

THE REASON, THE OBJECTIVES AND THE WAY OF TRAINING IN MORAL VALUES

Nowadays, when everything is changing, and some reforms are being made, teachers must find, and achieve, **new methodological tools**, different from the traditional methods which have been used in classrooms and schools. In short, to find **new approaches** for their work, which will help them to face their challenges and to achieve new valid ways to develop the basic abilities.

The new demands of everyday classroom practice mean, in many occasions, that the teachers suffer serious difficulties and standstills, as they hardly ever have the necessary **social skills** for facing their job, especially in the relational and organizational fields. Many teachers, **who lack of specific training** on school coexistence, peaceful conflict resolution... and absolutely overwhelmed by the situation in the classrooms, tend to recuperate the traditional authoritarian ways which are not useful nowadays, or they let themselves go and take refuge.

In my opinion, it is very important to include among the training challenges for the XXI Century a training which help teachers to make the best decisions, to know how to work with diversity and, over all, to know how to work as a team. All teachers, as every person, agree with:

- The personal improvement. To be and to live the best we can.
- To take the best profit and the best results of my class.

For achieving this all, and as many teachers demand, it is essential to **incorporate programmes** about **stress inoculation**, for **learning socio-emotional skills** in conflictive situations: **conflict management** in a peaceful and educational way. To sum up, **programmes for improving the personal and social coexistence**, with the objective to teach teachers to acquire social skills so they will be able to face different, numerous, changing... situations.

If we really want the different training plans to be valid and highly effective, we must trust new methods for modifying and improving the classroom practice. These methods must:

1. Imitate useful practice models
2. Be actions based on reflection and decisions made in common.
3. Be based, from the beginning, on awareness processes which encourage to implement the changes.
4. Insist in the elaboration of protocols and didactic material about the communication among equal people.
5. Insist in processes which make easier to take profit from the strengths of everyone and each student, taking into account their personal characteristics, and how make easier to contribute, to participate, to be...
6. And systems which take into account the last step of diffusion and assessment.

The classroom practices are changed in PERMANENT SEMINARS, TRAINING PROJECTS, where the teachers **participate according to their needs and interests**, so they can feel involved in **COLLECTIVE PEDAGOGICAL PROJECTS**.

- Where they can reflect and freely speak about their specific difficulties for administering their classes.
- Where they can get the specific solution and practice from a colleague, who know, and who is “**an expert**” (on interpersonal and group relationships, facing conflicts, socio-emotional feelings, classroom administration...), as this colleague has previously solved the same or a similar problem.

These information exchanges can take place during formal sessions, specific programmes, or simply during the breaks, in informal meetings in the staff room... or even in the corridors.

I. The challenges of the teacher’s training in the XXI Century must:

1. **Help teachers to feel themselves actives in the school, in the institutions.**

2. **Guarantee the change, based on the basic competencies, from the position of the “one who learns” and the position of “the one who makes others learn”.**

3. **Get a new approach of the “academic knowledge”:**

- **To stand as a reflective expert:** teachers must reflect on our teaching, for obtaining effective teaching and by taking into account **heterogeneity, diversity and inclusion.**

In other terms, in the definition of possibilities, and contents for dealing with different systems: the documentary work, reflective and critical reading, formal and informal conversations, meetings, personal and collective experiences... teaching will be:

4.- **To guarantee the acceptance of the educational dimension of the profession, ETHICAL FUNCTION: the integrated function “of” and “in” the school.**

For achieving this all, it is very important to **make a important work on:**

- ✓ Rules and commitments
- ✓ Management of the classroom and school situations: playgrounds, corridors, comings and leavings...
- ✓ Peaceful and democratic regulation of the problems derived from the coexistence, through **plans which foster “about” and “for” the coexistence.**
- ✓ The necessity of a reciprocal respect and of multicultural and diversity respect.
- ✓ All this can not be tackled through “courses, training sessions with many people...”, but through other **ways which make possible the reflection and analysis of the common and daily practices (Pedagogical-curricular projects in the schools).**

5.- **To face specific sociocultural situations:**

We must try to achieve:

- Knowledge about the social diversity in school situations.
- Knowledge of the intercultural situations.
- To know how to protect and prevent students (risky behaviors, maltreat signs, bullying, drug problems...)
- New challenges, interests, motivations, “the new cultures” of the children and youths.
- The integration of students at a disadvantage.
- The inclusion of students with special needs.

II. The real meaning of a “Training-project”

The real **principles of training in the XXI Century** will be determined by those which take into account **methodologies which**:

- 🚦 **Define an itinerary**, setting objectives and a time for each moment and step.
- 🚦 **Develop the projects** with the help, if it is needed, of instructors and consultants, integrating the knowledge obtained in the training sessions along the itinerary.
- 🚦 **Identify the obstacles** for moving forward and achieving the success of each project and employing the best resources for obtaining the best rentability and use.
- 🚦 **Based on diffusion**: taking into account the job made and undertake it for sharing the positive experiences with other teachers who need it or who can be interested on it.

This way, we can make an example of **integral training-projects** with this characteristics, which are based on facing and looking for the **improvement on the coexistence** in the schools.

Training-projects which take into account:

1. Proposals based in the Education in values:

We must transform the education in values in the base of the curriculum, until it becomes the main reference in the School Educational Project.

2. Proposals suitable for the training needs

Needs stated by the schools and teachers who are linked to the establishment of the LOE and who work, from every field, in the basic competencies. We must point out the role of the Social and Civic competence or the personal autonomy for improving the coexistence.

3. Proposal aimed for continuing

If the assessment results positive, it might be extended to other collectives and schools which were not accepted in the first announcement.

4. Proposal similar to the PFAC

This one would be the most suitable, as it is done in the schools:

- There is more teacher's participation
- Training has more effect in the teaching practices.
- It makes easier the coordination among teachers and its implication for the good practice.
- It is adapted to the schools reality.
- The reflections made have an immediate impact in the school.

III. Teacher's training based on a "Training-project"

Based on a real analysis of the training significance and consequences of the teachers who take part in training-projects, focused and related with the school coexistence; an exceptional number of qualities.

The aim would be to understand and identify why those qualities became "basic competencies" and "training objectives"; to study and apply them in future

school projects, although they were related to different topics, so they can become normal. Some of the main characteristics and competencies of the **innovative teachers** are:

- A. **Capacity for inventing:** research staff.
- B. **Capacity for working on interactivity:** open-minded staff, also in relation to discipline, who is based on pedagogical, interrelational issues. For them, one of the basis is to question themselves, to go back to the socratic methods as the way to acquire and work the basis competencies, the personal and social capacities.
- C. **Capacity to react:** they are able to react to different situations, moments, and they are able to control their activity according to the effects it produces.

IV. Objectives and contents of a training-project in coexistence

STAGE I: Reflection, analysis, diagnosis

- ✓ To reflect on the school reality, identifying the elements which make the coexistence easier or more difficult.
- ✓ To develop a common definition of coexistence, by introducing a basic vocabulary for working.
- ✓ To diagnose the situation by pointing out the positive aspects which must be fostered, and the main needs of change.

STAGE II: Specific training: scientific-didactic

- ✓ To know the importance of the education in moral values for preventing and avoiding conflicts.
- ✓ To recognize the need of an emotional and socio-emotional education
- ✓ Reflection, in-depth study and assessment of the classroom management according to coexistence.
- ✓ To participate in the meetings about coexistence in a coordinate way with other members.

- ✓ To analyze the different types of violence, its reasons, consequences and ways for preventing it.

STAGE III: Developing and reviewing documentation. Research.

- ✓ To improve the relations among similar and different groups.
- ✓ To review the school rules and to adapt them for improving coexistence.
- ✓ To participate in the elaboration of coexistence plans.

STAGE IV: Experience exchange

- ✓ To know which work has been done in other and similar schools.
- ✓ To present to other schools the training process, its positive and negative aspects, and the improvement possibilities.
- ✓ To participate in new staff training.

COMMITMENT FROM THE TRAINING VALUES CONSULTANCY

To reach with this model of training-process, in two years, at least 100 people.