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Staying in the conflict

*Management and transformation of the
“difficult situations” in educational relations*

Training course for teachers

Staying in the conflict

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Introduction

What do we mean by “difficult situations”?

As teachers and educators work with people and in particular with individuals who are getting formed, it is a more or less common experience for them to meet situations creating difficulties, trouble, personal and professional conflict in their own work.

Sometimes they can face them or pretend nothing has happened, otherwise someone else is entrusted with the solution of the problem and in particular, institutionally, the experts’ opinion is requested.

Often, however, such “strategies” are not applicable or don’t work: teachers have to face the situation alone.

But how? It often seems impossible to find out what is the most suitable way to get to a satisfying solution.

Usually these “difficult situations” concern efficiency in the studies or even more often the single student’s behaviour, but they can also involve the management of a whole class, or concern the relation with some parents, or even derive from the relation with one or more colleagues and officials in one’s own school.

In most cases, such “difficult situations” heavily compromise the teacher’s psychological well-being, his feeling at ease at school and in his own role, and therefore his way of working, his professional efficiency, and the cases in which they even get to influence the carrier and the teacher’s professional choices are not rare.

Aims

The ability to manage creatively a conflict and to live it in a non destructive way is a fundamental competence, allowing to turn the differences in people’s interests into a resource and improving the quality of the relations, both as individuals and members of a group, either in the private life or in the professional context.

The course on one hand aims at surveying personal social and educational mechanisms that each one of us has inevitably to face when involved in the dimension of conflict. That means to explore the cultural and psycho-social implications of the conflict, given the permanent tendency to superimpose “conflict” and “war” from a semantic and perceptive point of view. Fears, skills and dimensions of growth are placed under a magnifying lens, offering to teachers some tools to recognise and self-train themselves.

Goals

Recognising conflict as an element “normally” present in the educational relation.

Strengthening the competence in the constructive management of the conflict to improve the interpersonal relations and make educational work more effective.

Learning effective strategies and techniques to structure the class’ training management (mediation and negotiation).

Participants

Middle and secondary school teachers (2 groups of 15-20 people).

Methodology

The approach will be based on direct involvement, through confrontation of the participants’ personal experiences.

The modality of a guided group of professional discussion will be adopted, with exercises, simulations, meta-reflections and informative moments.