

## Conditions of teaching and learning

### Work file 6: Rethinking the teacher's role from a democratic point of view

Teachers have to lead and accompany the class. This is their task. They have to decide on various things and also control everything. What teachers should not do is to aim at also controlling thinking processes and personal development of their students. Especially in EDC/HRE, the teacher becomes a role model for his/her students. How does he/she deal with conflicts? What idea of people does he/she promote? The following list gives a clue where one can position oneself. But it is clear, however, that according to learning situation, mood of the day, moments of danger or set-up of the group of students, etc., it can make sense to be more autocratic or to be more democratic. Generally it is important to note: my idea of a person as a teacher will leave an imprint on my daily work with the students.

Learning situation		Me					
Rather autocratic							Rather democratic
Ruler	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Leader
Sharp voice	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Friendly voice
Order	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Invitation, request
Power	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Influence
Pressure	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Suggestion
Demand of compliance	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Winning over to co-operation
Imposition of tasks	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Offering of ideas
Predominant mode of criticism	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Frequent encouragement
Frequent punishment	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Frequent support and help
"I'm telling you!"	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	"Let's talk it over."
"I decide, you obey!"	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	"I make a proposal and help you to decide."
Sole responsibility for the group	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	Shared responsibility with and in the group