international committee.

### The Individual and Teaching Competence

- One of the specific characteristics of the teaching profession is the importance attaching to the person of the teacher themselves. Their personality is known to play a most significant part in the learning processes of children and young people. Therefore both students of education and practising teachers must be given an opportunity to develop their individual identity. This development of this individual identity can be supported by the encouragement of the increasing inner freedom of the teachers and their finding their own ethical criteria. Teachers need to be enabled to examine and understand the course of their personal biographies, they must be aware of the context of the values by which the teaching individual lives. Therefore, questions of Philosophy and General Aesthetics need to be considered.
- However, professional identity is as equally important in the teacher's work as the individual one. Therefore, teachers are entitled to sufficient and specific professional training, both preparatory to their work and later in various forms of in-service training. Only on this basis can they become experts in arranging and supporting the processes of teaching and learning, in counselling in these processes and in innovation and evaluation.
- The criteria by which teachers have to direct their work lie in the physical, psychological and spiritual needs of children and adolescents. At the same time they have to introduce their pupils to the existing body of knowledge and civilization and, over and above this, to enable them to grow beyond the existing structures and to be able to take a conscious part in forming their own future lives. Therefore they will need to develop an ability to perceive social and economic changes as well as those in the fields of civilization and technical affairs. Teachers will need to know in what ways these changes are likely to affect the younger generation. They will have to be aware of the need for lifelong learning and for a readiness to acquire new techniques at the chalk-face as times change and as new challenges face the children.
- During their training and in the processes of further qualification, teachers must be given the opportunity to learn to value the specific qualities of life in the phases of childhood and adolescence and of the social forms that are developed in this phase of life.
- As many children and young people suffer from a lack of inner orientation, teachers will have to be enabled to show them that there is a meaning in life and that there are values worth striving for.

### **What Do We Expect a Modern Teacher to be Prepared For?**

- The contents and forms of teachers' training must be chosen with a view to an innovative orientation of the profession itself.
- Teachers at the present time and in the future must have a chance to acquaint themselves with a variety of pedagogical theories and to evaluate them critically.
- Teachers will need to develop an awareness of the interaction between nations and cultures. Their training must therefore include instruction in these fields and they must be given a chance to spend some time outside their immediate cultural environment. There must be a chance to learn foreign languages and to find one's place in the context of Europe as a whole. Such opportunities should be a normal part of future teacher training programmes.
- Academic emphasis on the methodology and the systematic structure of subjects taught in schools has become outdated. The emphasis now needs to be placed on teachers acquiring diagnostic and social competence.  
Therefore, a new proportion of the themes of training will have to be envisaged: one third of the time should be devoted to studying the subjects the teacher is intending to teach, one third to the study of anthropology, child psychology, educational theory and practical didactics, one third to gaining experience in practical teaching and in learning to evaluate these experiences by careful reflection.
- Theoretical and practical elements should continue to be properly balanced both in preparatory studies and in further inservice training.
- Teachers in all types of school should have been introduced to the elements of special education and the education of the handicapped.
- All future teachers should be ecology conscious and should have the necessary knowledge and the ability to teach children and young people.
- Cooperation with parents and carers must be prepared for during the period of training.
- The ability to participate in team work and a general acquaintance with the processes involved in school management and in the self-administration of schools are indispensable.
- Teachers' training must include a readiness to evaluate one's own work from an objective point of view.
- Training must include the ability to make independent use of the various - and continually changing - types of media.

### **How and Where is Teachers' Training to take Place?**

- Future society will need to grow aware of the interrelation of all fields of activity. Therefore, children will need to develop holistic ways of regarding the world. A significant increase in interdisciplinary projects will be essential to future forms of teacher training.

- Preparatory and further training urgently need to be given equal emphasis. Teachers must be given the chance of regular further in-service training all through their teaching careers.
- Professors involved in teachers' training are themselves also entitled to periods of revision and re-thinking. The didactic processes and methods they employ serve as half-conscious models in the future work of the trainees; they support the desire for further development in the following generation of teachers.
- The basic training of teachers should take place in universities or such academic centres as can offer an equivalent range of studies, so that pedagogical training can be supplemented in all directions. Seminaries and training centres should have free access to all institutes of higher learning.  
Obviously, there is an essential need for close cooperation with schools of all kinds where trainees can observe classes and do their teaching practice.  
In-service training can also be connected with such institutes of higher learning.  
State and private institutions should enjoy equal support for equivalent training quality.

### **Model projects all over Europe**

In order to put these innovative suggestions into practice, a network of Institutes of Teachers' Training and Centres for Further Training should be set up in various parts of Europe. European programmes for such reforms will have to find the financial means for the creation of such a network and for the suggested reform of institutes of training in general.

St. Petersburg, May 15, 1997.