



The NARRATIVE approach

The value of Dialogue





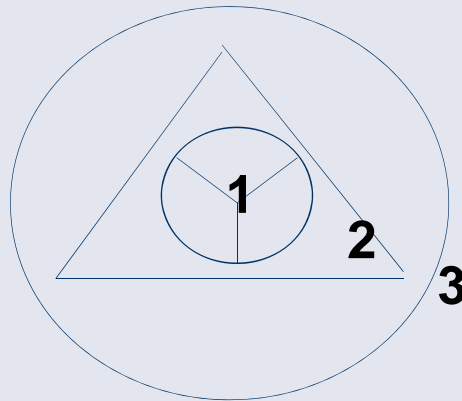
Content: The value of **dialogue**

- **Welcome**
 - **Our leading concepts – a reminder:**
 - model ‘dealing with diversity’
 - ecological model
 - ABCD-crown
 - **The Dutch ABC...**
 - **C & D: Dealing with conflicts by dialogue:**
 - a conflict: problem based education
 - let’s get into dialogue: placemat method
 - reflection: personal development plan
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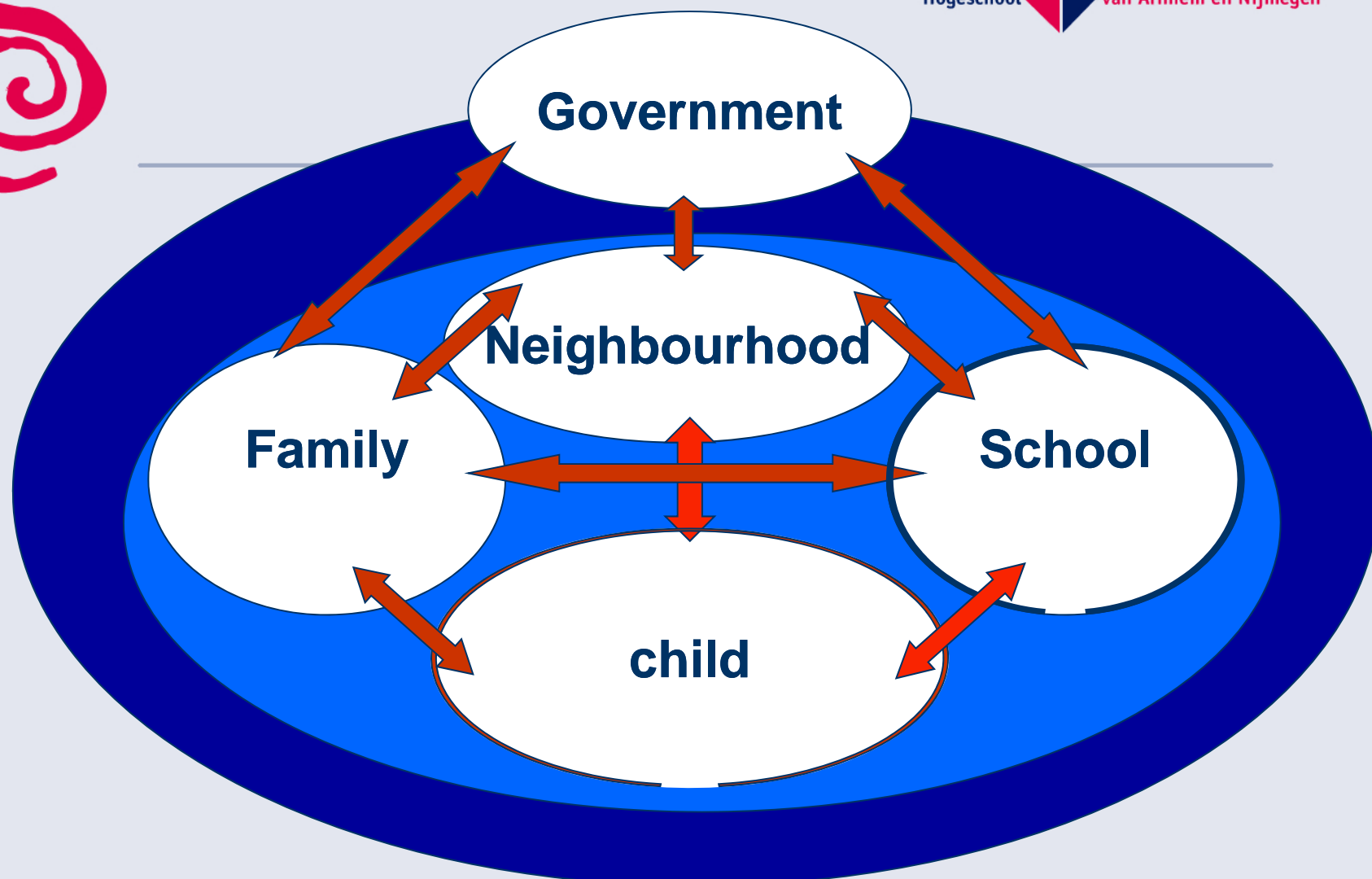


Aim: dealing with diversity

L. Stevens



1. **Basic needs:** relationship, competent, autonomy
2. **Tools:** interaction, instruction, classroom management
3. **Basic attitude:** challenge, trust, social support

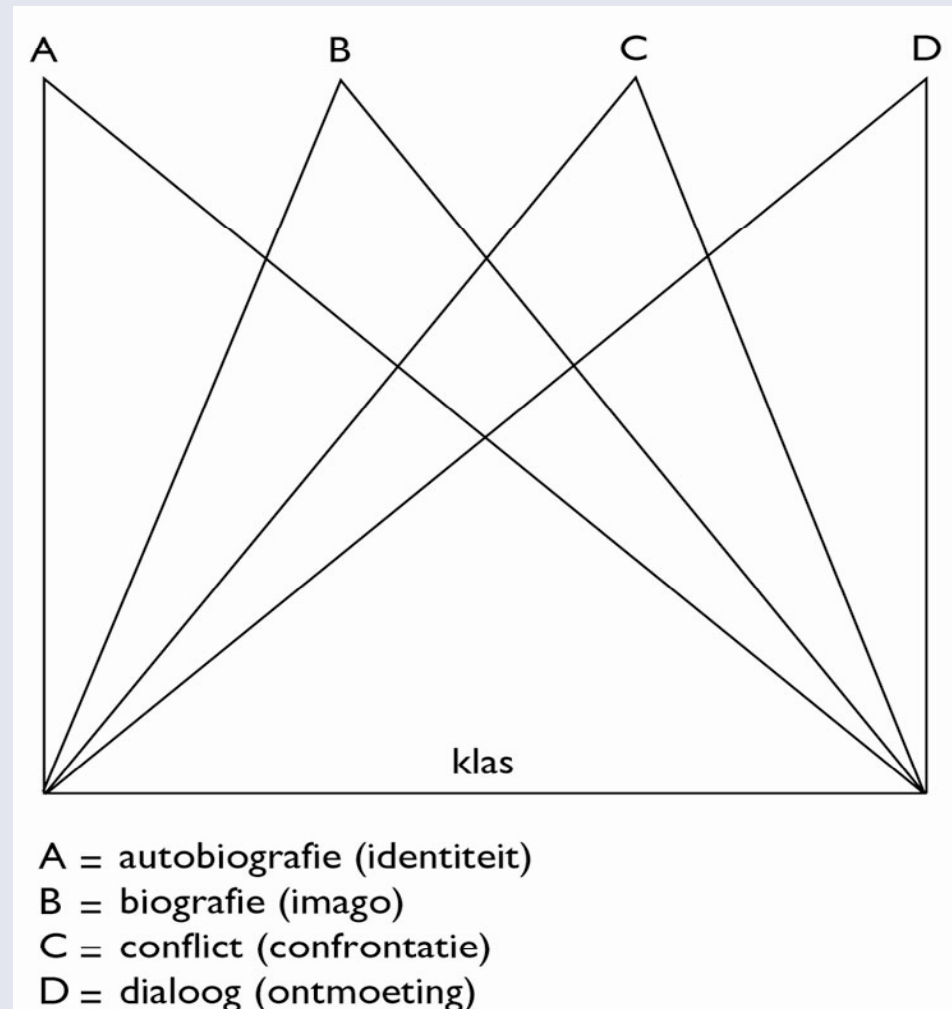




ABCD crown of intercultural learning

- **Autobiography**
- **Biography**
- **Conflict**
- **Dialogue**

**From instrument
to our leading
intercultural
concept**





The Dutch ABC...

A = autobiography

- your self-image
- tools:
 - Globingo
 - Line-exercise
 - The ecological field of influences

B = biography

- your image
- tools:
 - Those crazy foreigners...
 - A to the B (strengths and weaknesses)

C = conflict

- conflict between self-image and image
 - tools:
 - The culture game
 - Rep-grid theory (Kelly)
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C & D: a case...

You're members of a schoolteam of an intercultural school. Only 20 percent (1 out of 5) of the children is native. The other 80 percent of the children have another nationality. Their parents or themselves are born abroad. In each class (of approximately 24 pupils) there are at least 6 different cultures, in the whole school there are 13 different cultures. Also the teachers have several ethnic backgrounds...



C & D: a Conflict...

Lately there have been more and more troubles:

- **There are conflicts between some parents and the teachers. The parents want to keep their children at home because of religious festivities. The school refuses these requests...**
 - **Parents of different cultures are angry at each other. There are several issues they argue about. A few weeks ago 2 parents started a fight. This was the beginning of a series of incidents...**
 - **Teachers experience more and more that the children in the classes start to react on these events. The number of fights on the school premises has increased drastically...**
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C & D: a Dialogue...

The director of the school has called a meeting for his staff. This intercultural group have to discuss how to deal with these problems...

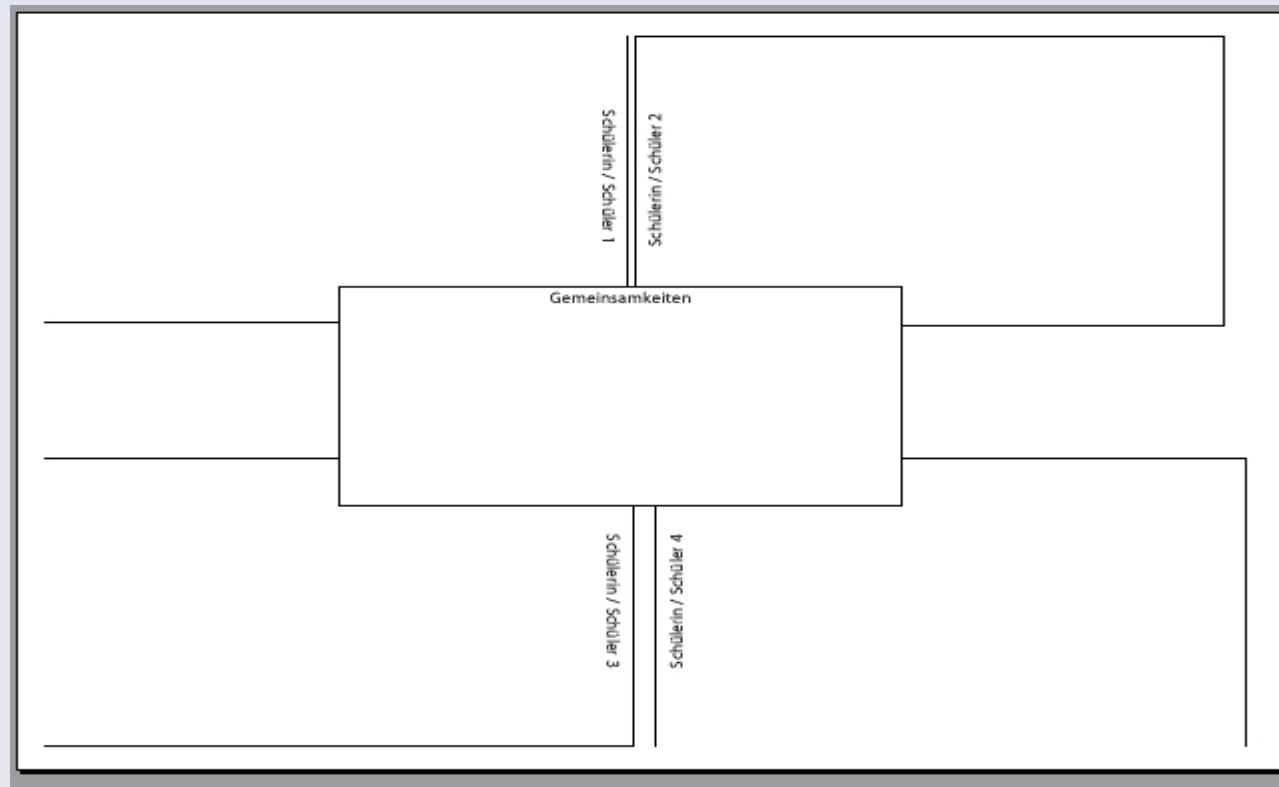
1) Form groups of four persons and divide roles:

- 1. Safety & trust**
 - 2. Feelings & compassion**
 - 3. Cooperation & action**
 - 4. Rules and procedures**
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C & D: a Dialogue...

2) Write down 5 things each of you can do in your role to 'solve' this problem.



3) Explain your own choices and question each other.



C & D: a Dialogue...

4) Write down in the middle 5 options what your team would do to ‘solve’ this case.

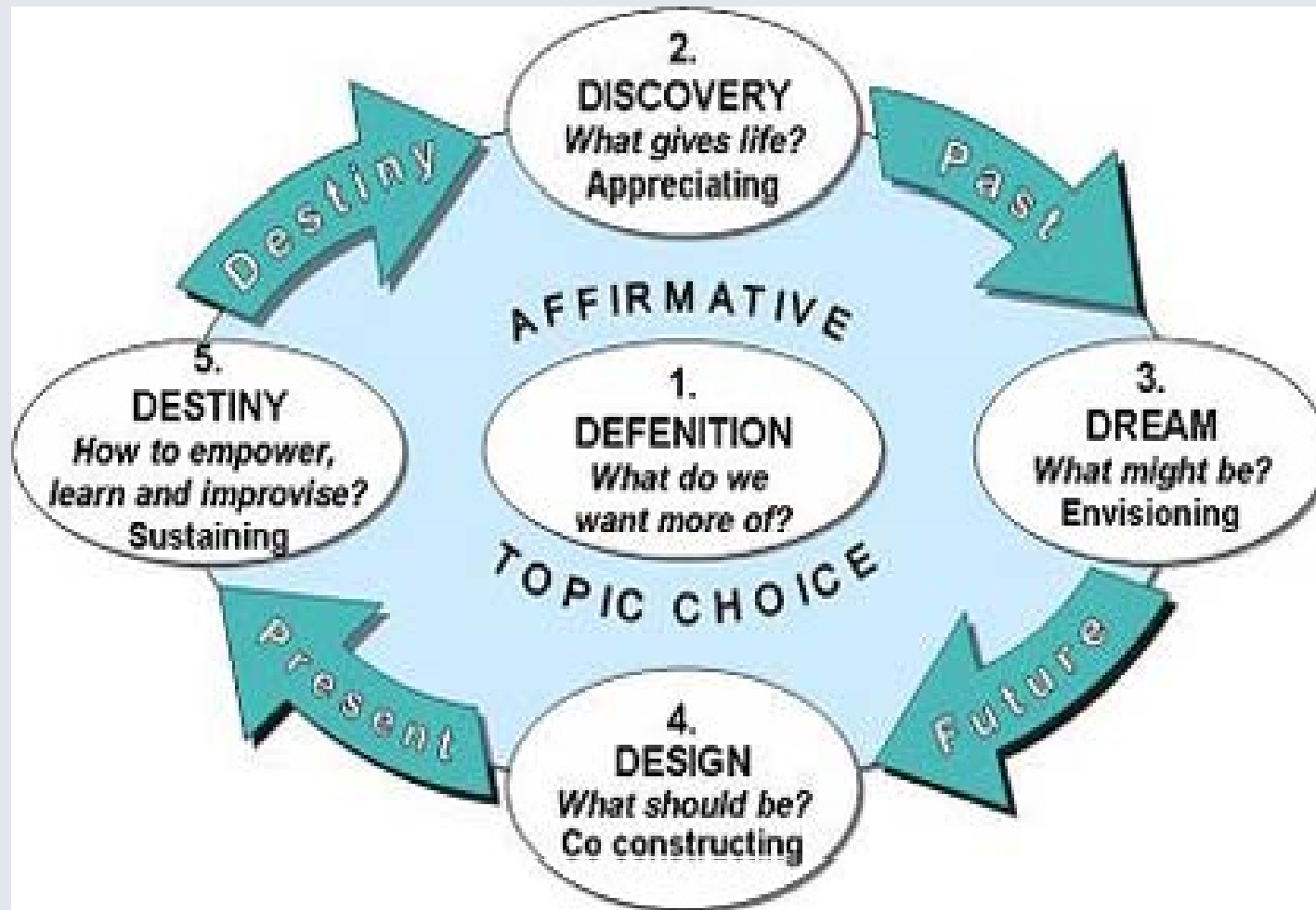
5) Reflect on the next questions:

- **What can you do as a teacher in an intercultural classroom to meet the basic needs of the children? (use matrix of needs)**
- **What competences (knowledge, skills, attitude) do you need to have as a teacher at this school?**

6) Make a personal plan to develop your intercultural competences as a teacher.



Another way of looking at the situation...





Matrix of needs...are you competent?

	Relationship	Competent	Autonomy
Interaction			
Instruction			
Classroom management			



The intercultural teacher...are you competent?

Question: What competences (knowledge, skills, attitude) do you need as a teacher at this school?

1. Interpersonal competence
2. Pedagogical competence
3. Knowledge of subject matter & methodological competence
4. Organizational competence
5. Competence to cooperate with colleagues
6. Competence to cooperate with the school's working environment
7. Competence for reflection and development

Use the *“intercultural competent teacher”*



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