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To introduce myself, I would say that I am a former teacher of English with a forty-year (or so) teaching experience, mainly at Senior High and University level. I know how different this experience is from yours, while my only contact with prison is a couple of hours spent in prison, visiting a former prison that was to be transformed into a training place for élite civil servants (ENA), more recently, interviewing a person in charge of teaching activities in a Strasbourg prison, and yesterday's very fruitful discovery of a juvenile prison in Bulgaria.

In spite of the variety and differences, there is, hopefully, a place for general, not vague, considerations, applicable to any teaching/learning situation, provided they are adjusted accordingly. I learnt many things over these three days and will consequently refer to many ideas expressed during the conferences and workshops, prior to my intervention, reorganising them with a sort of boomerang effect. Possibly you will not learn many things in what I am going to say, but probably you will be amazed how much you know already. My human rights activities as a representative of the International Federation for Human Rights (FIDH) with the Council of Europe since 1982 -actually the reason for my first contact with EPEA- obviously also play a role.

A. False starts When given the assignment of making a keynote speech on the «good teacher », my first reaction was to be somewhat taken aback, so what spontaneously came to my mind was - a good teacher is a dead teacher - or then, referring to a possible recipe: a handful of knowledge / a good dose of patience/ a touch of fantasy... - or also quotes, such as

\*A good teacher is a master of simplification and an enemy of simplism \*A good teacher is a determined person \*A good teacher is one whose ears get as much exercise as their mouth \*A good teacher is like a candle – it consumes Or, perhaps more appropriate in your condition, \*One good teacher in a lifetime may sometimes change a delinquent into a solid citizen \*No man can be a good teacher unless he has feelings of warm affection towards his pupils and a genuine desire to impart to them what he believes to be of value (Bertrand Russell) And finally, according to a long-standing British trend, when nothing else works, revert to Shakespeare and/or to the Bible. Shakespeare was not very helpful, whereas in the New Testament, subverting the original phrasing by reformulating a couple of words, I think I read in John, chapter 10:

"I am the good teacher; as the administration knows me and I know the administration, in the same way I know my students and they know me and I am willing to die for them", a conclusion which is probably somewhat too demanding!  
B. Ten commandments As we are at it, the 10 commandments are, after all, a good suggestion, although the opening sentence in Exodus 20, 1-17 "I am the Lord your God..." is not so good a formulation for a teacher to introduce himself!

So, I will launch this 10-point programme, with occasional human rights undertones. The European Convention for Human Rights (ECHR) in many of its articles concerns explicitly detainees (art. 2, 4, 5, 6, 7, 8...), each of which could be read as a possible guide or as a pattern in professional life, for example in your teaching activities. The ECHR is to be found at the Council of Europe or in the CoE

offices, wherever they exist, in countries like Bulgaria, Hungary, Ukraine, among others.

1. Know thy subject The more you know, the better it is. "Enhancing the profile of adult education" was mentioned on several occasions yesterday. It is, after all, essential to be competent. There are, it is true, cultural differences according to academic curricula in various countries. At secondary level, for example, you have - either a combination of 2 or 3 subjects (the most frequent situation) with majors and minors - or concentrating on one subject (the French way)

Initial training also includes a pedagogical approach, or science of education.

2. Be prepared This means anticipating, planning, but also adjusting to realities, which suggests that things may happen in a very different way from what was expected. It also involves collaborating ("modules", "working groups" as frequently suggested yesterday) when- wherever possible, not only with people concerned by education, but also people in charge of the administration, recreational, vocational and social activities. I have been present at such a meeting in Strasbourg which was very interesting in terms of collaboration between the different actors, in terms of attention to other people's views and contributions.

3. Be a fair judge ECHR 6,1 Everyone is entitled to a fair and public hearing I was not sure how important this is for you, but I understood that it was. It is essential to consider that progress is the normal evolution e.g., which skills or fields of knowledge or know how have improved. To give progress a reasonable chance, it may be helpful to split "know" and "know how" into very small units (as for language learning, the 4 basic skills: understanding the written language, understanding the oral language, speaking, and writing). To assess, evaluate properly, it is indispensable to be outspoken beforehand. Evaluating cannot come as a surprise, either in terms of content or in the modes of assessment.

4. Know how learning works There has been a very slow evolution in teachers' training, as it was easier to determine strategies for teaching than for learning. Roughly it can be acquired - as being part of initial training - with the "step by step" system, which means checking if it works, at each step My own experience as a language teacher convinced me that it is not enough to ask a learner to repeat a sound, a word or a sentence that you have pronounced properly, it has to be heard and repeated the way it was spoken, which means there are at least two stages after listening in the message between the transmitter and the receiver. This can be checked easily by a game which consists in asking to repeat a message whispered into your neighbour's ear, same with the next etc. The result may be rather surprising

5. Motivate thy students ECHR 4,2 No one shall be required to perform forced or compulsory labour What matters are attitudes, dynamic approaches, such as group activities, peer-to-peer coaching, a sense of dialogue and communication: a teacher is a believer. To quote you again, many of you advocated "knowing that adults are different from youngsters", "innovative pedagogy", " a strong sense of public commitment" and, insistingly "flexibility". This absolutely fundamental point is actually common to many jobs or situations in which each person has a specific function or role. Here again, it is certainly essential to be outspoken, not pretending

we are all the same, although we are in the same boat. I would not recommend using expressions like "If I were you..." "In your place..."

6. Be in charge ECHR 8,1 Everyone has the right to respect for his private and family life The word "authority" is not one to be ashamed of. It may be interesting to remember that it is related to "author". It can, of course, become a caricature (as suggested by the adjective "authoritarian"). Authority rests on attitudes, convictions –it is not compatible with any form of discrimination. It requires regularity, mutual respect, credibility. Authority was referred to as one of the Socrates programme priorities.

7. Be state-of-the-art Technology is a tool : to paraphrase something that had already been paraphrased "Don't ask what you can do for technology, ask what technology can do for you". My own classroom technology experience in matters of soft- and hardware taught me successively how to reproduce - printed or handwritten documents using printers or photocopiers; - sound with record players, cassette recorders, language labs (I remember spending long hours fixing equipment, when it would have been preferably to give more time to methods) - pictures with overhead projectors, TV, the internet - computer science and computer assisted teaching have revolutionised teaching methods, e-learning, ICT have been mentioned in keynote speeches, workshops and EPEA publications. It goes without saying that state-of-the-art must not be reserved for conferences or seminars, but used as an educational in the classroom.

8. Promote universal values Students are "all different and all equal", as a well-known Council of Europe slogan suggests, which implies mutual tolerance and respect, ruling out discrimination, segregation, bullying, harassment... These are not only faraway ideals but may and should serve as guidelines in daily life

9. Be a bridge-builder (pontifex, in Latin) between you and the students, their daily environment, to be more specific as was suggested: co-operating with county municipalities, the Ministry of Education and research or with the different players, so as to prepare them for their future. A teacher may be a role model, just think of the quote you heard before: "One good teacher in a lifetime may sometimes change a delinquent into a solid citizen"

10. Be a lifelong learner Just as there are follow-up classes for inmates or continuing education, there is a necessary lifelong learning process for teachers. This is not only an obligation, there is pleasure to be found in lifelong learning. Looking back on several decades of professional activities, I can easily measure the gap or at least the phenomenal distance existing between the initial training and the situation as it is thirty or forty years later. Strictly reproducing things learned is both inapplicable and frustrating. In most of the above mentioned points, progress is possible and desirable. This too is applicable to many other life situations.

### C. Conclusion

I know how much of a challenge it is to be introducing the "good teacher" as a teacher in front of other teachers. You could legitimately say "First show you are /were a good teacher yourself in the way you talk about it"... I do hope that "the proof was in the pudding".

Thank you for your attention.

