

Cross-professional Issues in Citizenship Education, Democracy and Identity Formation

Katarina Minarovicova, Adam Niemczynski and
Otto Stoik

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Guidelines

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This report has been written and prepared by three members of the CiCe Network:

Katarina Minarovicova is a doctoral student in the Department of Ethics and Civic Education at the Faculty of Education, Comenius University of Bratislava in Slovakia. Her research interests are Education for democratic citizenship, Gender stereotypes and gender bias in the teaching and education.

Adam Niemczynski is a professor of developmental and educational psychology at the Jagiellonian University, Krakow, Poland. His main area of research and teaching is social and moral development and education of children, youth and adults within family, school and job contexts. He serves as editor of *Psychologia Rozwojowa* (Developmental Psychology), a Polish scientific journal and as editorial board member of the *Journal of Moral Education* (Carfax) and the *European Journal of Developmental Psychology* (Wiley).

Otto Stoik is a teacher trainer at the Teacher Training College of the Diocese of Linz in Upper-Austria. He teaches in the areas of Human Sciences Pedagogical Sociology, Intercultural Learning, Quality Management and looks after teacher trainees in their practice at school. He lectures at Pedagogic Institutes and is a collaborator in several different European projects.

Elisabet Näsman of the Upsalla University coordinated this group on behalf of the CiCe Steering Group.

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Contents

Analysing Cross-Professional Issues	1
An introduction: the philosophy of 'cross-professional issues'	1
The range of involvement in cross-professional issues	3
The implications of this involvement	4
Defining issues of importance and of interest	4
A possible hierarchy of support for young persons	6
The case for a child's or young person's attorney or defender	7
Principles for cross-professional work	8
Everyone should be involved	8
Responsibility in particular cases	9
The role of coordinator	9
Cross-professional work: a multi-layered activity	10
The role of schools and teachers	13
Three perspectives on professional work	13
The role of parents when issues arise in their children's lives	15
The role of classmates and peers	15
Cross-professional and multi-professional approaches	15
The role of other professions	16
Professionals mutually recognising each other's contribution	16
Learning to understand the role of other professionals	16
Professional training needs in cross-professional work for teachers and other professionals	17
Teacher's particular learning needs for cross-professional work	17
Other professionals' particular learning needs	17
Key concepts for both teachers and other professionals	18
Ethical and humanistic dimensions of cross-professional work	18
Courses in higher education and in in-service training	19
A case study	19
The pupil as an active person in a 'case'	20
The contribution of each professional party	20
A common core of values and of knowledge for cross-professional work	20
Future Perspectives and Action Points	21
References	21

Analysing Cross-Professional Issues

An introduction: the philosophy of 'cross-professional issues'

This report outlines the issues that may arise when different groups of professionals overlap in their dealings with children and young people in relationship to the development of identity and citizenship, and examines the implications of this for professional training. This guidance has been written by lecturers and/or teacher trainers from Poland, Slovakia and Austria.

In dealing with young children and young people different professionals may or may not work together effectively. The results of this for the development of the child or young person's identity and citizenship are important:

- How do different professionals approach their young clients?
- What are the different discourses that they use in their analysis, approach and discussion?
- How does this impact on the child/young person?
- What do these factors mean for children and young people especially from 5 to 15 years?
- What training and education do professionals need to develop the necessary attitudes, skills and understanding?
- What are the implications for devising and delivering courses of training (pre-service and in-service)?

Citizenship education and the formation of identity is 'a lifetime process and continuing learning, involving total development of the whole person, not a finished product or outcome of a curriculum, for a given time or location' (Quisumbing, 2002, p 10; quoted in Bauer, *at al.* 2003).

Citizenship education has various dimensions and contents, and dealing with children and young people under particular circumstances may require cooperation between professionals working in overlapping fields (for example, doctors/teachers; policemen/teachers; judges/parents/teachers).

Cross-professional issues are related to citizenship education when the work of professionals in different fields affects the identity of the child or young person. Socialisation, education and the related processes of bringing up children and young persons always impact on the whole identity, and will convey feelings and consciousness of being a citizen (such as being accepted, being given personal respect, and so on). At the same time the fact that professionals are working together in particular cases may show to the child or young person that there is concern for their experience and for their future in society.

What are the characteristics of effective citizens in the 21st century?
Cogan and Derricott (2001) suggest the following list:

- Working co-operatively with others
- Developing principles of social justice to guide action
- Thinking in a critical and systematic way
- Appreciating and learning from cultural differences
- Evaluating problems in the wider community and a global context
- Resolving conflicts non-violently
- Changing lifestyles to protect the environment
- Recognising and defending human rights
- Daring to strive for a fairer future
- Participating in democratic politics

(quoted in Berg, Graeffe and Holden, 2003)

Cross-professional work necessarily concerns these issues in the process of socialisation and of bringing up children and youths.

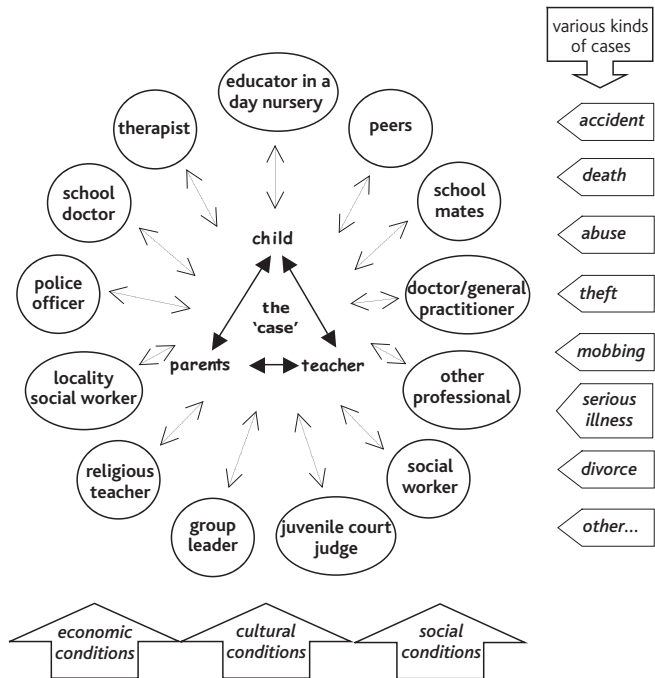
The range of involvement in cross-professional issues

Cross-professional issues are all those activities which have to be undertaken in cases in which children’s or young people’s development is disturbed in their personal and/or social life. Parents, peers, teachers or other professionals have to act together to support them and their development.

The following diagram shows some of the many people who may possibly be involved professionals and others, in different cases. In all cases there will also be particular economic, cultural and social background factor to which attention must be given.

Diagram 1: Cross-Professional issues:

A holistic perspective of people who may be involved in a ‘case’



The implications of this involvement

In the process of socialisation **the triangle** between child, parents and teachers is the critical focus of involvement, unless one of them is the culprit or offender. In such a case other professionals must replace either parents or teachers.

Parents – generally responsible for bringing up their children – have to decide what should be done for their child at each age; **nurseries and/or teachers** are also responsible for pupils for a substantial time, not only teaching subjects, but also in general education and development.

Teachers and parents are **equal partners** in the process of education, and are together not only concerned with academic performance but also with aspects of upbringing. These processes are part of **socialisation, en-culturalisation and acquiring a unique identity** (Wurzbacher, 1977).

There are also other agents of socialisation – other professionals – and they also may play a decisive role, depending on the particular socio-cultural conditions in specific situations in the child's or the young person's life.

Also very important in the processes of growing up are **peers**, who help individuals to integrate (or not) into the larger society. Peers are particularly responsible for integration into the (sub-) culture(s) of society. They form the reference points for social inclusion and exclusion.

In general, all of those involved in these processes are embedded into the socio-economic and socio-cultural conditions (structures) of the social environment, professional life, and social life in general.

In particular instances, however, there are other specific groups of professionals who may determine what is happening and what has to go on. They are – within a greater or lesser specific period of time – critical determinants in dealing with bringing-up processes and life in general – situations involving particular mental or psychological health issues, processes of social inclusion or exclusion, cases involving judicial proceedings (particularly in cases of physical and/or sexual abuse by a parent or a teacher). In such instances, and in cases of social welfare, poverty and discrimination, these professionals offer critical support for children and young people.

Defining issues of importance and of interest

When dealing with issues such as those outlined above, there needs to be exchange of concrete information and cooperation between the different professionals involved. Who might be involved in this cooperation? Which professionals should be involved, and whose participation is essential? Are these processes of reciprocal

information sharing and cooperation between professionals beneficial? What are the optimal conditions for children or young persons in their socialisation?

Asking the question who *might* be, *should* be, or *must* be involved in this cooperation makes the assumption that all those professionals – as well as all those institutions – involved are equally interested in and willing to support the child or the young person in an optimal manner. The institutions may well determine the behavioural attitudes of their representatives in the professions, because they create the professional frame of reference from which actions follow.

In contemporary complex and multi-layered societies identities become multiple and contingent upon social situations, and this raises radical questions for these assumptions. Depending on the situation of professional interest, understanding and insight – as well as force of professional habit – professionals will have different, and perhaps contradictory, explanations, expectations, and courses of action. This is why we must clarify who should bear ultimate responsibility for decision-making, which professions should take action, and take professional responsibility for effects and consequences in particular contexts.

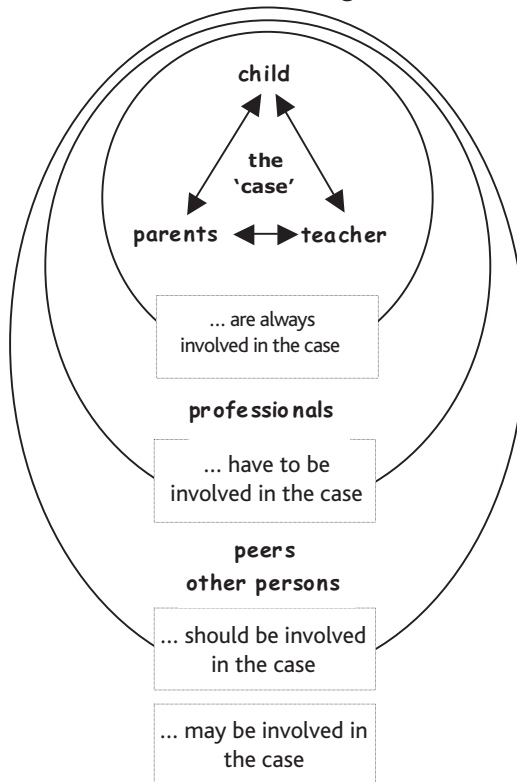
The decision what to do when a child or a young person is concerned has to be made within legal processes. There are special rules and ethical codes for professionals in these cases. But it is not always clear how and what professional cooperation and coordination is needed, nor is it clear what will be best, or which professional analysis should prevail: this may vary according to which professional makes decisions. There are many different reasons why professionals differ in anticipating ways of behaving and in deciding on courses of action.

We will try here to describe various cases to demonstrate what kinds of information and forms of cooperation between professionals might be helpful in supporting the child or young person. We give examples of cooperation to clarify how they might cooperate with each other, and why.

A possible hierarchy of support for young persons

The following diagram suggests a hierarchy of persons and professionals involved in such issues. Those in the inner circles should always be involved from the beginning (unless one is a possible offender). The next circle shows those who have to be involved if the second stage is reached. The third circle shows who should be involved, and outside this are those others who might be involved.

Diagram 2: Those who 'must', 'should' and 'might be' involved



This shows that teachers have to be involved in cases in order to coordinate other professionals in finding a solution and possible support of the children (and sometimes support for themselves).

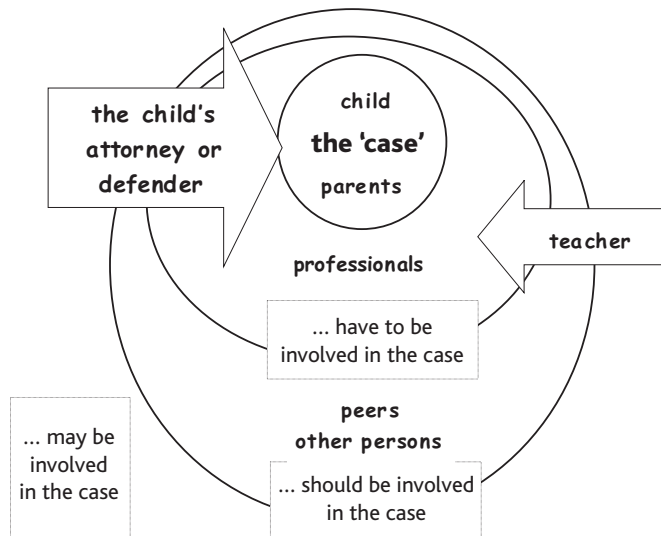
The case for a child's or young person's attorney or defender

Another point of view applies when parents or teachers are involved – or potentially involved – as a culprit or offender. Here an alternative model is suggested, shown in diagram 3.

In various other cases and situations in a young person's life teachers may also be involved affectively; not as an offender, but as an emotionally concerned person.

In both such situations it might be better to seek the help and intervention of an independent professional. One might call him/her a 'child's attorney' or a 'child's defender', responsible not only for legal aspects but also for the psycho-social health of the child, without being involved in an affective way. He or she is concerned only with the young person's socio-cultural development.

Diagram 3: A child's attorney or defender



The attorney or defender might be the head-teacher of school, and a group of teachers or those in the school authority may collaborate with professionals, parents, peers and with the pupil(s). The child's attorney or defender should not be emotionally engaged; often teachers are personally and emotionally involved in a case, and may be inhibited or not objective.

In some countries (such as Germany, Sweden and some other northern European countries) social workers work in the school. When they are so placed, it is easier and less obtrusive for peers and parents to approach them. In Austria there are *Sozial-pädagogische*

Zentren (centres offering social-pedagogic support for teachers and pupils): teachers can ask for support, and special teachers will visit; parents can have specialist therapy, etc.).

Principles for cross-professional work

The following principles may be useful for professionals and student professionals to effectively collaborate.

- Helping and supporting children/young people in crisis needs professional intervention;
- Different professionals need to cooperate;
- They need to be coordinated – by a parent, a teacher or a children’s defender/attorney;
- Information should be shared between all those necessarily involved;
- Personal and social integrity must be respected;
- Children’s personal and social rights must be protected;
- The child or young person has the right to play an active role in all cases.

There is thus a strong connection between citizenship education and cross-professional working, and professionals/ adults have to include helping children develop their identity and personality. The focus on issues of children’s citizenship implies the following:

- children have rights and should be treated democratically and with respect
- children should not be marginalised as ‘problems’
- pupils are also members of families and of peer-groups
- the focus should be on schools/teachers, other professionals dealing with children, parents and peers
- different professionals are involved in different ways
- cross-professional work must be distinguished from multi-professional work.

Everyone should be involved

Education and bringing up children are part of the process of socialisation. Socialisation includes guidance and taking care of the individual, and having expectations of their behaviour using the formative influence of relationships. Within these processes the individual takes possession of and internalises experience, property, standards and the symbols of culture that support, develop and give sense to the individual’s existence, and to the existence of groups of which he or she is a member. The processes define identity and integrate social and cultural pluralism in society (Wurzbacher, 1977)

Therefore all members of a society have a responsibility for a child’s development to adulthood. Initially this is parents and others in the family, and then those in the neighbourhood, peers and others to

whom the child relates. At kindergarten or school, teachers become important in these relationships. Often other professionals are also of importance in particular circumstances: doctors and health professionals, police officers, judges, social workers, youth group leaders, religious teachers, neighbourhood social workers, therapists, attorneys and others.

Responsibility in particular cases

When circumstances require, parents, teachers, members of the family, peers, school friends and all the other professionals may need to be involved. All may have some responsibilities for care of the child or pupil.

But each must primarily undertake their own contribution in accordance with their vocational and professional training.

When they work in a cross-professional way, they should respect each other's professional competence, which requires finding an agreement with the other professionals. Each professional involved needs to know how each of the others works in those cases when others are - or should be - involved.

The role of coordinator

In situations when cross-professional collaboration is essential, the question arises as to whether a further specialist (a generalist) is needed to coordinate cross-professional working?

Could such a role be taken on by the teacher, who might not only continue in an educational role, but in a particular case also take on a new additional role as cross-professional worker? Or should this role be given to an attorney/defender for the child?

The question is resolved by considering the intensity of the particular case. In normal cases or areas – where everything follows usual societal expectations – the teacher may be the right person. It is part of his/her normal professional work, and he/she has been prepared to do this. But a teacher's role always includes the roles of an intimate, a coach, a mentor, an educator, an examiner and a rule-maker – fulfilling a range of at times contradictory roles for the student. This mix may mean that the additional role of cross-professional coordinator is simply too much.

In those particular instances where rules, norms or laws are broken a specialist may be needed who acts professionally for the child; an attorney or a defender of children/young people.

Even under normal conditions, too much may be expected of the teacher – supporting, teaching, educating and controlling behaviour, being responsible for imparting knowledge and developing identity. Teachers may in their activities bring about unintended

consequences for the child that are possibly counter-productive to the anticipated goals (Merton, 1975).

In many cases the teacher will be concerned in the case and affectively involved, so that he or she will not be able to be a neutral coordinator. In these cases – perhaps most – the role of student supporter and coordinator should be given to the attorney/defender. They should be available to any affected party in the process – the student, parents, peers, teachers and other involved professionals.

Cross-professional work: a multi-layered activity

Cross-professional work is multi-layered. A pre-condition to cross-professional work with children and young people is that each of the professionals should understand this, and what others need and are able to do.

A knowledge of the professional activity of others may initiate longer and more substantial cooperation, including different activities with the child and others involved (parent(s), teacher(s) and others). This can be seen in the examples on the next page. From the teacher's perspective there may be three levels of professional work:

1. The teacher alone is responsible for a child's care,
2. The teacher and other professionals are responsible in cooperation.
3. Other professionals alone (not the teacher) are responsible for a child's care.

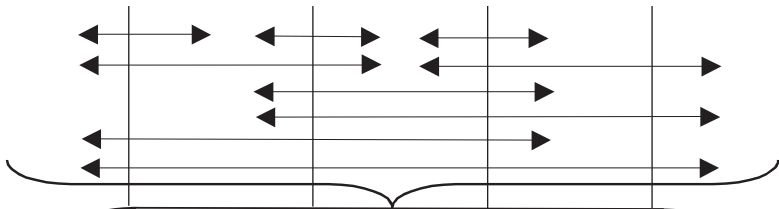
Example 1:

Cross-professional work concerning child alcohol abuse

In multi-professional activities, each actor is involved in a wide range of bilateral relationships:

child	teacher	parent	therapist	classmates
<i>drinks alcohol during a sports activity, feels elated and strong; shows off; acts drunkenly ...</i>	<i>busy teaching class in sports activity; sends child home, informs parents of behaviour</i>	<i>receive information about child's conduct; come to school to discuss and for advice</i>	<i>may get no information about this case</i>	<i>support child in drinking behaviour; results in mobbing and bullying ...</i>

These links need to be transformed into cross-professional activities:



- Teacher(s) in contact with parents, other classmates and the therapist
- Parent in contact with the therapist
- Therapist in contact with teacher and child
- Child in contact with his classmates

They work together on an agreed plan, with regular meetings. Social work undertaken together gives better understanding of each other and better action.

Working with others –
teacher or social worker acts as cross-professional coordinator

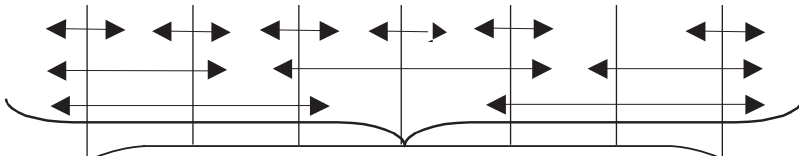
Example 2:

Cross-professional activity following an attack on a tobacconist

In multi-professional activities, each actor is involved in a wide range of bilateral relationships:

child	tobacconist	police officer	head teacher	parents	teacher	class mates	social worker
<i>needs money; attacks tobacco shop as member of a gang; pretends illness; gets support of parent</i>	<i>attacked by boy; calls for help; reports child to police</i>	<i>finds, arrests & questions child; informs parents; reports to court</i>	<i>informed by police; confers with class teachers</i>	<i>support and defend child; excuse child for absence from school</i>	<i>informed by head teacher</i>	<i>not known how much they know about the activity; are they involved in mobbing or bullying?</i>	<i>officially informed by police</i>

These links need to be transformed into cross-professional activities:



This shows cross-professional work in a case that needs to consider the socio-cultural and socio-economic backgrounds that determine pupil behaviour in this locality. Improving pupil behaviour requires common action and cooperation between institutions and their professionals. This will bring better understanding of others' professional work and more specific action in cooperation.

Possible concrete cooperative actions include -

- police officers – teachers – business (shops and factories) – youth work – children's centres – social workers
- school – day nursery – children's-care centres – sport clubs
- police – social workers – information and guidance centres – courts
- social work – guidance centres run by town or church

Regular meetings between the professionals working in these actions and institutions will bring security to children's guidance and upbringing as a citizen and in developing their identity: we have to support children's self-activities and responsibility.

What schools and teachers can do

Teachers and heads often have ten years or more in contact with children and students. Their impact on how young people grow up in society is great and important. Teachers' professional behaviour should cover both that of a teacher of subjects and of being a pupil's guide. This implies a change from being simply trained in –

- o subject studies
- o learning teaching methods
- o doing practice after finishing subject studies

to developing skills as a pupil's guide, which will include:

- o practicing these skills throughout training
- o learning didactics
- o studying human science
- o learning the skills to cooperate and collaborate with other professionals
- o learning to be a pupil's guide and to connect working practices with that of other professionals.

Three perspectives on professional work

1: the case of the teacher

First level:

**teacher(s) alone
responsible for:**

- teachers professionally work in:
- educational situations (for example, agreeing rules of behaviour at school (during lessons and breaks)
 - teaching situations (lessons, organising group work)
 - telling children how to behave in a particular contexts

Second level:

**teacher, in
co-operation
with other
professionals,
responsible for:**

- teachers co-operates in handling deviant behaviour with a:
- medical doctor in a case of cerebral dysfunction
 - therapist in a case of drug abuse
 - teacher in day nursery on a younger sibling's behaviour
 - a social worker in a case of probation
 - a police officer in an investigation of theft
 - a juvenile court judge in a decision
 - other professionals ...

But in all cases the parent(s) have to be asked for permission

Third level:

**specialist(s)
alone
responsible for:**

- other professionals act without support from, or reference to, teachers, in the case of:
- an accident – a broken leg is dealt with by a doctor
 - cancer – an oncologist carries out treatment
 - an attack on another person – a police officer investigates

2: the case of the medical practitioner

First level:

doctor alone responsible (but parent(s) must agree)



medical practitioner working in a primary health care setting:

- examines a child brought with a fever and cold by the mother
- diagnoses a pneumonia
- refers to hospital
- prescribes medicine

Second level:

doctors in hospital are collectively responsible



hospital doctors take note of practitioner's diagnosis:

- take necessary hospital-based action, send a report to the child's doctor
- during stay in hospital, the child's parents are informed about the child's condition

Parents may inform teachers at school

Third level:

other specialists become involved and are responsible



on occasion, doctors may need support from other specialist doctors; these will send reports to the coordinating doctor in hospital

3: the case of a judge in a juvenile court

(in an example of parents getting divorced)

First level:

the juvenile court judge alone is responsible; parents and child are clients



judge's decision only concerns the outcome for the child in the divorce settlement

judge may ask the child/young person for their preferences and views

Second level:

judge orders a meeting between parents and social worker



juvenile court judge arranges meeting:

- parents must attend
- the child is invited
- social worker(s) or other professionals must attend

judge may ask the teacher(s)

parents may inform the teacher(s)

Third level:

other specialists are involved



judge consults a therapist and/or a psychiatrist:

- and gets reports or certificates from them
- they are responsible for their advice

The role of parents when issues arise in their children's lives

Child/young persons	Parents	Professionals/other person
the active agent in determining their own personal and social life; the child should play an active role in the process of socialisation	responsible for the child's development – of her/his identity, and sense of citizenship – and thus responsible for all the circumstances concerning the child's life; the parents should be active supporters and defenders of the child, and the child's guides; they should coordinate and cooperate with all of those with whom their child comes into contact, helping the child move towards being an active member of society	their responsibility is two-fold: partly from their professional qualification and experience as specialists, and partly as generalists, aware of all others who may help and support the young person in the socio-cultural life of the society

The role of classmates and peers

Classmates and peers play an important role in children's and young people's lives. They make comparisons with them, interact with them, exchange thoughts and skills, become friends with them ... but they also may repress them, hurt them (physically or emotionally), or attack them (for example, bullying). They can be either important partners in developing personal and social identity, or a hindrance. Classmates and peers always should be consulted if there are issues in a young person's life. Older peers may substitute for parents and teachers.

Cross-professional and multi-professional approaches

Cross-professional work is different from multi-professional work, and offers a better approach.

Cross-professional cooperation between all professionals (teacher, therapist, headmaster, medical doctor, educator in day nursery, police) and parents (and sometimes peers) means that all involved examine the case. They will speak to each other, take into consideration what others say; arrange meetings, further strategies and monitoring.

The examples shown on the previous pages refer to multi-professional work rather than cross-professional work. In a multi-professional approach, each professional carries out her/his work as they have been prepared and trained in their own professional/vocational processes, without cooperating with others and without empathy. There may be some exchange of information and reports, but there is no coordination or central concern.

The role of other professions

Professionals mutually recognising each other's contribution

Other professionals have very different roles to teachers. We suggest that all other professionals need to consider the experience, skills and information that teachers will have about a child, simply because (almost) every child attends school, learns and has social interactions there.

Conversely, teachers and parents should recognise that a child's life is not only centred on school. Each child lives in an enormous differentiated community; in a democratic society that recognises human rights, but a society with many varied subcultures. Children and young people do not learn only in school about how to become citizens: they also learn in their daily interactions with brothers and sisters, class-mates, peers, parents, teachers, people working and at leisure around them, and through meeting professionals in society. Learning to be a member of society is achieved through daily life, negotiating social, economic, cultural and religious life.

Learning to understand the role of other professionals

All professionals, including teachers, thus have to enlarge their roles: understanding the work patterns and approaches of other professions, meeting representatives, practicing in other professions' workplaces. We have to ask:

What other professionals learn about how to work with others' professions in their initial vocational training and in-service training courses. It is not necessary to know how others deal with children, but it is necessary to know about each other works. This may involve information about between five and ten significant professions, including meeting representatives of professions and visiting workplaces. A practice placement might also be valuable, if not obligatory.

How do other professionals conceptualise the child or young person? As 'a patient', 'a client', 'a case', 'a delinquent', or what? What are the implications of such a conceptualisation? A child is always a whole person; s/he may express his/her identity in a variety of ways, but physical, psychical, and mentally s/he is a whole individual.

If they are only perceived as patients, clients, case, delinquents, beggars, etc, then only one part of life is stressed. The professional curriculum should ensure that the focus on specific issues or situations does not obscure consideration of the whole, multi-faceted individual at the heart of the issue. Inter-role relationships between professionals need not mean inter-role-conflicts.

Professional training needs in cross-professional work for teachers and other professionals

It was suggested above that, besides vocational training, professionals need to follow human sciences such as:

- social psychology
- sociology of education
- educational policy
- communication
- practical experience of people's life-situations.

Professional practice from an early point in training is necessary to introduce the idea of the whole person in dealing with clients, patients or students. Professional training should introduce teamwork, including learning to cooperate and collaborate. Students should learn **why** other professionals are needed to support and complement their own professional work. They should learn through experience, communication skills and running self-help groups. They need to learn to appreciate the complexity and diversity of other people's issues, particularly those of students.

The actions of professionals have simultaneously both manifest and latent results (Merton, 1975). Professionals have to learn how to minimise counter-productive effects, and to look behind what is presented to them in an issue.

Teacher's particular learning needs for cross-professional work

Teachers need particularly to question:

- the role of education in society
- the role of teachers in the educational system
- the role society gives to teachers
- other possibilities for educational processes
- how to educate future citizens in democracies in Europe.

Other professionals' particular learning needs

- training in humanistic viewpoints and social values
- realising students need to learn and stay at school
- understanding that society needs not only healthy and wealthy people, but also personalities with self-esteem, self-confidence and self-consciousness
- knowing the importance of integrating socio-cultural circumstances.

Key concepts for both teachers and other professionals

Teachers and other professionals need to understand and experience important concepts of communication and cooperation. The following writers each suggest a particular set of key concepts:

Lothar Krappmann (1969)

four qualities of personality:

- Empathy
- Role-distance
- Ambiguity-tolerance
- Identity performance

Erik Erikson (1974)

Five key qualities:

- Confidence
- Autonomy
- Initiative
- Competence
- Identity (reflexive self)

Anthony Giddens (1992)

ten characteristics of modern I-identity

- Self as a reflexive project
- The self as overview about the whole life-period
- Reflexiveness as a permanent process
- I-Identity as autobiography
- Private time vs. external (foreign) time
- Integration of body-experience
- To feel secure, we have to trust in ourselves
- Authenticity
- Life is a series of crossing borders
- The development of I is self-referential

Ethical and humanistic dimensions of cross-professional work

Each professional needs his/her own professional ethic. When working together, they need to make a special effort to see the child/young person as a whole individual, and as an active agent in the educational and other processes they are involved in.

Professionals need additional means to communicate, such as:

- personal meetings in encounter groups (Balint-groups) (Salinsky, 1997)
- recognising each others' specialisms in a non-hierarchical manner
- acknowledging the duty to collaborate and to focus on the life and well-being of the child or young person.

These processes will ensure that professionals transform their way of working from a multi-professional stance to a cross-professional manner.

Courses in higher education and in-service training

- undergraduate studies in different fields with mixed/non-mixed professional groups of students
- in-service-training with mixed/non-mixed groups of different professions
- courses directed at professional leaders and institutional managers (such as head teachers, consultants, directors, police inspectors, judges of juvenile courts)
- supervisory courses
- work meetings to exchange experience and to plan future joint work and treatment
- regional planning for cooperation and collaboration on training
- a platform in regional government to discuss the needs and requirements for supporting young people.

A case study:

A course for students in professional/vocational training from the Teacher Training College of the Diocese of Linz (Austria)

1 *A seminar on multi-professional work, followed by*

A workshop with two case-studies:

We put together a "role model"; "put together" means that

Teacher trainers collaborate with other professionals to construct a case-study that gives students at the end of their 1st semester a fact-based case study based on real life.

A moderator introduces the case and the people involved. Students are given a description of whom they will play, and get a few minutes to get in role. The participants interact and find what happens, aiming for a solution.

Then the students in the audience discuss the solution arrived at, and question the professional experts present. The professionals explain their point of view, and students question and comment on these.

- 2 In later stages of professional teacher training education, a series of seminars dealing with various cases or role models. Different professionals are invited to these seminars to bring in their perspectives and experience.
- 3 Students select two to three professions they are particularly interested in. They then must make contact with them, usually through institutional contexts. They arrange a meeting and gather information about the institution and the work of the professionals working there, often through examples and cases. A written report reflects on their observations, and the implications for their future work as teachers.

The pupil as an active person in a 'case'

Parents, teacher and other adults often decide what should be done by children and young people, arguing that they 'only want the best' for the young person's future.

However, education for democracy and independence requires the active participation of the child or young person in decision-making, so that a personal identity can develop. They must be consulted, and have the opportunity to adapt their behaviour to become included in society. All professionals need to respect this.

It may only take a short time for a child's behaviour to change, as their experience and cognitive development grows. On other occasions, professional intervention may be necessary to demonstrate how behaviour depends on common values and standards (norms or laws) that young persons and adult need to follow. But active involvement in democratic experiences will facilitate inclusion, as creative behaviour, based on social rules, develops.

The contribution of each professional party

It is not only professionals who may help find solutions for young people's issues. Parents and peers are important agents for socialising young people, and may well have an important role to play, though it must be recognised that they are probably affectively involved in the case. Professionals who have experience and knowledge about these potential difficulties may usefully work with these non-professionals, using their abilities to help address the issues.

A common core of values and of knowledge for cross-professional work

A common core of values for cross-professional work is essential. This might formally derive from *The Declaration of Human Rights* and *The European Declaration of Children's Rights*, although practical implementation might not always be easy.

All those involved need to subscribe to the common values of democracy, freedom, liberty, justice, fairness, equal rights, sharing with others, humanity, sustainability, solidarity, personal integrity, gender equality, anti-racism and anti xenophobia, freedom of speech and opinion and pluralism.

A common core of knowledge is also needed. Professionals in all European countries have identified knowledge, skills, abilities, strategies and processes for dealing with socialisation and the upbringing of children and young people in this context: the work of Krappmann, Erikson and Giddens have been cited above.

Future Perspectives and Action Points

All involved social institutions – government, companies, churches, educational and vocational training institutions – should be able to contribute to the development of cross-professional work for children and young people.

All should recognise that young people are active members of society who need to become well-educated citizens in a democratic setting, with a well-formed personal, social and European identity.

For children Future professionals should transform their work from multi-professional to cross-professional cooperation and collaboration.

For students Curricula should be changed or enlarged to encompass cross-professional courses integrated into the professional training curriculum.

For institutions The institutional structures for professional education, learning and studying should be changed; we need to create and develop new curricula in different vocational institutions (educating for work in hospitals, schools, the justice system, street social work, social therapy, housing, police, etc).

Space must be found for the development and promotion of cross-professional work.

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The Children's Identity and Citizenship in Europe (CiCe) Thematic Network links 28 European states and some 80 universities and college departments which are engaged in educating students about how children and young people learn about and understand their society, their identity and citizenship.

A cross-disciplinary group, we include lecturers in social psychology, pedagogy, psychology, sociology and curriculum studies, and those who educate various professions such as teachers, social pedagogues, psychologists, early childhood workers and youth workers.

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