

Workshop schedule

Dr. Marta Kowalczuk-Waledziak

Title: In search of a methodology for teaching law to teachers

Date: Friday October 12, 2018

Venue: Aleksandër Moisiu University of Durrës, 14, 2001, Rruga Currila, Durrës

Facilitator: Marta Kowalczuk-Walędziak (University of Białystok)

Time required: 60 minutes

Number of participants: 30

Materials required:

- Participant's worksheet 1 (one for each group);
- Participant's worksheet 2a (groups 1-3) and Participant's worksheet 2b (groups 4-5);
- Flip chart paper and markers.

Background

We all understand that the world and our society are quite complex and diverse today and teachers' work has never been more challenging. This means that teachers are expected to deal with many new curricular, professional and social issues (Livingston 2017). These include supporting diverse learners from varied cultural and learning contexts, incorporating religion into public schools curricula, constantly changing education law and policies, disciplinary problems in the classroom and many others. According to UNESCO (2015, 3) "[t]his calls for new forms of education to foster the competencies that societies and economies need today and tomorrow. This moves as moving beyond literacy and numeracy, to focus on learning environments and on new approaches to learning for greater justice, social equity and global solidarity". In dealing with all these complex problems, therefore, teachers need to have knowledge of education law (Balch, Memory, and Hofmeister 2010). As Pillay (2014, 2) argues, "Successful teachers in our new democracy, where human rights of all stakeholders are to be protected, must be knowledgeable of the education law framework within which they should perform". Some authors seem to go even further by stressing that in our current environment "[l]aw and education are not only intertwined, they are inseparable" (Heubert, 1997; cited in Littleton 2008) and "Teachers who are ignorant of the law are likely to deny students and parents the rights and privileges provided to them by the constitution and by federal and state laws" (Littleton 2008, 71).

However, the results of available studies on teachers' knowledge of educational law seem to indicate that teachers have inadequate or fragmented knowledge of education law and legal issues pertaining to their jobs, such as teacher's rights, student rights, student care and

supervision, health and safety, or church-state issues (Littleton 2008). However, it should be strongly emphasized here that this area of research has received very little research attention yet. Furthermore, the majority of studies in this field have been conducted in the U.S. context (e.g., Bruner and Bartlett 2008; Littleton 2008), only few studies have been undertaken in European countries. As the research results indicate that teachers have insufficient knowledge of educational law (Bruner and Bartlett 2008; Eckes 2008; Imber 2008; Littleton 2008; O'Connor, Yasik and Horner 2016; Wagner 2008), we can say, following the Bruner's and Bartlett's (2008, 36) argumentation, that "Training preservice teachers in educational law is not only necessary; it is important work".

The main aim of this workshop is to rethink current strategies and approaches of teaching law to (student) teachers and to suggest and develop new (alternative) ways within it. While there is an insufficient number of studies and theoretical and practical considerations on how to teach law to (student) teachers, a valuable source of knowledge and inspiration for this workshop was literature concerning other professions, especially physicians and nurses (e.g., Campbell 2012; Preston-Shoot and Mckimm 2010; Wong and Balasingam 2013), social workers (Preston-Shoot 2014), for whom law should be part and parcel of everyday work practice just like in teachers' case, and literature related to teaching law in general. The workshop is organized around three major questions:

- Why should (student) teachers learn about law?
- What should (student) teachers learn about law?
- How should (student) teachers learn about law?

Programme

Time	Activities	Notes
10:00-10:05	Introduction to the theme; (large group)	Facilitator presents the aims of the workshop and a synthesis of the literature on teaching law to (student) teachers.
10:05-10:20	Why should (student) teachers learn about law? (small group activity)	- Facilitator divides participants into five groups; - Facilitator hands out Participant's worksheet 1; - In groups of five or six, participants discuss and write down the reasons why in their opinion teachers should be taught about education law and legal issues related to their job. Participants should include here different viewpoints:

		<p>students, parents, teachers themselves, student teachers, local authorities, headteachers.</p> <p>- Discussion.</p>
10:20-10:35	What should (student) teachers learn about law? (small group activity)	<p>- Facilitator gives out Participant's worksheet 2a (groups 1-3) and Participant's worksheet 2b (groups 4-5).</p> <p>- Facilitator asks them to outline suggested course content for the teaching of educational law in pre-service teacher education (groups 1-3) and in-service teacher education (groups 4-5)</p> <p>- Discussion.</p>
10:35-10:50	How should (student) teachers learn about law? (small group activity)	<p>- Facilitator asks participants to indicate the pros and cons of using selected methods of teaching law to (student) teachers:</p> <ul style="list-style-type: none"> • Lecture and Case Method (group 1); • Class Discussion and Textbooks (group 2); • Problem-Based Method and Audiovisuals, Media and Technology (group 3); • Group Work and Cooperative Learning (group 4); • Educational Games and Simulations and Role-Playing (group 5). <p>- Discussion: Facilitator asks participants to choose the best teaching methods for their suggested courses.</p>
10:50-11:00	Concluding remarks (large group).	Facilitator offers closing remarks, asks

		participants to reflect on teaching law to student (teachers) in their countries and try to find its strengths and weaknesses.
--	--	--

References

- Balch, B. V., D. M. Memory, and D. R. Hofmeister. 2008. Teachers and the Law: Application Essentials, General Considerations, and Specific Examples. *The Clearing House: A Journal of Educational Strategies, Issues and Ideas*, 82 (1): 5-10.
- Braye, S., M. Preston-Shoot, and R. Johns. 2006. Lost in translation? Teaching law to non-lawyers: Reviewing the evidence from social work. *The Law Teacher*, 40 (2): 131-150.
- Brune, D. Y. and M. J. Bartlett. 2008. Effective Methods and Materials for Teaching Law to Preservice Teachers. *Action in Teacher Education*, 30 (2): 36-45.
- Campbell, A. T. 2012. Teaching law in medical schools. First, reflect. *Journal Law of Medical Ethics*, 40 (2): 301-310.
- Eckes, S. E. 2008. Significant Legal Issues for Inclusion in Preservice Teacher Preparation. *Action in Teacher Education*, 30 (2): 25-35.
- Imber, M. 2008. Pervasive myths in teacher believes about education law. *Action in Teacher Education*, 30 (2): 88-97.
- Littleton, M. 2008. Teachers' Knowledge of Education Law. *Action in Teacher Education*, 30 (2): 71-78.
- Livingston, K. 2017. The complexity of learning and teaching: challenges for teacher education. *European Journal of Teacher Education*, 40 (2): 141-143.
- O'Connor, E. A., Yasik, A. E., Horner S. L. 2016. Teachers' knowledge of special education laws: what do they know? *Insights into Learning Disabilities*, 13 (1): 7-18.
- Pillay, N. 2014. *Teachers' knowledge of legislation and education law specifically and its influence on their practice*. MEd Dissertation, University of Pretoria, Pretoria, Accessed 3 October 2018. <http://hdl.handle.net/2263/43224>.
- Preston-Shoot, M., and J. Mckimm. 2010. Prepared for practice? Law teaching and assessment in UK medical schools. *Journal of Medical Ethics*, 36 (11): 694-699.
- Preston-Shoot, M. 2014. Focus on social work law. Making good decisions. Palgrave Macmillan.
- UNESCO. 2015. *Rethinking Education. Towards a Global Common Good?* Accessed 3 October 2018. <http://unesdoc.unesco.org/images/0023/002325/232555e.pdf>.

- Wagner, P. H. 2008. The legal preparedness of preservice teachers. *Action in Teacher Education*, 30 (2): 4-14.
- Wong, R. S. Y., and U. Balasingam. 2013. Teaching medical law in medical education. *Journal of Academic Ethics*, 11 (2): 121-138.

Appendix

A. Participant's worksheet 1

Please write down the motives/reasons why in your opinion teachers should be taught about education law and legal issues related to their job. Please include here different viewpoints: students, parents, teachers themselves, student teachers themselves, local authorities, headteachers).

Students' perspective	Parents' perspective	Teachers' perspective
Student teachers' perspective	Local authorities' perspective	Headteachers' perspective

B. Participant's worksheet 2a

Please try to outline suggested course content for the teaching of educational law in pre-service teacher education.

Proposed title of course	Brief course description (aims, duration)	Suggested topics to be included in this course

C. Participant's worksheet 2b

Please try to outline suggested course content for the teaching of educational law in in-service teacher education.

Proposed title of course	Brief course description (aims, duration)	Suggested topics to be included in this course