

WP12 Spanish Research Summary

Data Analysis – Teachers as Citizens

Work package 12 reports the analysis of data for the empirical study (see work packages 10 and 11 for methodological issues) with a twofold aim. First, it wants to inquire into Spanish teachers' perceptions of the concept of teacher as citizens. Second, it wants to investigate teachers' participation in the community. We were interested in how Spanish teachers perceive their role as educator and as citizen, with a special emphasis at the level of concepts and actions.

Inquiring into teachers' perceptions of their role as citizen implies:

- To find out about *teachers' knowledge* on international, European and national *official documents* focused on Human Rights and Citizenship with regard to (inter)cultural issues;
- To find out about *teachers' involvement* with NGO's and other associations;
- To find out about *teachers' teaching practice and strategies* in issues connected with intercultural interaction and cross-cultural conflict.
- To find out about *teachers' educational needs (Teacher Education)*.

Methodology:

Semi-structured interviews (based on the common and agreed interview guide used by all team members) were carried out with the subjects, which elicited their perceptions of themselves as citizens, their perceptions about the role they play as educators of citizens, their understanding of concepts related to teacher as citizen, and their perceptions on teacher education needs to fit the educative challenges that implies to be a teacher as citizen. The contents of these interviews resulted in a number of explicit statements of assumptions. These statements of assumptions or perceptions were not elicited explicitly by the interviewer. Instead, questions were to be formulated in order to elicit experiences about the teachers' participation in the community as citizen, and the influence of these experiences on their current teaching practice and views as educator.

Four main categories of analysis were agreed by all partners:

- Teacher's identity
- Teacher's role
- Conceptual framework
- Teacher education

Each category is defined taking into account the following questions:

CATEGORIES FOR THE ANALYSIS	
Teachers' identity	To what extent are teachers engaged in civic life?
Teachers' role	To what extent teachers get their students involved in citizenship issues?
Conceptual framework	To what extent are teachers familiar with documents?
Teacher Education	To what extent teachers feel the need to go further in their training to assume their responsibility as "teacher as citizen"?

We present the findings specific to the different categories which together constitute teachers' conceptions of teacher as citizen.

1. Teachers' identity

To what extent are teachers engaged in civic life? In order to find an answer to this question, we asked the teachers: *Have you actively participated in any campaign which is directly related to ethnic, race, cultural or linguistic issues? How do you see your role as citizen connected with your role as educator?*

When asked if they active participate in civic life, for example, through campaigns directly related to ethnic, race, cultural or linguistic issues, the majority of teachers expressed that they participate. Only a small number of teachers, three from the twenty-five interviews, mention they have never participated in any kind of activity related to those issues. When asked about the kind of participation they have been involved, the majority of teachers mentioned public demonstrations¹.

¹ When democracy was established in Spain (1975) public demonstrations were viewed as a way of participating in society, a way of expressing opinions and ideas.

Other teachers express that they have been involved with NGOs and associations: *“I am a member and collaborate with some associations in defence of the integration of immigrant youth when they arrive to our Autonomous Community”*. These associations are mainly at local and regional level and focused on humanitarian aid: food, families, people with special needs, immigrants.

The participation of teachers in civic life is not only focused on their involvement with associations, NGOs or participation in public demonstrations. As one teacher states her way to actively participate in civic life is by publishing articles: *“My responsibility as citizen is through culture and education. I write papers, publish articles and this is my citizenship activity, it is another way of doing”*.

From the responses of teachers we interpret that Spanish teachers are motivated and engaged with society. The kind of participation we have identified in data reveals their identity as citizens.

When teachers were asked *How do you see your role as citizen connected with your role as educator?* the majority expressed that it is implicit. Teachers find a close connection between their participation outside the school and the ideas they transmit or instil to their students.

As educators they participate in the educative community for example, through the elaboration of the internal regulations of the school, in which in a transversal way, civic issues are dealt. They also participate in programmes specifically designed to deal with civic education.

2. Teachers’ role

To what extent teachers get their students involved in citizenship issues? In order to find an answer to this question, we asked the teachers: *How do you reflect in your teaching practice your role as citizen*

From the data obtained, we have identified different ways of reflecting, in their teaching practice, their role of teachers as citizens:

- Transmission of knowledge about rules:
- Educating in values related to behavioural norms:
- Acting as a model for the students:

From what teachers say they do in the classroom, that is, their teaching practice, we wanted to inquiry into the following aspects:

- Concepts they associated to citizenship

- Values they promoted with citizenship
- Teaching strategies they used in the classroom to promote citizenship

The concepts they associate reveal a conception of citizenship related with a social and moral responsibility of living together, in a pluralistic society. Education has an important role to play as it is reflected in concepts such as education in values, inclusive school and cross-curricular topic. On the other hand, citizenship is perceived by teachers as engagement and democracy.

Regarding values, teachers state those which are linked to coexistence in democracy.

Regarding teaching strategies to promote citizenship, we have identified the use of authentic materials; the use of democratic processes to promote participation; the promotion of values; the use of dialogue; the creation of simulated situations.

The most used strategy in the class in order to promote citizenship and to make the student involved is the use of dialogue. Communication and interaction are given a lot of importance for promoting values such as respect, participation or tolerance. It is also very common the role-play. Teachers consider that creating situations in which students get on somebody else shoes help students to promote relativity and distance from one's perspectives.

3. Conceptual framework

To what extent are teachers familiar with documents? Teachers were asked *Are you familiar with international/ national official documents on intercultural education and/or civic education? If yes, which concepts do you think are emphasised in those documents?*

Teachers are not familiar with international educative documents related to intercultural or civic education. Their perception of the concepts dealt in those documents is mainly on immigration issues and the way to attend it. Their familiarity to national educative documents related to the same issues is broader and they perceive that the most relevant concepts in these documents are integration, immigrants, dialogue and participation.

4. Teacher education

To what extent teachers feel the need to go further in their training to assume their responsibility as “teacher as citizen”?

In order to find an answer to this question, we asked the teachers: *Have you assisted to in-service teacher training courses which helped you to deal with issues of citizenship education? Do you have any post-graduate course on citizenship issues? Do you think you need to go further in your training to deal in your teaching practice with citizenship issues?*

When teachers were asked about their participation in teacher education courses which helped them to deal with issues of citizenship education, the majority of teachers stated they have no training on this issue. Some have dealt with these issues in courses on intercultural education, mainly. However, they feel they need to go further in their training.

Their teacher education needs are perceived by the teachers in relation with the new subject “Citizenship Education” which will start to be implemented in the Spanish educative system in September 2007. As teachers still don’t know who is going to teach this subject, confusion and lack of confidence are reasons which make teachers feel the need to have some training on this topic. Some sensitive issues, such as politics, religion and cultural differences, are aspects teachers feel they need a specific training.