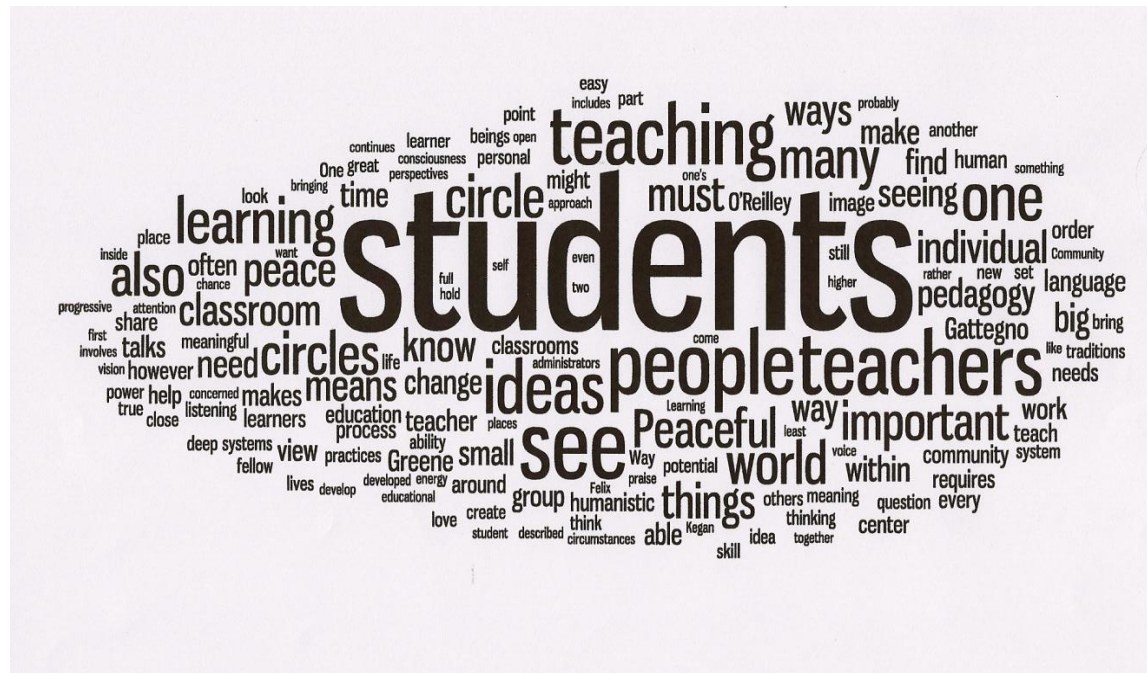


The Peaceable Classroom: Towards a Pedagogy of Peace

Marti Anderson

1 February 2012



Mary Rose O'Reilley

- A question she asked herself:

“Is it possible to teach so that people stop killing each other?”

Thich Nhat Hanh

- A perspective from a Buddhist teacher –

Peace within will yield. . .

Peace in the world

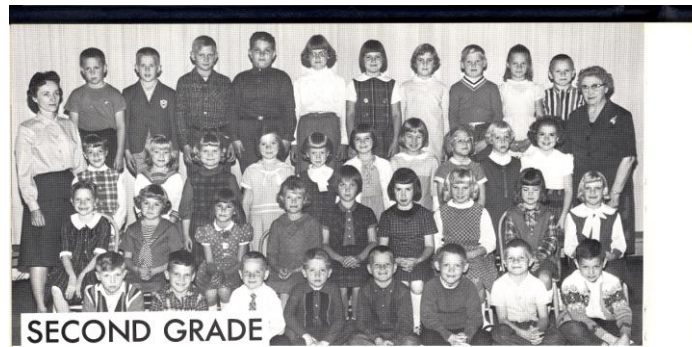
What do you think?

- Can we as teachers help to bring about peace in the world?
- Write some notes for yourself or discuss with whomever you are with.

John Dewey

- American educator: 1930-40s
- **“We have to prepare our students for THEIR future – the lives THEY will live. Not ours.”**

The Past: My Past



Row 1: R. Shaw, B. Kashmarek, S. Bakke, R. Vosberg, M. Engebretson, D. Peterson, K. Kottke, R. Noomen. Row 2: V. Carlson, L. Wreath, P. Michelau, S. Olson, W. Hass, K. Jans, L. Noomen, K. Cohrs, K. Arundson. Row 3: Mrs. Erickson, R. Menik, M. Anderson, S. Cohrs, A. Kapp, S. Vosberg, C. Spielman, S. Beek, J. Nelson, S. Hovde, L. Villa. Row 4: S. Nelson, D. Schoenberg, R. Paplow, J. Temple, M. Swenhausen, V. Kvilhaug, K. Lindstrom, P. Kirchner, L. Larson, C. Swenson.



Row 1: T. Erickson, W. Peterson, S. Knudsen, G. Setten, R. Kuhn, D. Olson, S. Swenson, L. Jarmer, M. Madison. Row 2: L. Esenwig, R. Kansanlack, J. Quarnstrom, D. Ott, B. Kopperud, S. Clayton, P. Ewy, D. Groenke, B. Sletten, M. Krick, J. Johnson. Row 3: K. Schneider, M. Hass, D. Singer, D. Wahl, J. Brandt, M. Knutson, J. Vortherms, J. Senst, J. Barker, C. Riddell, D. Bruha, N. Engler. Row 4: Miss Erpestad, S. Ohlson, D. Swenhausen, D. Satter, D. Schoenberg, R. Jensen, J. Kleven, S. Stuckey, T. Giese, S. Fowler, L. Swanger, C. Hansen, Mrs. Harbo.

The Present



The Present



The Present



What do these students need?

- How are their needs different from mine at that age?
- From yours at that age?
- What has changed in the world?

Is there a violence in Education?

- This is not about corporal punishment – using physical force with children/students – which still does occur in some school settings.
- This is something else.
- Can you predict what I mean?

My definition

- Violence in education involves anything in the educational process that diminishes, flattens or dilutes the spirit of the individual.

How is education violent?

- When students don't have choice,
- When students are belittled by grades and teaching styles. . .
- When teachers are controlled by externally-created syllabi, texts and testing.

How do grades make students feel?



Can assessment happen differently?



What observations can you make about this classroom?



“within and between”

- “. . . Success depends . . . more on what goes on within and between the people in the classroom.”

Earl Stevick, A Way and Ways, 1980, p. 4

Education is counter-intuitive

- Teachers cannot do what they believe is “right”.
- They oftentimes cannot follow their own good instincts.
- Poll #1

Ways to a Pedagogy of Peace

- What are some ways that we can all counteract some of these features of education?
- Write down some thoughts or chat with others around you.

Rachel Kessler

- Welcoming **soul** back to our schools.
- What does this mean?

Linda Popov

- Replace the Inner Critic with the Peaceful Observer.
- What does this mean?

Co-Created Curriculum

- How can we include students in creating and adapting the curriculum?
- How can we offer students some choice?
- How can we claim our own role in the teaching process – even when the curriculum, texts etc. are pre-set?

Roots of Empathy

Mary Gordon

- Can we foster empathy in our students?
- What are some ways?

Rachel Kessler

- “When students feel genuinely listened to they begin to sense their significance as human beings.”

Compassionate Communication

Marshall Rosenberg

Problems in communication:

- 1 - our tendency to add interpretations and judgments to what we observe**
- 2 - our tendency to blame or try to make another responsible for how we are feeling**
- 3 - and our resistance to letting others know what we want, need or what's really important to us.**

4 steps to Compassionate Communication

Compassionate communication consists of 4 simple steps, that can be used in different ways. The generic steps are:

- 1 - To say what was observed happening (in a conflict it is usually what happened that upset us or the other.)
- 2- To say what the feelings are.
- 3 - To say what the underlying wants, needs, values or importances are. (usually what you wanted to happen or were afraid wouldn't happen)
- 4 - (Optionally) To make a request of the other.

“Teaching Respect for All” – the UNESCO-USA-Brazil joint initiative



Launched on 18 January 2012, the UNESCO-USA-Brazil project Teaching Respect for All aims to design a curricular framework to fight racism and promote tolerance, which countries can adapt to their respective contexts and needs. The project will also elaborate educational materials for addressing racism and tolerance in education. These tools will build on lessons learned and current good practices in the field. The materials will be

disseminated worldwide by UNESCO through education ministries as well as the Organization's extensive networks, including the UNESCO Associated Schools.

UNESCO is concerned by the rise of racism, xenophobia and intolerance, and considers that education is essential to strengthening the foundations of tolerance, reducing discrimination and violence, and learning to live together. Education is vital to achieve these aims and cultivate respect for all people regardless of colour, gender, or national, ethnic or religious identity. It is especially important to reach out to children and young people during their formative years, notably through educational materials and curricula.

News

27.01.12

Youth and experts interact at launch of UNESCO-USA-Brazil project “Teaching

RELATED INFORMATION

Contact

[respect4all\(at\)unesco.org](mailto:respect4all(at)unesco.org)

Partners



- ▶ Department of State, United States of America
- ▶ Secretariat on Policies of Promotion of Racial Equality (SEPPIR)

Video record of the launch event

▶ [English](#) | [French](#) | [Portuguese](#)

Resources

Official documents

- ▶ [Invitation](#) | [Programme](#)
- ▶ [Address by Irina Bokova, Director-General of UNESCO](#)

unesco.org

Mary Rose O'Reilley

- “We began to discover that as teachers one of our jobs is to help a student find her ‘sacred center’ the place where she stands at the crossroads of human experience.”

Reflective Practice

- Take the time to step back and reflect on your work as teachers.
- Maintain a teaching journal.
- Gather together with colleagues and discuss your work. Share ideas. Encourage one another. Problem solve.

Experiential Learning

The Simplest
Experiential
Learning
Cycle

DO IT.

Now What?

What will I do differently next time?

What?

What happened?
What were the results?

So What?

What do these
results imply?
How did I influence
the outcome?

compiled by Andrea Corney

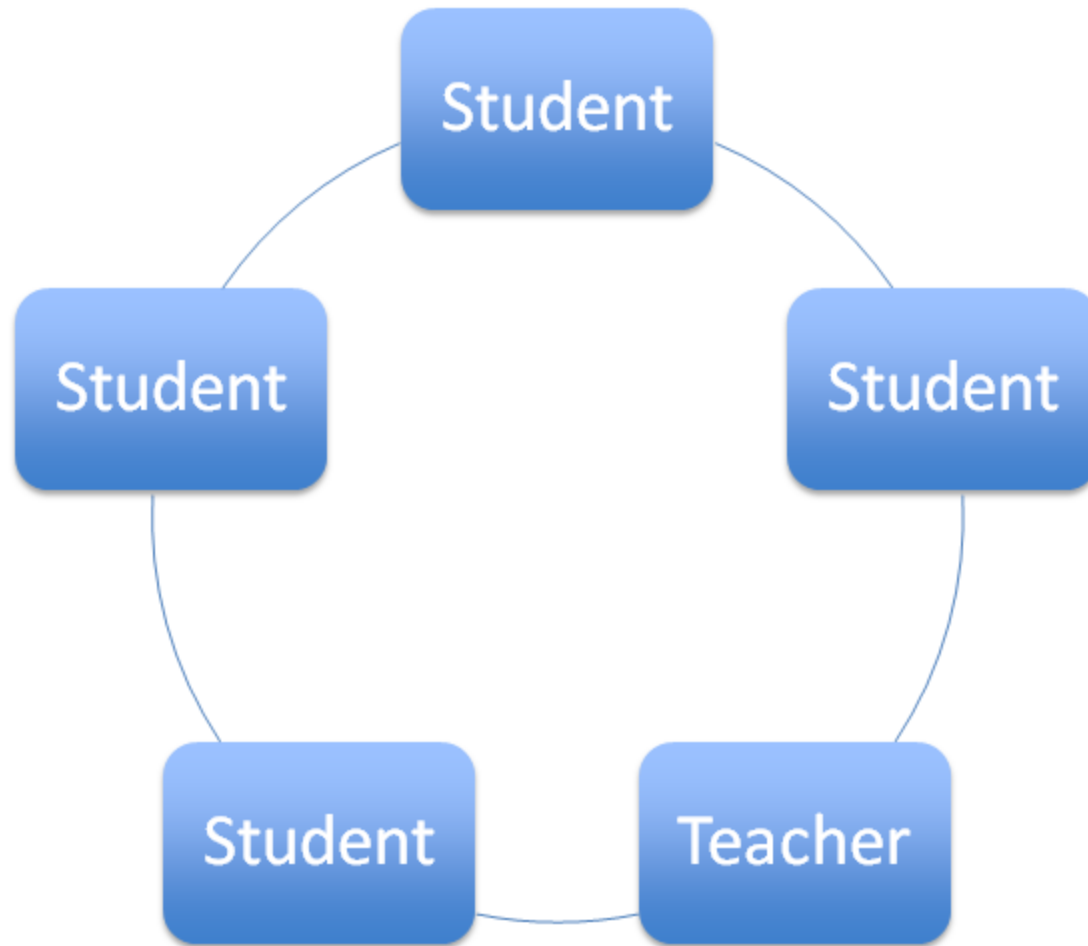
www.edbatista.com/2007/10/experiential.html

6 Phases of Reflective Practice according to Dewey

1. An experience
2. Spontaneous interpretation of the experience
3. Naming the problem(s) or the question(s) that arises out of the experience
4. Generating possible explanations for the problem(s) or question(s) posed
5. Ramifying what has been selected (4) into a full-blown hypothesis; and
6. Experimenting or testing the selected hypothesis

Carol R. Rodgers. *Teachers College Record*. 2002.

Circles



Many classrooms are more like this

TEACHER

Good Student

OK Student

student

student

student

Maxine Greene

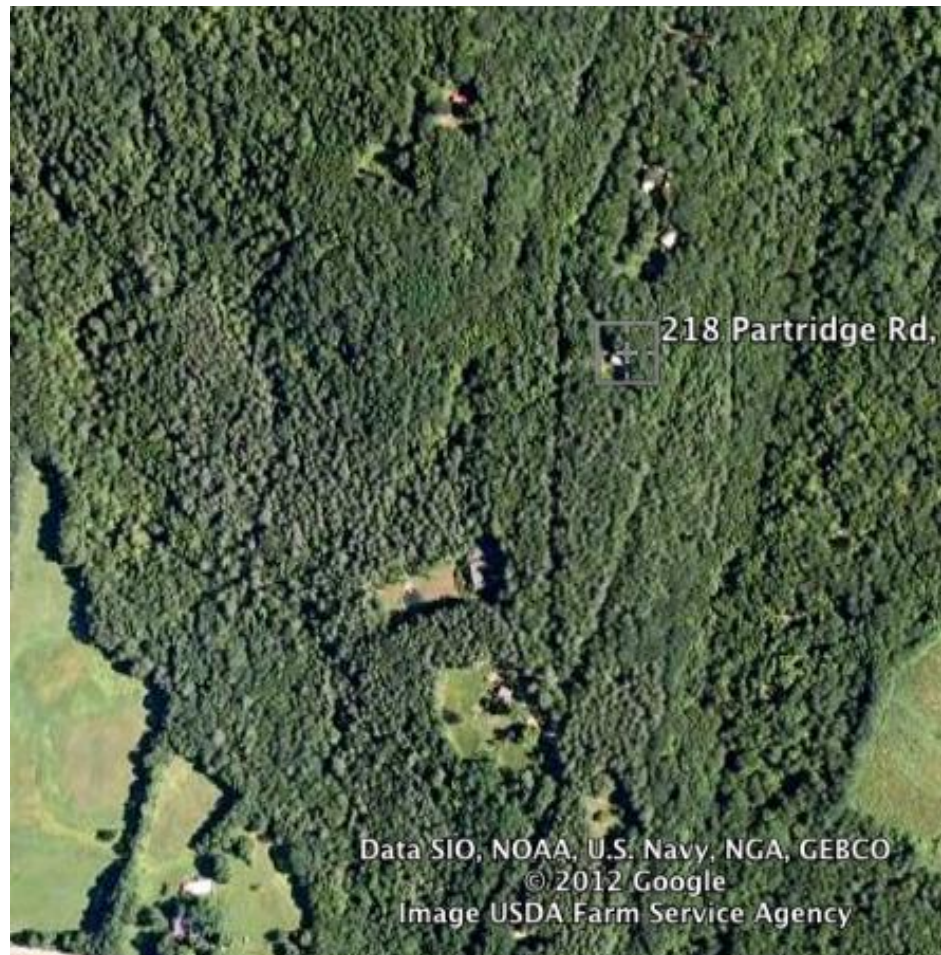
- Seeing large
- Seeing small

Releasing the Imagination: Essays on Education, the Arts, and Social Change. 1995. pgs 9-12

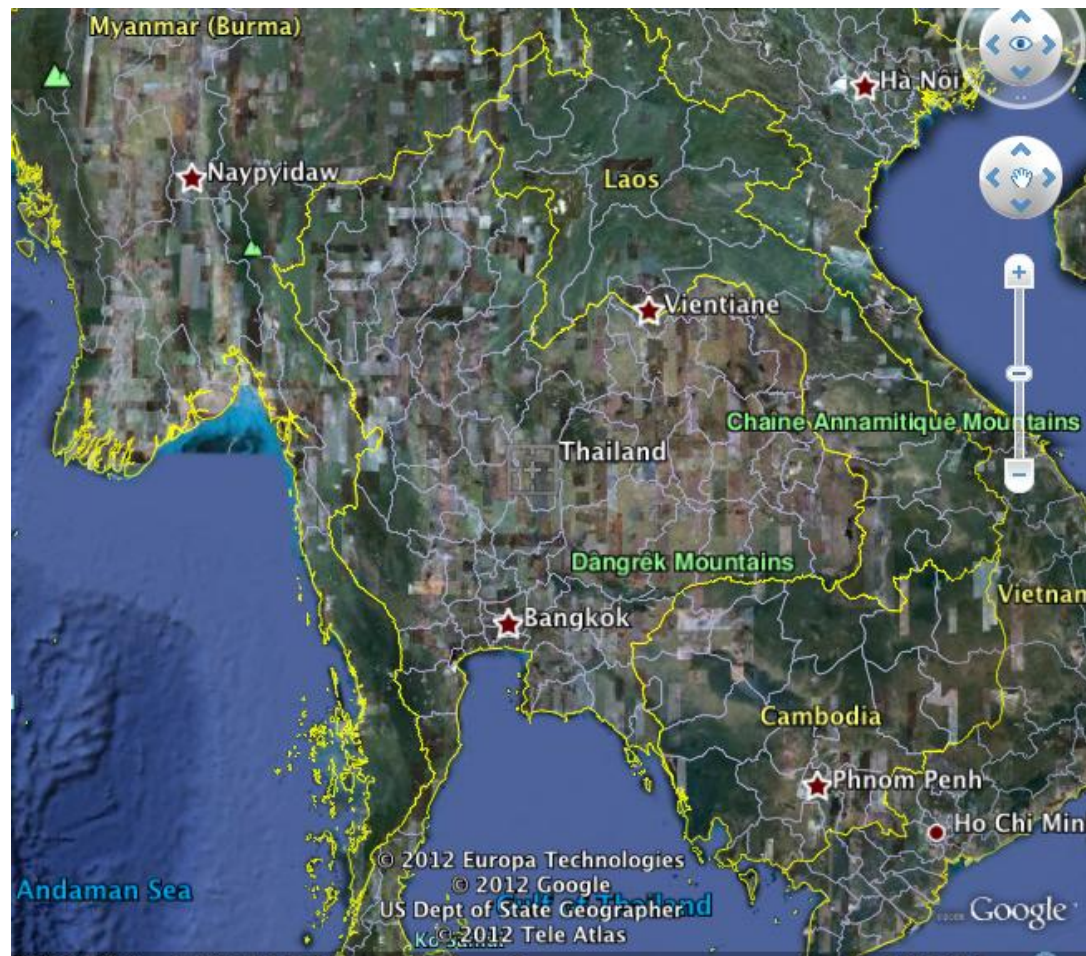
Consider this for your teaching contexts:

“ . . . Is it better to see the world small or see it big. . . To see things or people small, one chooses to see from a detached point of view, to watch behaviors from the perspective of a system. . . To see things or people big, one must resist viewing other human beings as mere objects. . . One must see from the point of view of the participant. . . ” (p. 10).

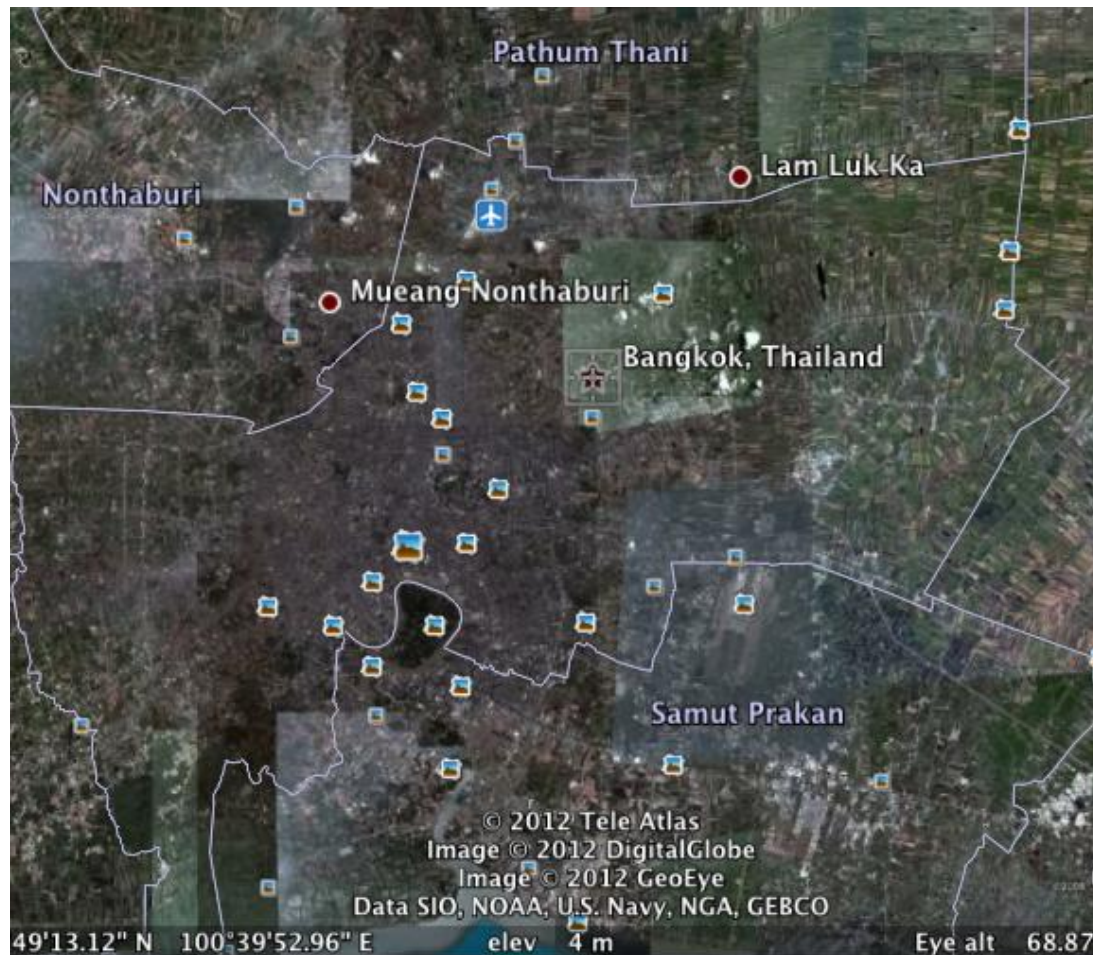
From a distance



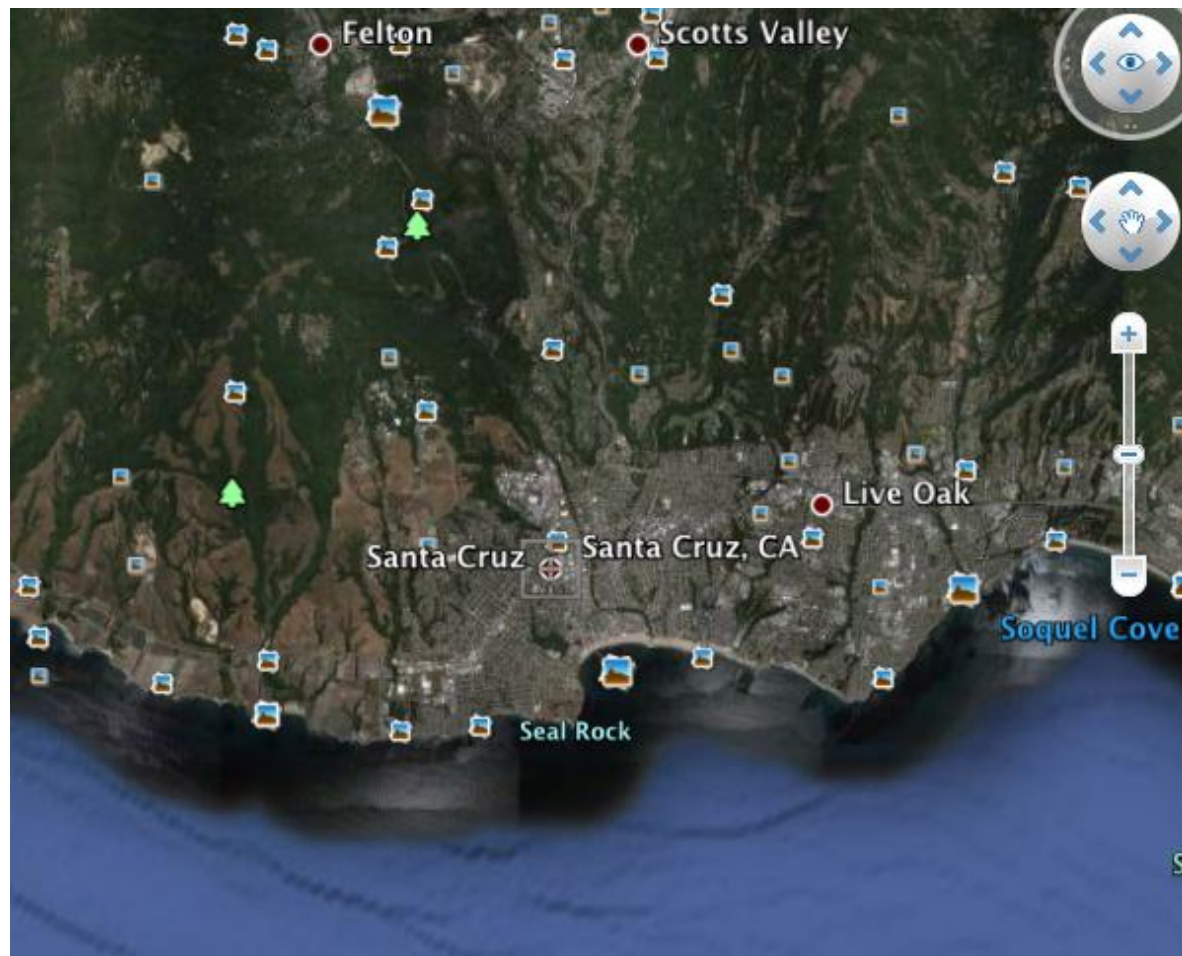
Even further in the distance



Focusing in. . .



Topography and details



What is Seen? What is Unseen?



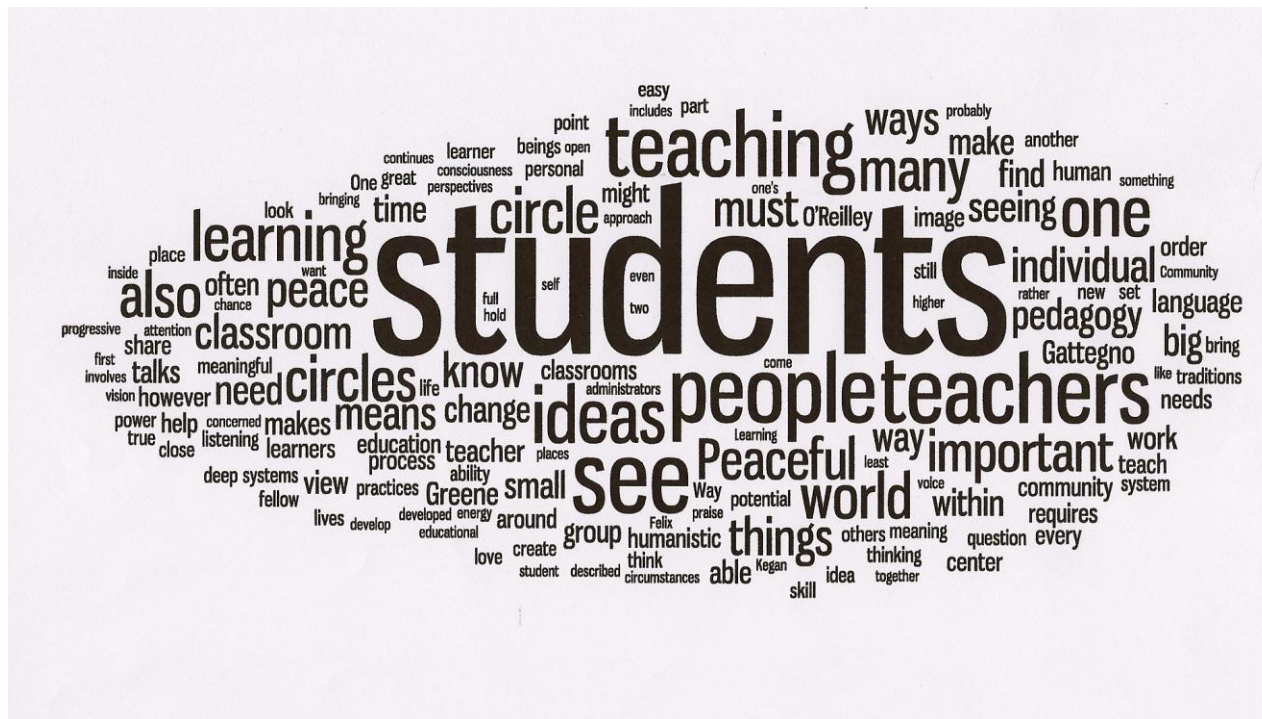
Photo credit: Dee Jai Cowles

Close UP



Close UP





Thank you!

- Questions?
- Comments?
- Please go to our Ning Discussion to continue the conversation. I look forward to seeing you there.