



IMPROVING SOCIAL EQUITY THROUGH EDUCATION:

Raising outcomes for low achieving students



The Danish constitution

Section 76

All children who have reached the age of compulsory education (kindergarten 6 years old) are entitled to free education at a Danish municipal primary and lower secondary school (Folkeskolen).

Parents or guardians who ensure that children receive an education *on a par* with that normally required at a Folkeskole are not under an obligation to enrol them at a Folkeskole.

- Their education can take place at home or at a private school.
- It stipulates general compulsory education - not compulsory school attendance!
- General legislation contains rules to the effect that the State must subsidise private schools, etc (71% of the average costs of public schools)



Patterns in Danish society

Seven related institutions in Denmark

1. Families

- in their many shapes and sizes

2. Schools

- state schools and free schools

3. Flexicurity

- labour market and welfare state

4. Everyday life

- work, family, leisure

5. Civil society – voluntary organisations and grassroots associations

6. Religion – belief and practice.

7. The nation – the community of all who live within national boundaries



Patterns in Danish society

Seven mental patterns in Denmark

1. Joy in Denmark as a country
2. Security
3. Trust
4. Happiness
5. (Self-)satisfaction
6. Individuality directed at the community
7. Freedom, equality and close relations of power



Mind map of the free schools



Free Schools

The principal educational ideas of the Danish free school

1. School should be the extended arm of the home (upbringing)
2. School is there for the sake of the child. Teaching should be adapted to the children's abilities and interests
3. The hand is the midwife of the mind
4. Learning to learn
5. The spoken word – story-telling – morning assembly
6. Community – freedom
7. Pedagogical freedom for schools to find their own way
8. Democratic schools



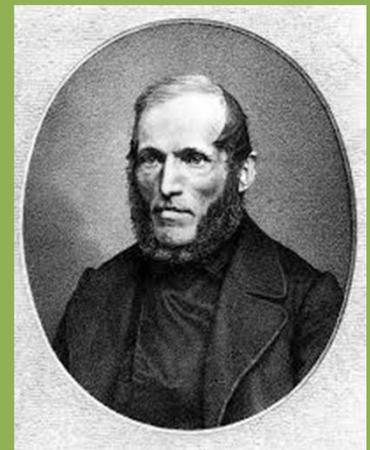
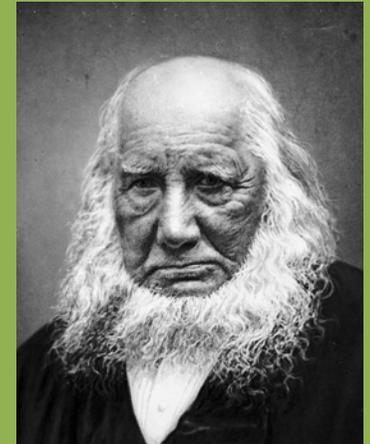


The Independent Academy
for
Free School Teaching

The Academy is founded on the 19thC tradition of N.F.S. Grundtvig and K. Kold. Its work is based on a view of school, of individual human life and life as a community grounded in that tradition.

This means that the aims of the academy are:

- to qualify teachers both for free schools, *efterskoler* and folk high schools and for other types of school
- to stimulate consciousness raising, active citizenship and global understanding
- to encourage participation and leadership of all forms of work in the community – associations, societies + midre ændringer I ‘to encourage...’, unions, network etc.
- to offer and develop courses of further education



Pestalozzi

The hand is the midwife of the mind

Rousseau

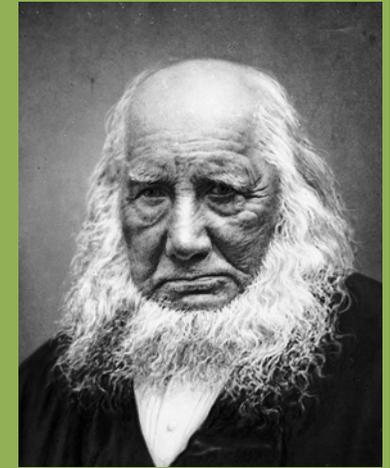
Educating the mind without educating the heart is no education at all.
Aristotle

Basedow

First enliven then enlighten

N.F.S. Grundtvig

The living,
spoken word



N.F.S. GRUNDTVIG
1783 - 1872

No one ever lived and came to knowledge of anything he did not first love
N.F.S. Grundtvig

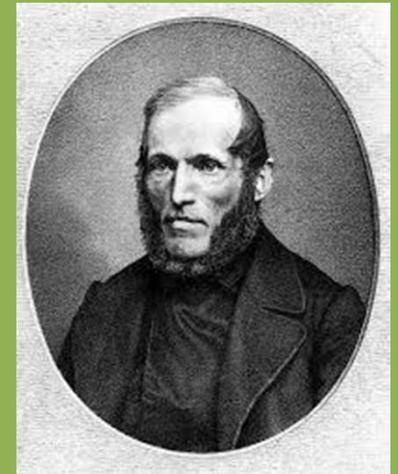
Mutual education
living interaction

Herder

We are each other's world and each other's destiny
K.E. Løgstrup

Lancaster

Citizen of the world



KRESTEN KOLD
1816 - 1870



The Independent Academy for Free School Teaching

- Free schools/state schools
Children at compulsory school age
- Free Professional schools
Academically weak young people of compulsory school age
- Efterskoler
Young people of compulsory school age
- Folk High Schools
Young adults over 18



The Academy in brief

- 5-year teaching qualification
- Students must be aged at least 20 before starting
- No examinations – but extensive individual reports for all course elements
- No ministerial stipulations as regards syllabus



The Academy in brief

Students:

- 72 students admitted per year
- Typically around 240-260 students daily in school and one year group on teaching practice
- Around 180 students live on campus – and come from all parts of Denmark and from abroad

Staff:

- 20 academic staff
- 22 ancillary staff



Compulsory basic training courses

Life in the Community

Democracy and citizenship
History and people

Life Balance

Nature and Man
Body and Health

Ideation

Human nature, ethics and ontology
Cognition and philosophy

Language

Identity and language
Text and presentation - rhetoric

Collaboration and communication

Mediation, understanding conflict etc



Optional theme course

Medical first, education about sex,
outdoor education, IT,
philosophy, citizenship, etc.



Compulsory basic training courses

STORYTELLING / NARRATIVITY

Narrativity and storytelling are two important ways into the learning environment of the children.

Knowledge about the strength of storytelling as a teaching method and as an important part of pedagogical thinking.

It is used on one hand as a way to engage pupils to take part in a living interaction in the classroom, and on the other hand to nurture a consciousness of the world and community among all participant in the schools.



Skills:

Familiarity with stories, legends, sagas

Experience in the use of:

- language – poetry – rhythm
- voice – sound and silence
- the body and performance



Compulsory Pedagogy, Psychology and Didactics

At the Academy, courses in Pedagogy, Psychology and Education (PPD) are compulsory throughout the course

In PPD the students work with the whole spectrum of didactics

In tandem with this students take specific didactics subjects on special courses



In the fourth and fifth year students specialize in two of the following subjects:

- PPD – Children
- PPD – Youngsters
- PPD - Adults
- PPD – Special needs



Learning hand in hand with practice

1 year of full teaching practice

- employed as teacher in third year
- supervision,

3 weeks of teaching observation/ practice on both 1st and 2nd year.

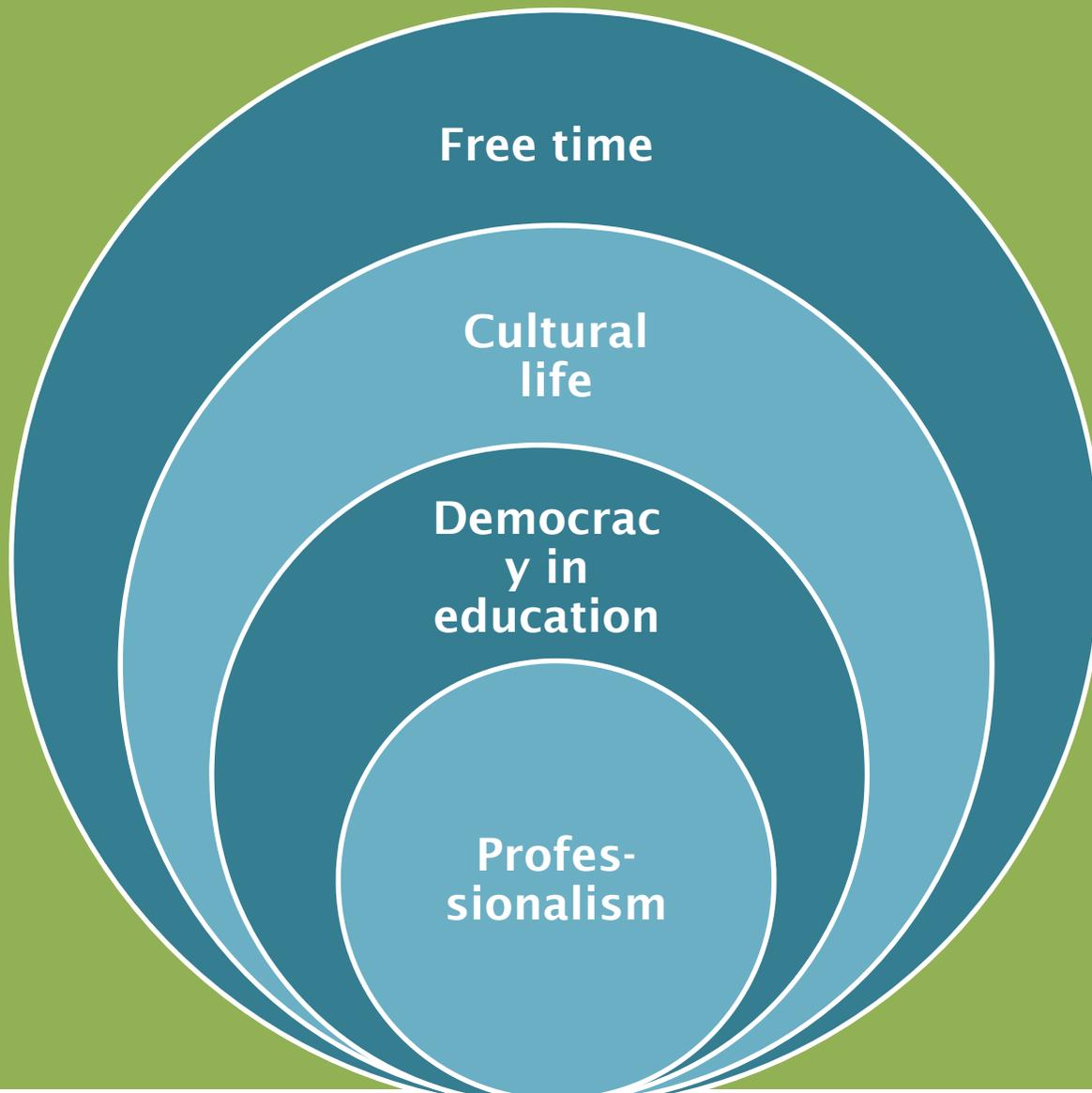
Interaction with courses of
further education

Special educational courses as:

- Project and special subject weeks
- Courses delivered by students
- Major assignment in main subject
- Shorter week-long assignments
- Extended dissertation in final last semester in 5th year



The Independent Academy for Free School Teaching



- Access to the school Network
- Volunteering
- Enhanced Neighbourhood
- Young families
- Visitors - speeches
- Performances
- Challenging experiences
- School organisations
- Parliament
- Economy
- Specialist subject committees
- Committees
- Education
- Study
- Practice
- Becoming a teacher



Becoming a teacher is *also* a matter of shaping the individual character

perseverance, self-control, curiosity, conscientiousness, willpower and self-esteem

A teacher must have / be working on self-respect – self-confidence – self-esteem

A teacher should have democracy – as a way of life
citizenship, citizen of the world

The Independent Academy for Free School Teaching and its staff must create conditions for this transformation from a *normal* human being to become a *teacher* human being.

We can only do this if we have character, if we have self-respect – confidence – esteem and if the Academy is a democratic institution



10 good reasons for outdoor schooling

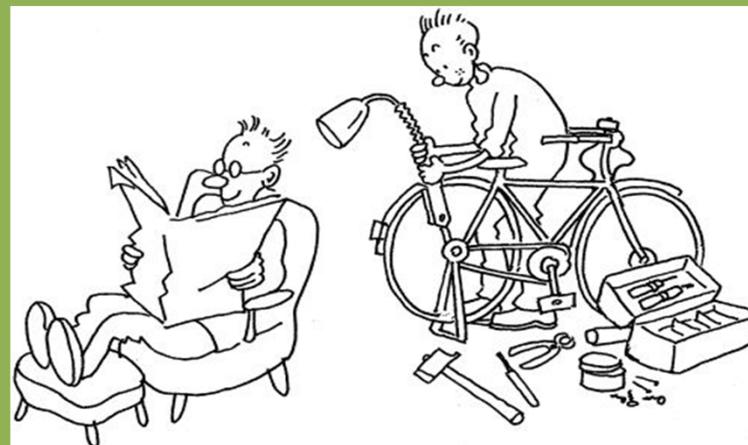
Everyday there are new studies about children with obesity, learning difficulties, poor motor control, asthma, allergies, stress, sedentary habits etc. Studies – and experience – increasingly show that children benefit from regular teaching out-of-doors.

Better academic performance

- working in real, physical environments strengthens pupils' academic acquisition

Better learning

- concentration and the ability to maintain focus are developed through regular teaching outdoors



Differentiation

- involving outdoor areas around the school allows simple and dynamic differentiation

Better appreciation of nature, natural science subjects and the environment

- promotes increased responsibility and knowledge, and plants the seeds for a life led hand-in-hand with nature.



10 good reasons for outdoor schooling

Better health

- Pupils are in motion and feel good being outdoors

Better motor control

- being outdoors develops pupils' motor skills and their courage/self-confidence

Learning by various means

- pupils learn with *hands, hearts and souls* (Grundtvig)

Better social understanding

- the many opportunities for interaction allow space for diversity

Better grounding in the locality

- knowledge about their own area prepares the ground for interest in other and different areas

More immediate experiences

- pupils' own sensed experiences and knowledge are developed

