Structure of the learning module

Number	MODULE 1 Part A
Title of module	**Developing Teacher Leadership** Role of the leaders among teachers Defining the responsibilities of the teacher's leader Types of roles
Topic / Short Description	The aims of the module is to familiarize the reader with the image of the leader: who he is, what the formal and informal leader means, how and where leadership skills can be formed. The idea of leadership is strongly associated with that of a professional with moral, ethical principles, able to convince others of the justice of his demeanor, but also to inspire them, through the values he promotes. Another idea is that of the roles the leader must play in the group of teachers, thus being able to describe the responsibilities associated with each role. This is because of the moral and ethical performance and the roles the leader embraces, he must build the group of supporters, in order to develop his leadership circle. Then the standards of the teacher leader are presented: the qualities you must develop to become a leader, the steps and the ways to take in order to occupy a formal and / or informal leader position. Also, the concrete modalities of developing the leadership skills, the ethical norms and the moral behavior of the leader are foreseen. Examples of good practices come to facilitate understanding and help to develop the desired leadership behavior. This section will create, through the proposed activities, a dynamic experience that the participants can use for their self-development in order to gather leader characteristics that will further benefit the school community they are part of.
Target groups	*In training module will be involved*: Primary school, secondary school, high school teachers School managers School counselors and other education experts

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	Education researchers Teacher trainers Decision makers in the educational system
Training Goal	At the end of the activity, all the students will: - know the lider profile; - understand the difference between formal and informal leader; - decipher the ways in which to train their leadership qualities; - acquire the elements of ethics and morals in education; - will differentiate the roles the teacher leader can play; - take on the responsibilities that the teacher leader must assume; - be able to build leadership with followers; - find good practices in teachers leadership. The goal of this section is to understand and take on the roles that a teacher leader plays in the school community. The proposed activities work directly, but also subtly, in building the understanding of the roles through being aware of their separate nuances, but also of their fusion in the global quality of leader. Participants will practice skills that will endorse their capacity to fulfill teacher leader roles, such as: • Multi-Classroom Leader • Hybrid Teacher-Leader • Department/content chair • Grade-level chair • Mentor or coach • Instructional specialist/ coach • Data coach • Curriculum or assessment specialist • Professional learning facilitator/ PLC • Master teacher • Lead teacher One activity is proposed below for each role.
Name of the Session *TEACHERS LEADERSHIP* *Part 1. Introduction. What does it mean to be a leader?*	**Description of Learning Activities / Methods** We start the meeting with a warm wellcome and a mutual knowledge and presentation and some exercises for breaking ice Handout 1.1 Ice breaker exercise: What are you bringing to the meeting The trainer gives oral information about learning scenario, starting withe a short description and presenting the aims of the training module.

List of needed Equipment and Materials

In order to present the subjects it is necessary a videoprojector, a laptop and a screen. The geometry of the classroom must allow the arrangement on teams / groups

The teams need Handouts, pencils, colored

Proposal of Timing: **15 minutes**

Notes for the trainer

It is necessary to have an warm atmosphere in group, in order to encourage trainees to communicate each other and to feel in a good mood.

Part 2

Description of Learning Activities / Methods

The trainer is using a PPT presentation about the leader meaning, interspersed with short interactions, such as the requirement for the students to answer a related question.

List of needed Equipment and Materials

Video projector and [Power Point Presentation Teachers Leaders](#)

Writing instruments, sheets

Part 2. Short theoretical presentation

Proposal of timing: 30 min

Notes for the trainer

During the presentation, it is necessary to take care at the feedback provided by the trainees, to be sure they understand and agree with the presented ideas. Trainees are encouraged to ask questions and comment.

It is easy to start asking the trainees about what and who is a leader, if they consider themselves leaders.

They will fill in the [Handout 1.2 Self-assessement exercise.](#)

There are necessary 5 minutes and then the trainees are asked to answer what they found themselves. Again, after asking the question, it is necesary to wait 10-15 seconds before asking for volunteers or calling a randomly chosen student to answer.

After the learner has answered the first question, call another to find another answer or example. If the first answer was not

Part. 3. What are the differences between formal and informal leader	completely accurate, you can invite another student to provide further clarification to the first student's answer (eg, "Mrs. X, what do you think about this - would you agree?").
	    The trainer will be all the time calm, friendly without comments and ironic replies
	
	Part 3
	    Description of Learning Activities / Methods
	    The trainees may be asked to specify the differences between the formal and informal leader, or to compare and contrast the different approaches noted in the text (s).
	After a short conversation on the topic, the trainees will receive a study case to discuss (handout no. 5 Study case Informal leadership)
	
	    List of needed Equipment and Materials
	  Handouts 1.2 for each participant
	  Projector and Laptop, writing instruments
	
	    Proposal of timing: 30 min
	
	    Notes for the trainer
	    The trainer must have the questions prepared to formulate them in a challenging and open manner.
	
	    Description of Learning Activities / Methods
	The trainer offered a study case (Handout nr. 1.3 Study case), and after a series of questions are asked, he`s trying to orient the trainees attention while familiarizing themselves with the text. The questions could lead to personal reflection.
	    The trainees could be invite to "identify leadership qualities". It can be used a brainstorming session in order to find the mains qualities of the educational leader (The rules of the brainstorming must be displayed in the visible place).
	At the end of the brainstorming session all the ideas which were agreed in the evaluation phase are collected and make a poster with the leader`s qualities.
	The next step is "how to develop them". The trainer will use Philips 6-6 method in order to discuss with the group and to find the ways.

Part 4. Identifying leadership qualities.	

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The process of acquiring leadership skills	**List of needed Equipment and Materials** Handout nr. 1.3 Study case "I`m just a teacher" Flipchart and white paper, colored pencils Handout 1.4. Brainstorming rules Handout 1.5. Philips 6-6 Discussion **Proposal of Timing: 30 minutes** **Notes for the trainer** Ask students about what and who is a leader, if they consider themselves leaders. After you ask the question, wait 10-15 seconds before asking for volunteers or calling a randomly chosen student to answer. After the learner has answered the first question, call another to find another answer or example. If the first answer was not completely accurate, you can invite another student to provide further clarification to the first student's answer (eg, "Mrs. X, what do you think about this - would you agree?"). Then are offered a text to students and then a series of questions are asked that will help to orient the students' attention while familiarizing themselves with the text. The questions could lead to personal reflection, or they could be presented as an online test. The questions asked and how the students are encouraged to respond will depend on what the students are asked to do. For example, if students are asked to "identify leadership qualities" they may receive questions that highlight relevant issues, or identify key qualities in a reading.
Name of the Session *Evaluation of the session*	
	Description of Learning Activities / Methods At the end of the session, the trainer will ask the trainees to evaluate the activity according with the model. **List of needed Equipment and Materials** Handout 1.6. Evaluation of the session Flipchart and white paper, colored pencils **Proposal of Timing: 15 minutes**

	Notes for the trainer
	After everyone has completed the sheets, the results will be centralized. The area with the highest density of answers will represent the qualification obtained by the training session.
	The trainer will draw the conclusion and will tahnks to the mentees for their implication

Handouts

There are different Handouts 1.1, 1.2, 1.3, 1.4, 1.5, 1.6.

Evaluation

The whole training module will be evaluated through a Handout B

Bibliography and references

De Vries M. (2003). Leadership. Art and leadership skills. CODECS Publishing House, Bucharest.

Richard H. Ackerman, Sarah V. Mackenzie. (2007) Uncovering Teacher Leadership: Essays and Voices From the Field. Corwin Press, A Sage Publication, p.9

https://www.sessionlab.com/methods/what-are-you-bringing-to-the-meeting,

www.sharetolearn.com/leaders-link/5-school-leadership-qualities-every-teacher-possess/

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Handout 1.1

Name: Ice breaker exercise: What are you bringing to the meeting[i]?

Materials: chairs

Number of Participants: between 15-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: at least 15 min, depending by the group size

Preparation: This is a good way to start a meeting/workshop/training to see how participants are feeling, what might be distractions that they are carrying with themselves into the room and how low/high their energy level is.

Goals:

- Check-in

- All the people will be able to understand better what the others are dealing with outside/before the meeting

- Each person will understand to let go of distractions from their own lives during the meeting/project.

Method Description:

Set Up

Be in circle or in U arranged so each person can see each other. Ask people to take a few moments to *"check-in"* with themselves: How is their energy? What have they been involved with that day? What is on their mind that is unrelated to this meeting? Leave option the option to pass - but encourage people to tell at least one thing. Explain that the purpose is not to delve into personal affairs or reveal secrets.

Each person tells briefly *"where they are at"* as they came into the meeting. E.g., *"I slept late today and am just waking up now. I have been dealing with my child's behavior." "I've been packing for the trip back and my head is full of details I have to get ready."*

Thank people for sharing with you. Ask them to try to let go of their outside situations and thoughts for the duration of this meeting. Invite them to talk further later if they need support from other team members.

Debrief

At the end of the module, ask people whether that introductory activity was helpful and whether the group would like to do it before each meeting.

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i https://www.sessionlab.com/methods/what-are-you-bringing-to-the-meeting

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Handout 1.2

Name: Self-assessement exercise:

Materials: sheets, pencils

Number of Participants: between 15-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: at least 15 min, depending by the group size

Preparation: It is necessary to read the statements below and check the version you agree with

Goals:
-	to have a better understanding of their own qualities
-	to identify their strength and the weaknesses points
-	to know from where to start to build the leader profile

Method Description:
	The menthees will receive the questionnaire[i] and then they will fill in:

The statement	A	B
Leading my organization...		
1. I`m focusing mainly on:	present	the future
2. I`m especially concerned:	stability	about the change
3. I'm worried about things in their... run:	short	long
4. My own goals are based on:	the immediate need	"inner theatre"
5. I always ask:	"how?"	"why?"
6. My position is based on:	authority	charisma

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7. Dealing with others, I tend to: control   empower

8. The way in which communi-   complexity   simplicity
   cation tends to:

9. In decisions making, they logic   intuition
   usually use:

10. My basic concerns are: organizational   social and organizational

   If most of the checkers are in columns B, it means you have leadership trends. If most of them are in Column A, it means you are a manager. If it happened to you several times you did not know what to check, it means you have both directions. In such a position, there is an opportunity to make an even more important contribution to the good progress of your organization.

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[i] De Vries M. (2003). Leadership. Art and leadership skills. CODECS Publishing House, Bucharest.

Handout 1.3

Name: Study case: " I`m just a teacher"

Materials: Flipchart and white paper, sheets, colored pencils

Number of Participants: between 15-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: at least 15 min, depending by the group size

Preparation: Read the statements below and check the version you agree with

Goals:
- to understand the differences between teachers and teachers leaders;
- to identify the teachers leaders qualities
- to understand how to build these qualities

Method Description:

The mentees are receiving the study case[i] to read for 2-3 minutes.

"I had come to visit this innovative middle school, especially interested in learning how decisions were made. After engaging a teacher in conversation for a while, I asked her: "Do you take some leadership for this school?" Clearly the question struck a raw nerve within her. Her response abraded- and continues to abrade – a raw nerve within me. More important, this teacher`s words identify and aggravate a very sore place within our profession. "I`m just a teacher!"

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If the group is too big (more than 6 persons) it must be split in 6. Each group will read the study case and then they will found the answer to the following questions:

- what is the difference between being ″just a teacher″ and ″being teacher leader″ ?
- what are the qualities of a good leader?
- what qualities must have a teacher?
- How can we develop these qualities?

The answers will be written on a flipchart in order to have a global image of the answers of the whole groups. Common ideas will be highlighted and adopted.

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[i] Richard H. Ackerman, Sarah V. Mackenzie. (2007) Uncovering Teacher Leadership: Essays and Voices From the Field. Corwin Press, A Sage Publication, p.9

Handout 1.4

Name: Brainstorming rules

Materials: Flipchart and white paper, sheets, colored pencils

Number of Participants: between 15-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: at least **30 minutes**

Preparation: Before beginning any effective brainstorming session, ground rules must be set. This does not mean that boundaries are set so tightly that you can't have fun or be creative. It does mean that a code of conduct for person to person interactions has been set. It's when this code of conduct is breached that people stop being creative.

Goals:
- to identify the teachers leaders qualities
- to understand how to build these qualities

Method Description:
The brainstorming rules to be respected:

1. No idea is stupid or dumb

2. Nobody criticize other people's ideas

3. Build on other people's ideas

4. The first accent is on quality

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Rules in Brainstorming

Everyone participates

There is no stupid idea

There is no need to agree with others

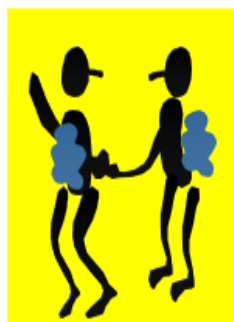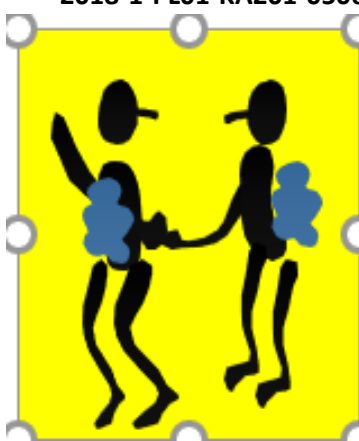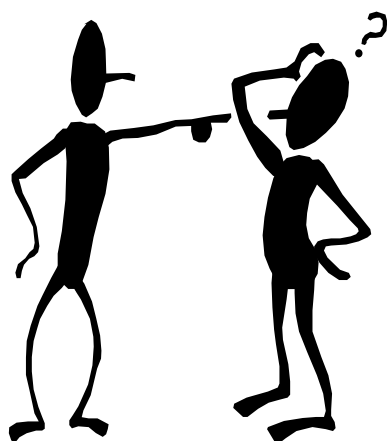Build on those issued by previous speakers.

Be open mind!

Ask questions

Try to understand, in order to be understood

Have fun!

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Ask question

Handout 1.5.

Name: Philips 6-6.

Materials: Flipchart and white paper, sheets, colored pencils

Number of Participants: between 15-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: at least **10 minutes**

Preparation: The trainer will use Philips 6/6 method consists in making up six groups, which are asked to emit new ideas in six minutes staring from the next topic. The organization of the group consists in establishing responsibilities: there 4 members, 1 secretary - who will write the ideas which are resulting from the discussion, 1group leader who leads the discussions and draws the conclusions (total 6 members). The advantages of this method consist in the fact that it facilitates communication, the delineation of a large number of ideas in a short period of time; on the other hand, it stimulates the creativity and imagination of all the team members, and also their cooperation and competition.

Goals:

- to identify the teachers leaders qualities
- to find the appropriate way to build these qualities

Method Description:

The trainer will split the whole group in 2-3 other smaller groups wit 6 members, and all of these groups are receiving one or two themes of discussion. After they find the conclusions, their leaders are coming in front of the

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whole group and will draw the final ideas of how to develop the leaders qualities

5 School Leadership Qualities Every Teacher Possesses

Teachers have various levels of school leadership qualities. Some are learned and some are part of their personality. Great teachers possess a combination of leadership qualities that are respected by the students, parents, peers and the community. They can accomplish important tasks because of this connection they have with their profession and the people they touch through it.

1. Commitment to the students and educators

When one talks about a person's commitment to teaching, they are speaking of a deep connection with many people throughout the organization.

They are dedicated to providing each student the best possible environment and tools for learning.

They work with the parents to understand what challenges the students may have to learning and what approaches might work best with them individually.

They engage their coworkers for input on how to structure their lesson plans and teaching style to be the best educator.

Great teachers are also highly involved with the institution to create the highest quality educational opportunities for the students attending.

A. **In which areas do you believe can get involved a teacher outside the classroom ?**
B. **Can you find a way for that?**

2. Passionate about teaching and learning

As a leader, teachers are always practicing their art and learning how to improve their techniques. They listen in class for opportunities to teach.

One student's question can drive an entire lesson plan from which all students will benefit. Teachers are not looking for short answers. They look for explanations that present several concepts and perspectives to the students.

These teachers watch their peers and learn from their teaching styles. They ask to be observed and for feedback on how to reach the students in their classroom. They are open to suggestions and to trying new things. They know how to quickly adjust their style.

> **A. In what kind of activities to involved teachers, in order to improve teaching within the organization?**
> **B. How to do that?**

3. Collaboration with others

Teachers know that the best way to be successful is to work with others to create a quality teaching environment. They will look for those with similar passions and solicit support from people at all levels within the school system. They maintain the respect from others for their high quality of teaching standards, and they give recognition to others for their approaches. They know that they can't do it all by themselves so the teacher looks for others with the right skills to help and support. They also don't take all of the credit for success. They share it throughout the team with which they work.

> **A. What are the steps in order to develop this collaborations?**
> **B. What is the situation in your school?**

4. Communication and rapport

Great teachers are great communicators. They know the best ways to interact with students, parents, faculty and coworkers. They are skilled at listening and respect the opinions and ideas of others. Teachers know how to communicate their own ideas so others will understand. They look for different ways to communicate knowing that people are receptive to various techniques.

> **A. Find some of these techniques to communicate with others**

B. **How can you improve the communication?**

5. Embracing change

Throughout every teacher's career a number of changes will occur. The class profile can be different from year to year. The materials used in the classroom changes. Administration and policies change. A great teacher knows this and anticipates change. They are courageous about trying new things and aren't hesitant to make adjustments until they are as effective as they can be.

Change gives teachers the opportunity to perform their roles even better. So rather than waiting until they are directed, they seek out ways to improve. They know this not only benefits themselves, but also the students and faculty with which they work.

A. **What kind of proactive approaches to change could you use?**
B. **How about embracing change in your school?**

Great teachers are great leaders

Teachers who are committed to their profession have similar qualities to leaders in other areas. They are not just thinking about themselves, but how their efforts will produce successes for all of those who are a part of their profession.

Source

Bates, Alisa in www.sharetolearn.com/leaders-link/5-school-leadership-qualities-every-teacher-possess/ accessed in 23.03.2020

Handout 1.6.

Name: Evaluation of the session.

Materials: Flipchart and white paper, sheets, colored pencils

Number of Participants: between 15-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: at least **10 minutes**

Preparation: the trainer will share the evaluation sheets with the participants, asking them to complete with sincerity and courage

Goals:

- to identify the strengths and weaknesses of the training
- to highlight what was not understood and what was not appropriate

Method Description:

After everyone has completed the sheets, the results will be centralized. The area with the highest density of answers will represent the qualification obtained by the training session.

Enthusiasm						
Love it						
I like it						
It was O.K.						
Didn`t like it						
Hate it						
	Learned nothing	Didn't learn to much	Learned some	Learned quite a bit	Learned a lot!

Learning

The trainer will draw the final conclusion and will thanks to the trainees for their implication

Handout B.

Name: Evaluation of the module

Materials: Flipchart and white paper, sheets, colored pencils

Number of Participants: **between** 15-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: at least **10 minutes**

Preparation: the trainer will share the evaluation sheets with the participants, asking them to complete with sincerity and courage

Goals:

- to identify the strengths and weaknesses of the training
- to highlight what was not understood and what was not appropriate

Method Description:

After everyone has completed the sheets, the results will be centralized. The area with the highest density of answers will represent the qualification obtained by the training session.

Please kindly answer the questions below. The questionnaires are anonymous, and the results will be used to improve the activity.

Circle the answer variant that corresponds to your option, where the significance of the figures is

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Crt. No	Questions	1	2	3	4	5
1.	The management of the activities in the program was very good					
2.	The training process encouraged the exchange of ideas and active participation					
3.	The courses had clear objectives					
4.	The information received at the courses were actual and relevant					
5.	The contents of the courses were appropriate to the program area					
6.	The training activities were carried out using different methods, such as: a) Exposure b) Discussions / debates c) Brainstorming d) Role play e) The methods of critical thinking e) The case study f) Other (specify which):					
7.	The teachers used teaching materials (teaching materials, audio-video equipment, etc.).					
8.	The general atmosphere throughout the training process encouraged the learning process					
9.	The teachers encouraged the involvement of the students in the discussions					
10.	The training favored teamwork and cooperation between participants					
11.	The teachers showed openness and availability for everybody					
12.	The teachers were approachable and friendly					

Age : ☐ 25-30 years ☐ 30-35 years ☐ 35-40 years ☐ 40-45 years ☐45-50y
☐ more than 50 years

Gender : ☐ M ☐ F

Occupied position:

☐ Teacher ☐ head of school ☐ head assistant

☐ school inspector ☐ other

The trainer will draw the final conclusion and will thanks to the trainees for their implication

Number	MODULE 1 Part B
Title of module	**Educational Leaders` Ethics** **What does moral develpment mean? Theoretical ethics, practical ethics, the role of ethics in education**
Topic / Short Description	The aims of the module is to introduce the reader into the problem of ethical behavior of the future educational leaders. The first issue is focused on the concept of moral development. We characterize the moral development stages, from the constructivist paradigm. In this way is necessary to previously sent the theoretical material to the trainees in order to be familiarised with the concept. Then, a discussion is conducted about theoretical ethics and practical ethics in teacher leaders` training programs. Different working tests and moral dilemmas decision making will complete the activities.   An analysis on the importance of ethics in teacher` leaders activity represents another idea that will lead our workshop.
Target groups	*In training module will be involved*: Primary school, secondary school, high school teachers School managers School counselors and other education experts Education researchers Teacher trainers Decision makers in the educational system
Training Goal	At the end of the activity, all the students will: - identify the differences between theoretical ethics and practical ethics - address contextualized ethical tests on educational issues - solve moral dilemmas by ordering moral principles form different criteria Participants will practice skills that will endorse their capacity to fulfill teacher leader roles,dealing with : • Organizational dilemma • Hybrid Teacher dilemma • Lead Teacher dilemma

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	• Inclusive Education dilemma
Name of the Session **1.What does moral development mean? Theroetical ethics, practical ethics**	**Description of Learning Activities / Methods** 1. We start the activity with an introductory anticipative guide, asking the trainees to explain the meaning of the key terms realted with moral development: Moral development, ethics, ethical principles, moral dilemmas Then a short ppt presentation follows on the discussed key-words. **List of needed Equipment and Materials** In order to present the subjects it is necessary a video-projector, a laptop and a screen. Ppt presentation: Moral development, Ethics, moral principles, moral dilemma Handout1. moral development Proposal of Timing: 10 minutes
2. Moral dilemmas	2. Organized in groups, the trainees will analyze moral dilemmas to identify their basic ethical principles**.** They will also find the solution to their moral dilemma The dilemmas will approach different issues: • Inclusive Education School Leader • Curriculum or assessment specialist • Organizational leader • Lead Teacher **List of needed Equipment and Materials** They will fill in the [Handout 2 Moral Dilemmas](#) Sheets of writing paper Writing instruments

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	Notes for the trainer It is necessary to have a warm atmosphere in group, in order to encourage trainees to communicate each other and to feel in a good mood. **Proposal of timing:** 15 min **Notes for the trainer** During the group activity, it is necessary to take care at the feedback provided by the trainees. 3. The trainees will work in groups to argue the role of ethics from different perspective of an educational leader. They will fill in the Handout 3. Role of ethics in educational leaders` training The trainer will be all the time calm, friendly without comments and ironic replies **List of needed Equipment and Materials** Handouts 3 for each group writing instruments Proposal of timing: 10 min **Notes for the trainer** The trainer must conduct the discussion and encourage the arguing process
3. The role of ethics in education	
Name of the Session	**Description of Learning Activities / Methods**
1. Introductory activity **What does moral development mean? Theroetical ethics,**	**Introductory activity** The first activity familiarizes the trainees with the most important concepts related with moral development, ethics, ethical principles and moral dilemmas. The trainer introduces the key-terms and asks the participants to

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practical ethics	explain them based on their previous knowledge.
	The participants receive sheets of paper with Handout 1, to characterize each stage of Kohlberg`s moral development theory. The trainees complete the requirements while the trainer explains his Power Point presentation.
	The trainer explains Kohlberg`s theory on moral development and relates the different ethical theories to their correspondent values or principles.
	List of needed Equipment and Materials
	Listed forms of Handout 1 for each participant.
	Writing instruments
	Projector
	laptop
	Proposal of Timing: 10 minutes
	Notes for the trainer
	Explains the stages of Kohlberg`s theory on moral development.
	The trainer must pay attention to the trainees understanding, to their intellectual and affective wellbeing.
2. **Moral Dilemma**	**Description of Learning Activities / Methods**
	The goal of this activity is to prove the importance and efficiency of moral dilemmas in the development of trainees` competence in moral judgment.
	The trainer organizes groups of 4-5 trainees. Each group receives a card with the following moral dilemmas:
	1).There is one event from 21 years ago that is stamped in my memory. I had a family affair and I asked the secretary to be excused from the last hour. The secretary told me that she could not find a substitute teacher and that I should tell the pupils to stay in the library. The next day, when I came to work, one of the teachers met me and asked me: "Have you heard what had happened? Yesterday, your pupils had a fight during the last period and one of them is hospitalised with an eye wound." I was totally shocked and felt responsible for what had happened. Legally, I don't know if there are rules about leaving school before the end of the day. I had a feeling that there might be a problem. This event is strongly etched in my memory, and I decided then that in the future, if I'm not sure about the rules, I'll always ask for clarifications (Rafi, male, 63 years old, coordinator in a high school). (Shapira-Lishchinsky, 2010)
	2)In the other class, there was a boy named Shuki who broke all the rules. He

had

dozens of police records. Due to his behavior, his homeroom teacher refused to have him in her class any longer. Shuki was about to be expelled from school. The principal asked me time and again to take Shuki into my class, pleading with me that I was Shuki's last chance. I finally agreed. Shuki transferred to my class and promised that he would behave properly. Unfortunately, the reality was quite different. A month passed and I went to see him at his workplace. I talked to him. I did not realise at the time how much this talk had meant to him. He ended up receiving the best recruit award' at the end of his basic training in the army..I am always willing to give a second chance and I believe in every pupil (Ruth, female, 55 years old, home room teacher in a high school).   (Shapira-Lishchinsky, 2010)

3). As a remedial teacher, I take pupils out of the classroom for private lessons. That day, while I was in my private lesson with a certain pupil, the rest of the class had a music lesson during which they destroyed school property. The music teacher relayed the names of the troublemakers to the principal, including the name of the pupil who had been with me. The principal suspended the pupils. That pupil's mother called the principal and told her that during the time of the incident, her son had been with me. The principal did not bother checking with me and said that I had probably let him out 15 minutes before the end of the lesson. The next day, I talked to the music teacher and he admitted that he could have made a mistake. Then the principal called me in for a talk and said that she felt that I was not loyal having conversations with the mother. I was a young teacher at the time. That event was so upsetting. As a result, I decided to be more careful with my colleagues' needs (Miri, Female, 29 years old, special education teacher in a secondary school. (Shapira-Lishchinsky, 2010)

4). The coordinator asked me to develop a new study unit. Two months later, at a staff meeting, she handed out a brochure about the new study unit that I had developed, but she put her name on it instead of mine. For quite some time, I was moping around, not knowing what to do. I was afraid to confront her and embarrass her. After all, we were colleagues..Now I am a little sorry because in hindsight, I think that I should have said something. Today I would have acted differently because I think that if you feel that an injustice has been done to you, you should openly talk about it (Rona, female, 35 years old, homeroom teacher in a high school).   (Shapira-Lishchinsky, 2010)

5). When Amre's mother arrived to enroll her son, there were only three students in the morning group, one of whom had the autism, another, who was from a low-income family, and a third, who did not have any identified special need. As there was already one child with Autism Spectrum Disorder (ASD) among three students, it was believed that they were not able to include more children with disabilities at that point unless more students

without identified special needs were attracted to the center. The principle of 20/80 proportion was explained to Amre's mother, and she was suggested to consider enrolling him after more students enter the center. However, the mother reacted harshly; she had heard too many refusals in the past. The mother explained that Amre has been always denied the right to attend a mainstream kindergarten, and then school, because of his behavioral difficulties. She then tried several expensive private schools, claiming that she was ready to pay any amount of the fee to get her son placed in a school, however, the private schools rejected her referrals. By the time she came to the center, she had felt already desperate and lonely, and almost started crying, while aggressively pushing the teacher, the director of the center, to enroll Amre. When the mother finished her speech, the center leadership felt confused and puzzled, and began to re-assess the principle of proportion, though both maintaining and forfeiting it carried their own risks. (Rollan, 2018)

6) Ricky Johnson was known as a school bully. During the school year several students suffered from his aggressive and mean behavior. This particular day, during lunch, Ricky decided he was going to challenge every boy in his class to a physical battle. He proceeded to run over to several of his classmates and punch them in the stomach. Unfortunately for Ricky, Mr. Washington, the school security guard, witnessed his behavior and was able to stop him before he struck another student. Mr. Washington brought Ricky kicking and screaming to the main office where he was received by the school nurse and guidance counselor. While in the nurse's office, Ricky continued to scream, stating that Mr. Washington had held him down and allowed another student (John Petterson) to punch him in the stomach. the guidance counselor immediately located John and questioned him about the incident. John confirmed Ricky's claim and stated that Mr. Washington did give him permission to punch Ricky in the stomach while he held him. In the midst of this incident, Ms. Henry, the school principal, arrived and immediately the guidance counselor and nurse apprised her of the situation. Not wasting a minute, Ms. Henry spoke to all of the parties involved.   (Shapiro, Stefkovich, 2011)

The requirements are the same for each group:
Analyze the dilemma from a teacher and from a principal`s points of view.
What is the dilemma about ? (from teacher`s perspective/ from the principal`s perspective?
Which are the secondary principles (norms) that are in conflict?
How do you prioritize them? Why?
Discuss in group and find a solution from the teacher`s view point and from the principal`s.
What type of dilemma is it from the principal`s perspective?
The groups will solve the requirements and the solutions will be presented for

	the entire classroom. **Proposal of Timing**: 20 minute **List of needed materials:** The group cards with Handout 2. Writing instruments. Sheets of paper **Note for the trainer:** Coordinates the groups` activity. Helps the participants with supplementary questions. Encourages the participants to involve into the group activity, finding the ethical principles that are confronting and the type of moral dilemma to be solved.
3. **The role of ethics in education of the teacher leaders**	The trainer distributes the group cards with handout 3. The members of the groups asked to work together to argue the role of ethics in teacher leaders` education and behavior. The trainer explains the trainees that their handout forms suggest the criteria that guide their answers. The activity ends when all groups have presented their outcomes. **Proposal of Timing:** 10 minutes **List of needed materials**: Cards with handout 3 for each group Writing instruments **Notes for the trainer** Leads the activity and encourage the arguing process.
Tips for Trainer	Each activity has specific tips for trainers. *Note: The trainer distributes the time of the session according to his/her program. Therefore, he/she will propose the appropriate breaks.*

Co-funded by the
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Handouts

There are separate files – Handouts1,2,3 one presentation (Moral Development- key words)

Evaluation

The training module will be evaluated through a Kahoot. Enter code for participants will be generated instantly. ?

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What does Moral Development Mean? Theoretical Ethics, Practical Ethics, the Role of Ethics in Education

1. **What does Moral Development mean ?**

In a general sense, moral development refers to how we distinguish the good from the worth, as we grow and mature. But the distinction between good and bad is also the ethics object of study. In other words, moral development is the basis of the manifestation of ethical behavior. The concept of moral development was firstly theorized by J. Piaget and L. Kohlberg. These theories gave birth to the constructivist psychological paradigm on moral development.

Jean Piaget considers that child`s moral development is closely related to his mental, cognitive level. Both, Piaget and Kohlberg state that moral development is a psychological process that is going on in several stages. From children`s moral judgments perspective, Piaget stated the existence of two stages. The first one, the Heteronomous morality, between 4-7 years old is also called moral realism (Fleming, 2006), or morality of constrains (Keung Ma, 2013; Mc Leod, 2015). The second Piaget`s stage of moral development is that of Autonomous morality (9-10 years old). It is also called the stage of moral relativism, or the morality of co-operation (Keung Ma, 2013). Kohlberg`s theory on moral development is based on Piaget`s cognitive developmental stages, but it contains three levels and six stages (Fleming, 2006; Çam, Çavdar, Seyulogullari, Çok, 2012). The three levels are Pre-conventional Morality, Conventional Morality, and Post-conventional Morality. All these levels and stages were differently described by Piaget`s and Kohlberg`s theories analysts.

Piaget`s first stage of moral development occurs between the age of 4 to 7. Children at this age perceive norms as imposed from the outside; they obey others` people norms, thinking that norms are fixed and unchangeable. They consider that breaking norms will lead to immediate punishment. The second stage, of Autonomous Morality, moral relativism or morality of co-operation appears at the age of 9-10 years old. The child`s own rules become more important in judging the good and the worth. Children recognize that moral rules are changeable, and that morality also depends on intentions. They begin to understand that their good intentions may be interpreted as determining good facts, that are not to be punished, even if they behave while wrong way. The idea of justice becomes also important. The punishment is seen as acceptable to put things right or to understand the harm. Children accept that justice could be relative so that sometimes the guilty are not punished and the innocent can suffer unfairly. But the two moral stages may co-exist at the same age, and in the same child, meaning that they don`t synchronize.

Kohlberg`s theory on moral development is organized on levels and stages. The first level, of Pre-conventional morality, mostly appears when children `s behavior is determined by their desire to avoid punishment. This level contains in Kohlberg`s

vision, two stages. During the first one, called "might makes right", the child obeys rules to avoid punishment. The consequences are important as they represent punishment. Children do not comprehend the rules of society. Stage 2, characterized as instrumentalism, or "what`s in it for me" is the period when the child understands that cooperation could be useful. He is less egocentric, accepting that if something is good for others, it could be good for him too. The second level in Kohlberg`s theory on moral development is called Conventional Morality when the child gains a more objective perspective on right and wrong. This level includes 2 other stages. During the third stage, of interpersonal relationships, also named "Good girl/boy" stage, the child is looking for social approval from his appropriates (parents, brothers). The fourth stage, that of law and order, is the one of preserving the social conventions. The child has a powerful sense of order and of doing his duty. Kohlberg`s third level of moral development theory is called Post-conventional Morality. It includes the fifth stage, that of "Social contract" and the sixth one, of Universal ethical principles. During the fifth stage, the individual accepts that rules and regulations are beneficial for all people. He accepts also that laws can be changed. During the sixth stage, the individual`s moral judgments are fully developed. Right and wrong are determined by individual reflection on proper behavior. The individual accepts that what is wrong in most circumstances might be justified in special contexts.

Carol Gilligan considers that these theories put an unjustified emphasis on men`s morality, identifying possible discrimination between women`s and male`s moral judgment quality (Fleming, 2006; Çam, et al., 2012). She proposes her stages of moral development: the pre-conventional stage, while individual survival is the most important goal, followed by transition, from selfishness to the recognition of responsibilities to others, the conventional stage, when self-sacrifice is goodness; another transition stage, from ext good behavior to the truth that she is a person too, with real personal needs and the post-conventional stage, based on the principle of nonviolence (Sirswal, 2014). Hence, Gilligan proposed a new ethic, the ethics of care, to distinguish it from Kohlberg`s ethics of justice. Keung Ma (2013) observed connections between Kohlberg`s 6th stage of moral development, Kant`s moral philosophy and Rawl`s theory of justice. He explained that the 6th stage of moral development means that "all persons are treated as morally equal, and cumulative justice is regarded".

Criticizing Kohlberg`s theory, Turiel (2018) noticed a lack of attention to definitions of morality. He also focused on connections between social life and morality (Çam, et al, 2012) and emphasizes differences between the children`s understanding of rules and the effect of physical punishment on their understanding of morality. From this perspective, Fleming (2006) reveals that Piaget found 4 stages of evolution related with children`s understanding of rules. Children under four years old obey "motor rules" and do not understand "truly collective rules". About the age of four to seven, they do not understand the rules very well and have no strong sense of cooperation or

competition. Children between seven and eleven years old are characterized by incipient cooperation tendencies. They understand both, cooperative and competitive behavior, but their understanding differs from child to child, often being incomplete. During the fourth stage, over the age of eleven or twelve, children understand rules in a "more legislative fashion". It is the stage of "genuine cooperation" when children are especially interested in rules and are inventing new ones. Interested in moral development during the early years, Turiel (2018) paid more attention to the importance of "intuition, collaboration and cooperation, normativity, parenting, and individual differences" (p. 299) in a child`s moral development. Turiel defines intuition as a "form of thinking associated with social contexts that can occur across ages as involved in the ways individuals approach new problems". Turiel also states that "A significant indicator of the development of «autonomous» morality is when children challenge rules and group norms" and when "authority expectations are perceived as being unfair" (p. 300). From Turiel`s point of view, fairness and social norms are" normative or moral notions". Children`s direct social interactions and experiences with others, including children of varying ages and adults, also contribute to the ongoing moral development process.

Turiel (2018) considers, as Kohlberg did, that "moral definition (…) includes issues of harm, welfare, fairness, and equitable distribution", and Piaget connected morality to cooperation, respect, and obligation" (p. 298). Defining morality as "prescriptive norms concerning other`s welfare, rights, fairness and justice", Dahl and Killen (2018) state that morality stems from neo-Kantian philosophical accounts of morality. But they complete their definition adding that "children and adults also make judgments about conventional, religious and personal safety considerations". Socialization and learning complete moral development with community norms. It is the socialization and learning view on moral development which contrasts with the constructivist view that states that children acquire general obligations about fair and equal treatment of other thoughts, a process that involves interpretation and evaluation of social experiences. Thus, research proves that moral development is closely linked with what morality means, and from a constructivist, psychological perspective it represents a long process that develops in several levels and stages and focuses on values such as norms, trust, harm, welfare, or punishment, principles, such as, equality, justice, reciprocity, fairness, and equity, and behaviors that could refer to cooperative, competitive, social, and community norms and experiences.

2. Theoretical ethics, Practical ethics in educators` training

The relationship between moral development, morality and ethics have been studied by numerous researchers. Moral development represents the basis and the source of morality, which, commonly taken, may be considered as a synonym for ethics

(Choudhurry, 2016). But ethics is also a branch of philosophy, whose object of study is represented by morality.

Researchers in different historical periods developed numerous theories on ethics, such as the Aristotelian Virtue Ethics, Mill`s Utilitarian Ethics, Kantian Ethics or Deontological Ethics, Ethics as Consequence, or Ethics of Care. Pettersen (2011) considers that the newer Ethics of Care describe moral agents, not primarily through independence, but rather as being interconnected, vulnerable, dependent and asymmetric. Care ethics studies all kinds of relationships, not just private or professional ones. It draws attention to structural violence, which alters the relations between institutions and individuals and is characterized by the lack of concern between unequal parties (the global corporation vis-à-vis the individual). A care ethicist applies a different set of analytical concepts than a deontologist or a utilitarian philosopher. The ethics of care universally condemns exploitation and injury (the principle of not doing evil) and assumes a universal commitment to human flourishing (the principle of doing good). It goes further than other types of ethics by asking for active intervention, taking into account experiences, practicing self-reflection and sensitive judgments during which contextual differences are assisted. The ethics of care universally condemns exploitation and injury (the principle of not doing evil) and assumes a universal commitment to human flourishing (the principle of doing the good- beneficence). It goes further than other types of ethics by asking for active intervention, taking into account experiences, practicing self-reflection and sensitive judgments during which contextual differences are assisted (Pettersen, 2011; Gruber, 2019). Analyzing the differences between ethical theories, Davis (2009, p. 77) states "moral theory is a sort of arms race between theorists who develop new counter-examples and theorists who find ways to absorb them into the theory". The differences between these ethical theories consist of the most important values, principles, rules, concepts and methods that are emphasized by their theoreticians.

Applied or Professional Ethics are newer, practical theories on ethics. According to Sandu (2012), applied ethics analyzes a series of concrete situations from social or professional practice, to make appropriate decisions, related to moral issues. Beauchamp (Mureșan, 2009, p.15) states that applied ethics "involves the use of specific methods for the critical examination of moral problems of different professions, technologies or different public policies". Gulcan (2014) considers that applied ethics examines the particular ethical issues of private and public life, while professional ethics is one of the important branches of applied ethics. In general, professional ethics can be defined as standards or codes to provide people on guidance in their professional lives.

The concept of ethical principles has been settled by Beauchamp and Childress for the domain of bioethics. They state (quoted by Mureșan, 2009, p 27) that ethical principles are "set of widely accepted values that guide moral evaluations". Such

general ethical principles are respect for one`s autonomy, dignity, harmlessness, beneficence, and justice. Over time, these principles became the basis on which one can analyze, criticize or interpret moral rules or the central values of a society. At the European level, the general ethical principles gained adapted forms or added new principles, such as the principles of integrity and that of vulnerability (Gruber, 2019). The principle of autonomy implies the respect for an individual`s capacities to create ideas and goals in life, to understand someone morally, to have a private moral life; to act and reflect without being constrained, to take personal responsibilities, political involvement and informed consent capacity. The principle of dignity refers to the respect of the human being as "moral being", but also as "specific human being", having "soul and body". The principle of integrity provides respect for the privacy of the individual, his condition of having a dignified, mental and physical life, without any intervention from the outside. It concerns the protection of individuals with the public storage of personal data, the right to decide his death, etc. The principle of vulnerability refers to the "fragility of life", referring to the care for the vulnerable beings (Mureșan, 2009).

Appreciating the importance and usefulness of learning theoretical ethics to students and practitioners, Davis (2009) considers that it is a "philosophers` dream", while from practical ethics, students and practitioners find sets of decision rules or questions with which to approach a practical problem. From students` perspective moral theories offer "useful ways to think about ethical problem", meaning "a list or a set of guidelines to help students think through the specific ethical problem" and "a part of larger decision procedure when teaching "professional ethics. There are different types of tests, such as Harm tests, Virtue tests, Professional tests, Colleague tests or Organization tests, which are based on specific principles, drawn from common sense, and students can apply them with reasonable accuracy. The questions included in such tests focus on specific principles, such as harm, fairness, justice, collaboration, competition, principles that have been stated by theoretical ethics. The harm test could ask about the consequences of a particular act (does this option do less harm than any alternative?) Virtue test asks a question that suggests rule-utilitarianism and virtue theory (what would I become if I choose this option often?) The professional, colleague, and organizational tests ask questions we might associate with relativist theories (what might my profession's ethics committee say about this option?; what do my colleagues say when I describe my problem and suggest; what does the organization's ethics officer or legal counsel say about this?) (Davis, 2009, 73). Theoretical ethics is supported in a practical ethics course if they suggest ways to teach with "a lower cost in time and effort". The moral theories are used as heuristics, implying the students` effort in solving ethical problems.

We also can use moral dilemmas, as useful instruments of training students` ethical thinking. Research cites a lot of definitions of moral dilemmas. Thus, You (2016, p. 20)

defines moral dilemma as "a conflict between what ought to be for one reason and what ought to be for another reason, which cannot be resolved in terms of one reason overriding another". Biasetti (2014, p 1048) defines a moral dilemma as "a situation where the contents of two, or more normative elements are truly incompatible or cannot be ordered. Whatever the agent decides to do she/ he will break a moral reason". He distinguishes between symmetric and asymmetric dilemmas. The asymmetric conflict offers several opportunities that facilitate the solution: the subject may identify the contradictory norms, he may highlight the crucial incompatibilities and provide the focus on the possible resolutions. At the same time, the conflict could be read as a conflict between principles, understood as the general normative reason that does not have a direct reference to a concrete situation. Examples of such principles could be assistance, respect for private property, permission/ prohibition, or moral integrity. But the dilemma could also be read as a conflict between two different rights (p. 1055). Symmetric dilemmas appear when conflicting reasons are identical and originate from the same principle. To find a resolution, the agent has to consider that only one of the two obligations is a real obligation. In other interpretation, the conflict will have a resolution of some kind, a resolution which is better than the other possible resolutions.

3. The Role of Ethics in Educational Leaders` Behavior

Learning ethics implies theoretical ethical knowledge, ethical competencies, and ethical attitudes. All these elements are important form the educators` point of view and especially from their leaders` training. Knowing theoretical ethics helps educational leaders to make correct ethical judgments and take the best decisions, based on ethical values and principles. Knowing theoretical ethics helps educational leaders to make correct ethical judgments and take the best decisions, based on ethical values and principles.

Synthesizing the role of ethics in education, Gluchmanova (2015) considers that moral principles are the basis of deontological ethics, while rules and duties are the basis of moral actions. Based on ethical theories, educational leaders can analyze the importance of their actions and justify them for public education, by applying the values and methods provided by ethics of consequence. Virtue ethics should serve educators to cultivate virtues in their students. Practical ethics help educators and their leaders to define their professionalism from different perspectives: ethics bring educators in the position to profess their own beliefs about the meaning and values of education, expressing their philosophy of education, grounded on the care for students and the self. Educational leaders can also exercise their ethical professional judgments and apply their ethical professional principles, based on Ethical Professional Codes. A Teachers` Ethical Code includes ethical principles, professional behavioral rules, ethical

standards (Shutt, Welmers, 2010), and interdictions that guide educational activity for all the actors involved in education.

Another important contribution of learning ethics in future educational leaders is that they can practice ethical decision-making in actual settings as well as through collaborative studying (Shutt, Wlemers, 2010). The first and foremost quality of a good teacher and an educational leader is genuineness. That means that integrity must be at the heart of his ethical practice. A person cannot be ethical if he is not true to himself. Gulcan (2014) appreciates that studying ethics in schools help students to socialize. It also influences the quality of a student`s life, as the school should train students to become good persons, who act in a morally correct way.

Other aspects that make ethics being so important in teachers` and educational leaders` education result from the newest trends in actual education, meaning multiculturalism and inclusive education. Gluchmanova (2015) appreciates that actual emphasis on multiculturalism and inclusive education asks educational leaders who be committed to real inclusive classrooms, who foster a sense of citizenship and socializing attitude. Multiculturalism refers to accepting different ethnic and national values, norms and customs, but also accepting inclusive education, promoting a positive learning activity, human rights and denial of any discrimination. These requirements need ethical based attitudes and convictions that cannot be simulated if they aren`t internalized.

To conclude, moral development represents the basis of ethical behavior. Its theoretic levels and stages describe and characterize the path a child needs to follow to become a moral and ethical person. Theoretical ethics and practical ethics are of variable importance in training educational leaders. Values, moral norms, rules and ethical principles provided by the study of the principal ethical theories are useful for future educational leaders, but this basis has to be completed by practical knowledge, concrete practices, and exercises on ethical behaviors. Reflective or arguing exercises, answering ethical tests dealt on moral issues, and solving moral dilemmas are only a few efficient ways to train educators leaders to behave as ethical leaders.

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Name: Moral development

Materials: Listed forms of Handout 1 for each participant, writing instruments, videoprojector and laptop

Number of Participants: between 15-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: 10 **minutes**

Preparation: The trainer must pay attention to the trainees understanding, to their intellectual and affective wellbeing.

Goals:

- to introduce the trainees into the problem of ethical behavior of the future educational leaders
- to analyse the importance of ethics in teacher` leaders activity

Method Description: Participants will practice skills that will endorse their capacity to fulfill teacher leader roles,dealing with :
- Organizational dilemma
- Hybrid Teacher dilemma
- Lead Teacher dilemma
- Inclusive Education dilemma

Kohlberg`s Theory on Moral Development

Level	Stage	Characteristics
Pre-conventional Morality	"might makes right"	
	instrumentalism, "what`s in it for me"	
Conventional Morality	interpersonal relationships, "Good girl/boy"	
	law and order	
Post-conventional Morality	"Social contract"	
	Universal ethical principles	

Moral principles

"set of widely accepted values that guide moral evaluations" (Beauchamp and Childress)

Explain the meaning of:

Moral principle	Meaning
respect for one`s autonomy	
dignity	
harmlessness	
beneficence	
justice	
integrity	
vulnerability	

Moral Dilemma

- a conflict between what ought to be for one reason and what ought to be for another reason, which cannot be resolved in terms of one reason overriding another (Yun, 2016).
- a situation where the contents of two, or more normative elements are truly incompatible or cannot be ordered. Whatever the agent decides to do she/ he will break a moral reason" (Biasetti, 2014).

Types of moral dilemmas :

- **asymmetric-** contradictory norms or principles (seen as general normative reasons).
- **symmetric-** conflicting reasons are identical and originate from the same principle.

Name: Moral Dilemmas

Materials: Listed forms of Handout 1 for each participant, writing instruments, videoprojector and laptop

Number of Participants: between 15-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: 15 **minutes**

Preparation: Organized in groups, the trainees will analyze moral dilemmas to identify their basic ethical principles**.** They will also find the solution to their moral dilemma

Goals

- to exercise how to deal with moral dilemmas and to find the solution to it
- to identify the basic ethical principles

Method Description: During the group activity, it is necessary to take care at the feedback provided by the trainees.

1)There is one event from 21 years ago that is stamped in my memory. I had a family affair and I asked the secretary to be excused from the last hour. The secretary told me that she could not find a substitute teacher and that I should tell the pupils to stay in the library. The next day, when I came to work, one of the teachers met me and asked me: "Have you heard what had happened? Yesterday, your pupils had a fight during the last period and one of them is hospitalised with an eye wound." I was totally shocked and felt responsible for what had happened. Legally, I don't know if there are rules about leaving school before the end of the day. I had a feeling that there might be a problem. This event is strongly etched in my memory, and I decided then that in the future, if I'm not sure about the rules, I'll always ask for clarifications (Rafi, male, 63 years old, coordinator in a high school).

Analyze the dilemma from a teacher and from a principal`s points of view.
What is the dilemma about ? (from teacher`s perspective/ from the principal`s perspective?
Which are the secondary principles (norms) that are in conflict?
How do you prioritize them? Why?
Discuss in group and find a solution from the teacher`s view point and from the principal`s.
What type of dilemma is it from the principal`s perspective?

Caring climate vs. formal climate

Be more flexible
Organizational skill

2) In the other class, there was a boy named Shuki who broke all the rules. He had dozens of police records. Due to his behavior, his homeroom teacher refused to have him in her class any longer. Shuki was about to be expelled from school. The principal asked me time and again to take Shuki into my class, pleading with me that I was Shuki's last chance. I finally agreed. Shuki transferred to my class and promised that he would behave properly. Unfortunately, the reality was quite different. A month passed and I went to see him at his workplace. I talked to him. I did not realise at the time how much this talk had meant to him. He ended up receiving the best recruit award' at the end of his basic training in the army..I am always willing to give a second chance and I believe in every pupil (Ruth, female, 55 years old, home room teacher in a high school). (Shapira-Lishchinsky, 2010)

Analyze the dilemma from a teacher and from a principal`s points of view.
What is the dilemma about? (from teacher`s perspective/ from the principal`s perspective?
Which are the secondary principles (norms) that are in conflict?
How do you prioritize them? Why ?
Discuss in group and find a solution from the teacher`s view point and from the principal.
 What type of dilemma is it from the principal`s perspective

Inclusion/ giving a second chance
Following formal rules/ trust
(Exclusion/ fairness)

3). As a remedial teacher, I take pupils out of the classroom for private lessons. That day, while I was in my private lesson with a certain pupil, the rest of the class had a music lesson during which they destroyed school property. The music teacher relayed the names of the troublemakers to the principal, including the name of the pupil who had been with me. The principal suspended the pupils. That pupil's mother called the principal and told her that during the time of the incident, her son had been with me. The principal did not bother checking with me and said that I had probably let him out 15 minutes before the end of the lesson. The next day, I talked to the music teacher and he admitted that he could have made a mistake. Then the principal called me in for a talk and said that she felt that I was not loyal having conversations with the mother. I was a young teacher at the time. That event was so upsetting. As a result, I decided to be more careful with my colleagues' needs (Miri, Female, 29 years old, special education teacher in a secondary school.   (Shapira-Lishchinsky, 2010)

Analyze the dilemma from a teacher and from a principal`s points of view.
What is the dilemma about? (from teacher`s perspective/ from the principal`s perspective?
Which are the secondary principles (norms) that are in conflict?
How do you prioritize them? Why ?
Discuss in group and find a solution from the teacher`s view point and from the principal
What type of dilemma is it from the principal`s perspective?
Loyalty to colleagues versus school norms
Professional loyalty/ correctness
Fairness/ suspiciousness
Lead Teacher dilemma

4). The coordinator asked me to develop a new study unit. Two months later, at a staff meeting, she handed out a brochure about the new study unit that I had developed, but she put her name on it instead of mine. For quite some time, I was moping around, not knowing what to do. I was afraid to confront her and embarrass her. After all, we were colleagues..Now I am a little sorry because in hindsight, I think that I should have said something. Today I would have acted differently because I think that if you feel that an injustice has been done to you, you should openly talk about it (Rona, female, 35 years old, homeroom teacher in a high school).   (Shapira-Lishchinsky, 2010)

Analyze the dilemma from a teacher and from a principal`s points of view.
What is the dilemma about? (from teacher`s perspective/ from the coordinator`s perspective?
Which are the secondary principles (norms) that are in conflict?
How do you prioritize them? Why ?
Discuss in group and find a solution from the teacher`s view point and from the coordinator`s.
What type of dilemma is it from the coordinator`s perspective?

(Shapira-Lishchinsky, 2010)

"convey your feeling to your superiors"

relationship between colleagues

Justice/ lie
Dishonesty/ integrity
Fear/ truth
Lead   Teacher dilemma

5). When Amre's mother arrived to enroll her son, there were only three students in the morning group, one of whom had the autism, another, who was from a low-income family, and a third, who did not have any identified special need. As there was already one child with Autism Spectrum Disorder (ASD) among three students, it was believed that they were not able to include more children with disabilities at that point unless more students without identified special needs were attracted to the center. The principle of 20/80 proportion was explained to Amre's mother, and she was suggested to consider enrolling him after more students enter the center. However, the mother reacted harshly; she had heard too many refusals in the past. The mother explained that Amre has been always denied the right to attend a mainstream kindergarten, and then school, because of his behavioral difficulties. She then tried several expensive private schools, claiming that she was ready to pay any amount of the fee to get her son placed in a school, however, the private schools rejected her referrals. By the time she came to the center, she had felt already desperate and lonely, and almost started crying, while aggressively pushing the teacher, the director of the center, to enroll Amre. When the mother finished her speech, the center leadership felt confused and puzzled, and began to re-assess the principle of proportion, though both maintaining and forfeiting it carried their own risks.   (Rollan, 2018)

Analyze the dilemma from mother`s and from a principal`s points of view.
What is the dilemma about? (from teacher`s perspective/ from the coordinator`s perspective?
Which are the secondary principles (norms) that are in conflict?
How do you prioritize them? Why ?
Discuss in group and find a solution from the teacher`s view point and from the coordinator`s.
What type of dilemma is it from the coordinator`s perspective?

Justice/ formal rules

Inclusion/ the other children`s rights

Inclusive Education School leader

6) Ricky Johnson was known as a school bully. During the school year several students suffered from his aggressive and mean behavior. This particular day, during lunch, Ricky decided he was going to
 challenge every boy in his class to a physical battle. He proceeded to run over to several of his classmates and punch them in the stomach. Unfortunately for Ricky, Mr. Washington, the school security guard, witnessed his behavior and was able to stop him before he struck another student. Mr. Washington brought Ricky kicking and screaming to the main office where he was received by the school nurse and guidance counselor. While in the nurse's office, Ricky continued to scream, stating that Mr. Washington had held him down and allowed another student (John Petterson) to punch him in the stomach. the guidance counselor immediately located John and questioned him about the incident. John
confirmed Ricky's claim and stated that Mr. Washington did give him permission to punch Ricky in the stomach while he held him. In the midst of this incident, Ms. Henry, the school principal, arrived and
immediately the guidance counselor and nurse apprised her of the situation. Not wasting a minute, Ms. Henry spoke to all of the parties involved. (Shapiro, Stefkovich, 2011, p. 43-45)

Analyze the dilemma from Mr. Washington and from Mr. Henry, the school principal`s points of view.
What is the dilemma about? (from the the security guard`s perspective and  from the principal`s perspective?)
Which are the secondary principles (norms) that are in conflict?
How do you prioritize them? Why ?

Discuss in group and find a solution from the security guard`s and from the principal`s view points.
What type of dilemma is it from the coordinator`s perspective?

Bullying/ employee`s behavior
care/ community
school community dilemma

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Name: The Role of Ethics in Educational Leaders` Training

Materials: Handouts 3 for each group, writing instruments

Number of Participants: **between** 15-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: 10 **minutes**

Preparation: The trainer must pay attention to the trainees understanding, to their intellectual and affective wellbeing.

Goals:

- to to argue the role of ethics in teacher leaders` education and behavior
- to analyse the importance of ethics in teacher` leaders activity

Method Description:

     The trainer distributes the group this handout 3.The members of the groups asked to work together to argue the role of ethics in teacher leaders` education and behavior. The trainer explains the trainees that their handout forms suggest the criteria that guide their answers.

The activity ends when all groups have presented their outcomes.

	Role of Ethics in Teacher`s Education and Professional Behavior	
	Theoretical Ethics	**Practical Ethics**
Virtue Ethics Emphasize on virtues:		
Utilitarian		

Ethics Emphasize on utility -the principle of the greatest happiness		
Deontological Ethics Emphasize on moral duties		
Consequence ethics Emphasize on consequences		
Care ethics Emphasize on care, vulnerability		

Structure Of The Learning Module

Number	MODULE 2
Title of module	**Types Of School Leaders And Their Role In School Life**
Topic / Short Description	The aim of this module is to provide teachers with the knowledge and skills required for 'Effective Leader Teaching'. Leading teachers contribute to the school cycle to develop and maintain success. Therefore, leading teachers have many roles that lead their peers or students. These roles can be clustered under ten headings according Harrison, C. and Killion, J. These roles are: Resource Provider, Instructional Specialist, Curriculum Specialist, Classroom Supporter, Learning Facilitator, Mentor, School Leader, Data Coach, Catalyst for Change, Learner. People use interpersonel skills in their daily lives for communication and interaction with each other both individually and in groups. In addition, the ones who have potent interpersonal skills achieve more in their professional and personel lives. As a result, it can be inferred that teacher leaders with strong interpersonal skills would be more successful in performing leadership within their schooll community. Interpersonal skills that need to be developed for effective leadership teaching can be listed as follows: Communication Skills, Emotional Intelligence, Team-working, Negotiation, Persuasion, and Influencing Skills, Conflict Resolution and Mediation, Problem Solving and Decision Making. Here, applications will be shown to improve participants' skills mentioned below. - Media Literacy - İnformation Literacy, Data Literacy - Conflict Resolution - Team Working Skills - Working with Adult Learners The knowledge and the skills needed for effective teacher leadership are obtained not only by being experienced in teaching profession but also could be developed by trainings on leadership.

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Target groups	Primary school, secondary school, high school teachers School managers School counselors and other education experts Education researchers Teacher trainers Decision makers in the educational system
Training Goal	- Emphasize importance of information literacy/media literacy in the information age. - Be able to criticize resources used for educational purposes (Teaching/learning activities, professional development, decision making, etc.) in technical, visual, content, authority and pedagogical aspects of it. - Differentiate data and information. - Increase ability to present data in an applicable and functional manner. - Develop willingness to learn to use multiple data collection and analysis tools. - Provide basic information on understanding the four types of data (demographic, perception, program, and student achievement) - Effective communication - Dispute demonstrate compromising behaviors in (conflict) situations. - Strengthen self-awareness - Understand conflict resolution strategies - Identify your conflict resolution strategies - Explore areas of growth - Disputes, gaining the ability to resolve conflicts. - Introduce trainees with term of 'team', teamworking skills, and roles of teachers and teacher leader in teamworking. - Understand how to be used teamworking skills by teacher leader and teachers. - Structure fair and clear discussion, - Provide a safe environment and keep discomfort out - Understand adult learners and their needs for effective learning - Provide development of content and pedagogical knowledge of teacher.

Learning Objectives / Learners skills	● Media Literacy ● İnformation Literacy ● Data Literacy ● Conflict Resolution ● Team working Skills ● Working with Adult Learners
Sessions	• **Handout 2.1** Media Literacy-Information Literacy • **Handout 2.2** Teacher Leader as a Data Coach • **Handout 2.3** What's Your Conflict Resolution Strategy? • **Handout 2.4** Knowledge of Team Working Skills • **Handout 2.5** Study Case Working With Adult Learners
Name of the Session	**Description of Learning Activities / Methods**
Part 1. **Handout 2.1** Media Literacy- Information Literacy	The trainer is using a short PPT presentation about the Information Literacy and Media Literacy (IML), importance of these concepts for teacher leaders in performing their roles of at school. The Groups will then select a web page and fill the Form for Critical Evaluation of a Web Site. **List of needed Equipment and Materials** Any mobile device (Laptop, Tablet, Smart Phone etc.) with internet connection per group, Paper, Pencil/Pen, Projector <u>Power Point Presentation Information Literacy and Media Literacy (IML)</u> **Handout 2.1 Media Literacy-Information Literacy** **Proposal of Timing:** 60 minutes **Notes for the trainer** After the short presentation of instructor (10 minutes), participants will be divided into groups of 5 people, each group will choose a speaker to represent group work after the activity. Groups will choose a web page and fill the following form about it (15 minutes). Participants may choose any web page they use for teaching/learning activities, web pages of their instutions or local educational authorities or universities. They can also choose web pages of EU organizations. After filling the forms, there will

	be a discussion part in which groups' speakers will represent the work they have done (5 minutes per group). The instructor or other groups may ask questions during discussion.
	In order to deepen the discussion, the instructor may use following questions:
	-Why did you choose that web site?
	-Did you change your opinions about the web page after you fill the form? Why?
	-Do you recommend your colleagues to make evaluations like that? Why?
	-What will be the first thing you pay attention before choosing a web page to use in teaching/learning activities or while recommending it to other teachers?
	-Do you think such evaluations should be made for using other types of resources such as books, articles, lesson plans, etc? Why?
	-Do you have any other comments?
	Discussions will take 15 minutes.
Part 2. **Handout 2.2** Teacher Leader as a Data Coach	**Description of Learning Activities / Methods** The trainer is using a short PPT presentation about the Data Coaching; data versus information, types of data, how to collect and analyse data, making data driven decisions. Each group will be given a dataset to analyze and represent the forms by filling out **Handout 2.2-a.** After that, speakers of the groups will summarize their work on forms and discussion part about the presentation and the activity. After the discussion part, **Handout 2.2-b** is given to each participant in order to have them see their self-reflections. **List of needed Equipment and Materials** Any mobile device (Laptop, Tablet, Smart Phone etc.) with internet connection per group, Paper, Pencil/Pen, Projector Power Point Presentation Information Data Coach **Handout 2.2 Teacher Leader as a Data Coach** **Proposal of Timing:** 40 minutes **Notes for the trainer**

After the short presentation of instructor (10 minutes), participants will be divided into groups of 5 people, each group will choose a speaker to represent group work after the activity. Each group will be given a set of data to analyse and represent by filling the forms **(Handout 2.2-a).** (10 minutes). After that, speakers of the groups will summarize their work on forms and have a 10 minutes discussion part about the presentation and the activity.

In the discussion part, the instructor should direct a set of questions in order to provoke participants' ideas about collecting and organizing data, importance of giving data driven decisions for teacher leadership. Sample of these questions are listed as:

-What types of data are collected by teachers at school?
-What are the most common ways used by teachers to collect data?
-What do you think about sharing data you collect at school?
-What are the advantages of making data driven decisions?

According to the answers given by the participants, the number of questions could be enlarged.

After the discussion part, **Handout 2.2-b** is given to each participant in order to have them see their self-reflections. They will have 5 minutes to fill the forms.

Part 3. **Handout 2.3** What's Your Conflict Resolution Strategy?	**Description of Learning Activities / Methods** The trainer is using **What's Your Conflict Resolution Strategy?** questionnaire and a PPT presentation about the Conflict Resolution Strategy. **List of needed Equipment and Materials** Video projector, a laptop, internet connection, Paper, Pencil/Pen <u>Power Point Presentation What's Your Conflict Resolution Strategy?</u> **Handouts 2.3 What's Your Conflict Resolution Strategy?** **Proposal of Timing:** 30 minutes

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	Notes for the trainer It is necessary to have a warm atmosphere in group, in order to encourage participants to communicate each other and to feel in a good mood. The trainer asked the participants **'What's Your Conflict Resolution Strategy?'** asks them to fill out the questionnaire. They will fill in the [Handout 2.3 What's Your Conflict Resolution Strategy?](#) questionnaire in 5 minutes. They are then asked to write their scores on the '**Scoring Table'** in accordance with the directive. They are asked to calculate the total for each category. They are asked to write the lowest score and the second lowest score. The trainer then uses a **PPT** presentation on the **'What's Your Conflict Resolution Strategy?'.** After the presentation is over, participants will fill the **'Self-Assessment Form'.** Participants are asked to write 3 suggestions on the self-assessment form regarding their dominant styles to improve their conflict resolution skills. Participants will be able to share their writings with the group if they wish. The trainer will be all the time calm, friendly without comments and ironic replies.
Part 4. **Handout 2.4** Lead Team and Be a Part of Team	**Description of Learning Activities / Methods** We start this session with a presentation which contains necessary information about team', teamworking skills, and roles of teachers and teacher leader in teamworking . Then a pain point is delivered to trainees to offer suggestions for solution on their own, on the next step, team working is used to reach a solution with the participations of all trainees and teacher leader and also management of teacher leader. At the end, an assessment questionare is applied in order to monitor whether activity reaches the identified goals or not. **List of needed Equipment and Materials** 1. A Flipchart to write suggestions of all participants. 2. White paper, sheets, writing instruments.

	3. In order to present the subjects, it is necessary a video-projector, a laptop and a screen. 4. PPT presentation: Lead Team and Be a Part of Team. 5. **Handout 2.4. Lead Team and Be a Part of Team.** 6. Sample Image; to reflect pain point. 7. Internet connection to deliver assessment questionnaire via *google form*. **Proposal of Timing**: 30 minutes **Notes for the trainer** It is necessary to have a warm atmosphere in group, in order to encourage trainees to communicate each other and to feel in a good mood.
Part 5. **Handout 2.5** Study Case Working With Adult Learners	**Description of Learning Activities / Methods** Session starts with a presentation which contains knowledge and skills of Teacher Leader working with adult learners and a study case is presented, then trainees are divided into groups. Questions associated with the study case are answered by groups. Finally it is tried to reach common solutions. **List of needed Equipment and Materials** **1.** A Flipchart to write answers of all groups. **2.** White paper, sheets, colored pencils **3.** PPT presentation: Study case " Working With Adult Learners" **4. Handout 2.5. Study case " Working With Adult Learners"** **Proposal of Timing**: 20 minutes **Notes for the trainer** It is necessary to have a warm atmosphere in group, in order to encourage trainees to communicate each other and to feel in a good mood.

Handouts

There are different Handouts 2.1, 2.2, 2.3, 2.4 and 2.5 for MODULE- 2

Good practices

There are separate files.

Evaluation

At the end of the MODUL-2, there will be an online evaluation activity. Participants will visit: **www.menti.com** and intructor will give them a code to enter. Instructor will prepare a menti presentation, an example can be found in this link: ***https://www.mentimeter.com/s/f319ba8c606a2f451528a510c2bbcfd9/d13c098e8bb6***

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TYPES OF SCHOOL LEADERS AND THEIR ROLE IN SCHOOL LIFE

Handout 2.1

Name: Information Literacy/Media Literacy Skills for Teacher Leader Roles

Materials: Any mobile device (Laptop, Tablet, Smart Phone etc.) with internet connection per group, Paper, Pencil/Pen, Projector

Number of Participants: Between 15-20

Target Group: Teachers, school administration staff, anyone involved in teaching

Time Needed: 60 Minutes (Detailed in Method Description part)

Preparation: A short presentation about information literacy and media literacy, importance of these concepts for teacher leaders in performing their roles of at school.

Goals:

-To emphasize importance of information literacy/media literacy in the information age.

-To be able to criticize resources used for educational purposes (Teaching/learning activities, professional development, decision making, etc) in technical, visual, content, authority and pedagogical aspects of it.

Method Description:

After the short presentation of instructor (10 minutes), participants will be divided into groups of 5 people, each group will choose a speaker to represent group work after the activity. Groups will choose a web page and fill the following form about it (15 minutes). After filling the forms, there will be a discussion part in which groups' speakers will represent the work they have done (5 minutes per group). The instructor or other groups may ask questions during discussion.

In order to deepen the discussion, the instructor may use following questions:

-Why did you choose that web site?

-Did you change your opinions about the web page after you fill the form? Why?

-Do you recommend your colleagues to make evaluations like that? Why?

-What will be the first thing you pay attention before choosing a web page to use in teaching/learning activities or while recommending it to other teachers?

-Do you think such evaluations should be made for using other types of resources such as books, articles, lesson plans, etc? Why?

-Do you have any other comments?

Discussions will take 15 minutes.

Teachers leaders

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2018-1-PL01-KA201-050605

GROUP NO:…………….   DATE:…..../……./2020

FORM FOR CRITICAL EVALUATION OF A WEB SITE:

Which web browser are you using? (Chrome, Explorer, Safari,.. etc)

………………………………………………………………………………

What is the URL of the Web page you are evaluating?

………………………………………………………………………………..

What is the name of the site?

………………………………………………………………………………..

Part 1: Technical and visual aspects of the page As you look at the questions below, put an X in the yes or no column for each.	YES	NO
1.1 Does the page take a long time to load?		
1.2 Is the spelling and grammar correct on the page?		
1.3 Are there headings and subheadings on the page? • If so, are they helpful?		
1.4 Is the page signed by the author?		
1.5 Is the author's e-mail address included?		
1.6 Is there a date on the page that tells you when it was last updated? • If so, is it current?		
1.7 Is the format of the page standard and readable with your browser?		
1.8 Is there an image map (large clickable graphic with hyperlinks) on the page?		
1.9 On supporting pages, is there a link back to the home page?		
1.10 Are the links clearly visible and annotated or explanatory?		
Part 2: Content As you look at the questions below, put an X in the yes or no column for each.	YES	NO
2.1 Is the title of the page indicative of the content?		
2.2 Is the purpose of the page indicated on the home page?		
2.3 Does the page include the date it was created?		

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2.4 If there is no date, does the information appear to be current?		
2.5 Is the information found on the page useful for your purpose?		
2.6 Did the information lead you to other sources, both print and Web, that were useful?		
2.7 Is a bibliography of print sources included?		
2.8 Does the information appear biased? (One-sided, critical of opposing views, etc.)		
2.9 Does the information contradict something you found somewhere else?		
2.10 Do most of the pictures supplement the content of the page?		
Part 3: Authority As you look at the questions below, put an X in the yes or no column for each.	YES	NO
3.1 Who created the page? ………………………………………………………………………………………		
3.2 What organization is the person affiliated with? ……………………………………………………………………………………		
3.3 Conduct a link: command in a search engine to see who links to this page. Can you tell if other experts in the field think this is a reputable page?		
3.4 Does the domain of the page (k12, edu, com, org, gov) influence your evaluation?		
3.5 If you do a search in the newsgroups (i.e. Google Groups) for the creator of the page, do you find any information proving the Web page author is an expert in the field?		

Part 4: Pedagogy As you look at the questions below, put an X in the yes or no column for each.	Yes	No	N/A (not Applic-cable)
4.1 Does the information on this page adhere to research-based principles of teaching?			
4.2 Does the information on this page provide replicable best-practice information?			
4.3 Does the information on the page provide links to professional teaching standards?			

TYPES OF SCHOOL LEADERS AND THEIR ROLE IN SCHOOL LIFE

Handout 2.2-a, 2.2-b

Name: Teacher Leader as Data Coach at School

Materials: Any mobile device (Laptop, Tablet, Smart Phone etc.) with internet connection per group, Paper, Pencil/Pen, Projector

Number of Participants: Between 15-20

Target Group: Teachers, school administration staff, anyone involved in teaching

Time Needed: 40 Minutes (Detailed in Method Description part)

Preparation: A short presentation about data coaching; data versus information, types of data, how to collect and analyse data, making data driven decisions.

Goals:
  - To differentiate data and information.
  - To increase ability to present data in an applicable and functional manner.
  - To develop willingness to learn to use multiple data collection and analysis tools.
  -   To provide basic information on understanding the four types of data (demographic, perception, program, and student achievement)

Method Description:

After the short presentation of instructor (10 minutes), participants will be divided into groups of 5 people, each group will choose a speaker to represent group work after the activity. Each group will be given a set of data to analyze and represent by filling the forms **Handout 2.2-a** . (10 minutes).

After that, speakers of the groups will summarize their work on forms and have a 10 minutes discussion part about the presentation and the activity.

In the discussion part, the instructor should direct a set of questions in order to provoke participants' ideas about collecting and organizing data, importance of giving data driven decisions for teacher leadership. Sample of these questions are listed as:

-What types of data are collected by teachers at school?

-What are the most common ways used by teachers to collect data?

-What do you think about sharing data you collect at school?

-What are the advantages of making data driven decisions?

According to the answers given by the participants, the number of questions could be enlarged.

After the discussion part, **Handout 2.2-b** is given to each participant in order to have them see their self-reflections. They will have 5 minutes to fill the forms.

Handout 2.2- a

GROUP NO:……………. DATE:…..../……./2020

Examine the sample data given to your group and fill the table.

1) What is your data about and which type of data is it?
2) What information can you get from the data?
3) How would you display your data to your school community?
4) Suppose you collected this data from your school/students/etc, what will be your suggestions in order to improve the situation?

Handout 2.2-b

Name Surname: **Date:**

SELF REFLECTIONS

1) What are the key messages for me from this session?
2)What further support/learning will I need?

TYPES OF SCHOOL LEADERS AND THEIR ROLE IN SCHOOL LIFE

Handout 2.3

Name: What's Your Conflict Resolution Strategy?

Materials: Video projector, a laptop and sheets, internet connection, Paper, Pencil/Pen

Number of Participants: Between 15-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: at least 30 min, depending by the group size

Preparation: Read the statements below and check the version you agree with

Goals:

- Effective communication
- Dispute demonstrate compromising behaviors in (conflict) situations.
- Strengthen self-awareness
- Understand conflict resolution strategies
- Identify your conflict resolution strategies
- Explore areas of growth
- Disputes, gaining the ability to resolve conflicts.

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Method Description:

Listed below are 15 statements. Each statement provides a possible strategy for dealing with a conflict. Give each a numerical value. Don't answer as you think you should; answer as you actually behave.[i]

WHAT'S YOUR CONFLICT RESOLUTION STRATEGY?		
1 = Always **2** = Very often **3** = Sometimes **4** = Not very often **5** = Rarely, if ever		
No	**STRATEGY**	**VALUE**
a.	I argue my case with peers, colleagues and coworkers to demonstrate the merits of the position I take.	
b.	I try to reach compromises through negotiation.	
c.	I attempt to meet the expectation of others.	
d.	I seek to investigate issues with others in order to find solutions that are mutually acceptable.	
e.	I am firm in resolve when it comes to defending my side of the issue.	
f.	I try to avoid being singled out, keeping conflict with others to myself.	
g.	I uphold my solutions to problems.	
h.	I compromise in order to reach solutions.	
i.	I trade important information with others so that problems can be solved together.	
j.	I avoid discussing my differences with others.	
k.	I try to accommodate the wishes of my peers and colleagues.	
l.	I seek to bring everyone's concerns out into the open in order to resolve disputes in the best way.	
m.	I put forward middle positions in efforts to break deadlocks.	
n.	I accept the recommendations of colleagues, peers, and coworkers.	
o.	I avoid hard feelings by keeping my disagreements with others to myself.	

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Scoring:

The 15 statements you just read are listed below under five categories. Each category contains the letters of three statements. Record the number you placed next to each statement. Calculate the total under each category.

SCORING TABLE				
STRATEGY				**TOTAL**
Competing / Forcing SHARK	a. _____	e._____	g. _____	
Collaborating OWL	d. ____	i. _____	l. _____	
Avoiding TURTLE	f. _____	j. _____	o. _____	
Accommodating TEDDY BEAR	c._____	k. _____	n. _____	
Compromising FOX	b. ____	h. ____	m. ____	

My dominant style is _____(Your LOWEST score)

My back-up style is _____ (Your second lowest score)

CONFLICT RESOLUTION STRATEGY

CONFLICT : Conflict is an expressed struggle between at least two interdependent parties who perceive incompatible goals, scarce resources, and interference from the other party in achieving their goals.

People in conflict, use certain conflict resolution styles. Johnson and Johnson (1994), discussed conflict resolution styles in two dimensions and named these as "relation" and "purpose". As the result of the interaction of these two dimensions, five conflict resolution styles emerged ; forcing, avoiding, accommodating, compromising, and collaboration. The conflict resolution styles used by the individuals, determine whether the relationship is constructive or destructive (Deutsch, 1973).[ii]

According to Johnson and Johnson (1994), in a conflict, there are two things people want to reach or achieve. One of them is the individual's desire to achieve their own goals, which also causes interpersonal conflict. The other is the importance given to the relations with the person or people who are engaged in the conflict or the desire to continue the relations. It can be said that both requests fall into different points of a line ranging from "very important" to "not important at all". In other words, to what extent is the aim causing the conflict important for the individual? How important is their relationship with the person with whom they are involved in the conflict? Depending on these two factors, people can adopt different conflict resolution strategies.

Five different conflict resolution strategies have been defined that people can refer to, depending on how much they care about their goals and relationships (Johnson & Johnson, 1994). These five conflict resolution strategies are shown, each symbolized by an animal.[iii]

STRATEGY	PERSONAL GOAL	RELATIONSHIP
Avoiding TURTLE	–	–
Accommodating TEDDY BEAR	–	+
Competing / Forcing SHARK	+	–
Compromising FOX	+	+
Collaborating OWL	+ +	+ +

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JOHNSON & JOHNSON
CONFLICT RESOLUTION STRATEGY

Avoiding TURTLE	Turtles adopt an avoidant or withdrawn conflict resolution strategy. Turtles would rather hide and ignore conflict than resolve it ; this leads them to be uncooperative and unassertive. Turtles tend to give up personal goals and display passive behavior. **Advantage:** May help to maintain relationships that would be hurt by conflict resolution. **Disadvantage:** Conflicts remain unresolved and others may take advantage of the turtle. **Appropriate times to use a Turtle strategy** ‣ when the stakes are not high or the issue is trivial ‣ when confrontation will hurt a working relationship ‣ when there is little chance of satisfying your wants ‣ when disruption outweighs the benefit of conflict resolution ‣ when gathering information is more important than an immediate decision ‣ when others can more effectively resolve the conflict ‣ when time constraints demand a delay
Accommodating TEDDY BEAR	Teddy bears use a smoothing or accommodating conflict resolution strategy with emphasis on human relationships. Teddy bears ignore their own goals and resolve conflict by giving in to others. They are unassertive and cooperative. If the conflict continues, they are afraid that someone's heart will break and relationships will be damaged. **Advantage:** Accommodating maintains relationships. **Disadvantage:** Giving in may not be productive, or the bear may be taken advantage of. **Appropriate times to use a Teddy Bear strategy** ‣ when maintaining the relationship outweighs other considerations ‣ when suggestions/changes are not important to the accommodator ‣ when minimizing losses in situations where outmatched or losing ‣ when time is limited or when harmony and stability are valued

Competing / Forcing SHARK	Sharks use a forcing or competing conflict resolution strategy. They are highly goal-oriented, and relationships often are a lower priority. Sharks do not hesitate to use aggressive behavior to resolve conflicts. Sharks can be autocratic, authoritative, uncooperative, threatening and intimidating. Sharks have a need to win; therefore, others must lose. **Advantage:** If the shark's decision is correct, a better decision without compromise can result. **Disadvantage:** May breed hostility and resentment toward the shark. **Appropriate times to use a Shark strategy** ‣ when conflict involves personal differences that are difficult to change ‣ when fostering intimate or supportive relationships is not critical ‣ when others are likely to take advantage of noncompetitive behavior ‣ when conflict resolution is urgent ‣ when decision is vital in crisis ‣ when unpopular decisions need to be implemented
Compromising FOX	Foxes use a compromising conflict resolution strategy. They are concerned about goals and relationships. Foxes are willing to sacrifice some of their goals while persuading others to give up part of theirs. Compromise is assertive and cooperative. **Advantage:** Relationships are maintained and conflicts are removed. **Disadvantage:** Compromise may create less than ideal outcome and game playing can result. **Appropriate times to use a Fox strategy** ‣ when important/complex issues leave no clear or simple solutions ‣ when all conflicting people are equal in power and have strong interests in different solutions ‣ when there are no time constraints

Collaborating OWL	Owls use a collaborative or problem confronting conflict resolution strategy. Owls value their goals and relationships. Owls view conflicts as problems to be solved and find solutions agreeable to all sides. **Advantage:** Both sides get what they want and negative feelings are eliminated. **Disadvantage:** Takes a great deal of time and effort. **Appropriate times to use an Owl strategy** ‣ when maintaining relationships is important ‣ when time is not a concern ‣ when peer conflict is involved ‣ when trying to gain commitment through consensus building ‣ when learning and trying to merge differing perspectives

Conflict resolution strategies described above may include the confrontation and cooperation strategy, which is symbolized only by the owl, and solutions that both parties will gain. When other strategies are used, at least one of the parties loses, the other wins or both lose. Therefore, teachers should be taught especially the collaborative conflict resolution method and the skills required by this method.[iv]

After this information is given, a group discussion will be held. They will be asked to comment on each question included in the survey and discuss conflict resolution strategies. Thus, reinforcement will be provided by making comments on each conflict strategy.

Finally, participants will fill **THE FORM OF SELF ASSESSMENT** and provide suggestions to improve their conflict resolution skills.

The trainer will end this section by thanking the participants.

REFERENCES

[i] http://www.ofis.ca/wp-content/uploads/2013/07/Conflict-Management-Assessment-2011.pdf

[ii] Sibel Dincyurek & Ali H. Civelek , The Determination Of The Conflict Resolution Strategies Of University Students That They Use When They Have Conflicts With People ,page 2
https://files.eric.ed.gov/fulltext/EJ862245.pdf

[iii] https://www.kigem.com/kablumbaga-baykus-tilki.html

[iv] https://www.kigem.com/kablumbaga-baykus-tilki.html

SELF ASSESSMENT FORM

NAME SURNAME: **DATE:**

What was your dominant style according to the survey?	
What are your suggestions regarding your dominant style for improving your conflict resolution skills? Please write 3 suggestions.	**1.**
	2.
	3.

TYPES OF SCHOOL LEADERS AND THEIR ROLE IN SCHOOL LIFE

Handout 2.4

Name: Lead Team and Be a Part of Team.

Materials: Flipchart, white paper, sheets, writing instruments, video projector and laptop, internet connection.

Number of Participants : Between 15-20

Target Group: all types of teachers, educational managers and others involving in education

Time Needed: at least 30 min, depending by the group size

Preparation: The trainer must pay attention to the trainees understanding, to their intellectual and affective wellbeing.

Goals:
- to introduce trainees with term of 'team', teamworking skills, and roles of teachers and teacher leader in teamworking.
- to understand how to be used teamworking skills by teacher leader and teachers.

Method Description:

A presentation[1], including necessary information about term of 'team', teamworking skills, and roles of teachers and teacher leader in teamworking, is done by trainer.

Then an image is reflected in a way all trainees can see; this image can be a part of school, a group of students engaging in an activity or a duty document for teachers etc. Focus point is that this image must contain a pain point. Trainees are requested to examine the image with identified problem and write their own suggestions for solution. For that step, 5 minutes are given.

Next step is to receive suggestions for solution from trainees and trainer one by one considering interpersonal communication skills. These are written on flipchart and discussed in order to determine which one is the most convenient and effective. This process is maintained with management and participation of teacher leader until making a common decision.

At the end of the session, an assessment questionnaire, which consists of 10 questions is sent to trainees via google form. The answers are analyzed and whether session reaches the identified goals is observed; final conclusion is drawn thanks to the trainees for their implication.

2018-1-PL01-KA201-050605
ASSESSEMENT QUESTIONNAIRE[2]

Google form link: **https://forms.gle/w3LaS6dcvXJXEjiP9**

	Definitely Disagree	Disagree	Partly Disagree	Agree	Definitely Agree
All team members understand team goals.					
Constructive feedback is given freely to improve decision-making.					
Information is shared willingly.					
Team members are willing to communicate their concerns.					
Team members have the emotional maturity to acknowledge and confront conflict openly.					
Team members are concerned about and interested in each other.					
Team members feel comfortable contributing ideas and solutions.					
Team members listen to others with openness and understanding.					
Leadership is effective.					
I am a part of decision at the end of the session.					

REFERENCES

1-https://www.dictionary.com/browse/team?s=t

Thill, J., Courtland BoveeThill, J. V., & Bovee, C. L. (2002). *Essentials of business communication*. Upper Saddle River, NJ: Prentice Hall.

2-Gaylord, V., Wallace, T., Pickett, A. L., and Likins, M. (Eds.). (2002). *Impact: Feature Issue on Paraeducators Supporting Students with Disabilities and At-Risk, 15(2)* [online]. Minneapolis: University of Minnesota, Institute on Community Integration. Available from http://ici.umn.edu/products/impact/152.

TYPES OF SCHOOL LEADERS AND THEIR ROLE IN SCHOOL LIFE

Handout 2. 5

Name: Study case: " WORKING WITH ADULT LEARNERS"

Materials: Flipchart and white paper, sheets, colored pencils, presentation.

Number of Participants : between 15-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: at least 20 min, depending by the group size

Preparation: Read the statements below and check the version you agree with

Goals[1]:
- to structure fair and clear discussion,

- to provide a safe environment and keep discomfort out

- to understand adult learners and their needs for effective learning

- to provide development of content and pedagogical knowledge of teacher.

Method Description:

A presentation[2] is given about knowledge and skills of Teacher Leader working with adult learners.

The trainees are given 2-3 minutes to read the study case[3].

Ethan is given a report from his principal of the numbers of failing students in World Studies, broken down by each period and teacher. Ethan notices that one teacher, who is new to the team has almost 50% of her students failing, while the other four teachers have less than 2%. He knows that the principal expects him to address this at the next PLC meeting. Ethan does not want to do anything that might embarrass the teacher or make her feel singled out, and therefore be on the defensive or resistant to an important conversation about what might be contributing to this high failure rate.

*NOTE: A professional learning community, or PLC, is a group of educators that meets regularly, shares expertise, and works collaboratively to improve teaching skills and the academic performance of students.[4]

If the group is too big (more than 6 persons) it must be split in 6. Each group will read the study case and then they will find the answer(s) to the following questions.[5]

• How might the next meeting be structured so that all teachers feel safe to share, everyone's contribution is valued, the data can be examined and they can work as a team to support kids?

• How can Ethan structure reflection activities that can lead to honest conversations and suggestions for solutions?

• How can Ethan help the team come together as a whole to help all the teachers and students in World Studies be successful?

• What critical aspects of effective adult learning need to be considered?

The answers will be written on a flipchart in order to see all possible answers from groups. Common answers and approaches or agreed ideas are considered as solutions to question above.

	GROUP 1	GROUP 2	GROUP 3
Question 1			
Question 2			
Question 3			
Question 4			

*A sample chart to gather answers together from all groups

REFERENCES

1,2,3,5-http://cstp-wa.org/cstp2013/wp-content/uploads/2019/10/2018-Teacher-Leadership-Framework.pdf

4- https://www.edglossary.org/professional-learning-community/

Number	MODULE 3
Title of module	**Organizational change in School. Different types & theories of organizational chages.**
Topic / Short Description	The aim of this module is to provide the reader with the necessary knowledge of the types and theories of organizational changes. This is a theoretical module where we present all theories and types about organizational changes.
	We start by specifying the definitions of what is meant to be an organizational change, then is following the types of changes. We discuss the two different types of organizational change according to [1], the Evolutional change and the Revolutional change.
	Subsequently, we discus about the second approach of [2] changes which are the Developmental Change, the Transitional Change and the Transformational Change.
	During the third part of this module (Session 3) we discus about the different Theories of Organizational Changes which are the teleological theory, life-cycle theory and dialectical theory.
Target groups	*In training module will be involved*:
	Primary school, secondary school, high school teachers School managers School counselors and other education experts Education researchers Teacher trainers Decision makers in the educational system
Training Goal	At the end of the activity, all the trainees will: • realize how is defined an organizational change • identify what makes an organizational change compulsory • identifying the types and theories of organizational changes • identify the differences between the types and theories of organizational changes

Name of the Session	
1.What is defined as an organizational change? (Definitiuons)	**Description of Learning Activities / Methods** We start the activity with an explanation of what makes an organisation to adopt changes – what are the needs. Then we conclude to the definitions of organisation changes. This is very important to make clear to participants how is defined an organisational change (in our case a school). **List of needed Equipment and Materials** 1. In order to present the subjects it is necessary a video-projector, a laptop and a screen. 2. **ppt presentation**: There is PowerPoint presentation for this module as a whole which includes all sessions. From this presentation we use only slides 1-2. 3. **Handout 1**. Definition of Organizational Changes **Proposal of Timing**: 10 minutes **Notes for the trainer** It is necessary to have a warm atmosphere in group, in order to encourage trainees to communicate each other and to feel in a good mood.
2. The different types of organizational change	**Description of Learning Activities / Methods** The basic aim of this session is to present participants the different types of organizational changes. According to research bibliography, changes are categorized into two categories based on [1] and [2]. Below there is presented organizational change types according to [1]: • Evolutionary change • Revolutionary change And the second approach according to [2]: • Developmental change • Transitional change • Transformational change

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Initial, trainer shows participants a short ppt presentation describing the above items. Then, they are split to groups of 4-5 trainees where they take some cards from trainer and try to identify the type of change. They discus all together each card characteristic and at the end each group present to classroom their findings.

List of needed Equipment and Materials

1. In order to present the subjects it is necessary a video-projector, a laptop and a screen.
2. **ppt presentation**: There is PowerPoint presentation for this module as a whole which includes all sessions. From this presentation we use only slides 3-4.
3. **Handout 2**. Different types of Organizational Changes
4. **Cards:** some cards which schematically depicts the above organizational change type. Examples from different scientific and social case scenarios.

Proposal of Timing: 20 minutes

Notes for the trainer
It is necessary to have a warm atmosphere in group, in order to encourage trainees to communicate each other and to feel in a good mood.

| 3. The different theories of organizational change | **Description of Learning Activities / Methods**

This session presents participants the different theories of organizational changes. According to research bibliography, theories are categorized into few categories. Based on [3] work proposed that the causes of organization change can be explained by one of the following theories:
• teleological theory
• life-cycle theory
• dialectical theory

Initial, trainer shows participants a short ppt presentation describing the above items. Then, they are split to groups of 4-5 trainees where they take some cards from trainer and try to identify the type of theories. They discus all together each card characteristic and at the end each group present to classroom their findings.
Subsequently, they mention other similar historical examples and |

comment on them about its characteristics.

List of needed Equipment and Materials

1. In order to present the subjects it is necessary a video-projector, a laptop and a screen.
2. **ppt presentation**: There is PowerPoint presentation for this module as a whole which includes all sessions. From this presentation we use only slide 5.
3. **Handout 3**. Different types of Organizational Changes Theories
4. **Cards:** some cards which schematically depicts the above organizational change theory. Examples from different scientific and social case scenarios.

Proposal of Timing: 20 minutes

Notes for the trainer
It is necessary to have a warm atmosphere in group, in order to encourage trainees to communicate each other and to feel in a good mood.

4. Forces in Organizational change	**Description of Learning Activities / Methods** This session presents participants the different kind of forces making an organization to move ahead or remain at the situation as it is. All the above concerns with the willing or ability of an organization to react or not to new challenges (economical, techniological, social, etc) and get adopted to new situation. Scematically, forces are categorized into two groups: Internal & External forces. **Internal Forces:** • Nature of the Work • Change in Managerial Personnel • Deficiencies in Existing Management Structure • To Avoid Developing Inertia **External Forces:** • Technology • Marketing Conditions • Social Changes

	• Political Forces Initial, trainer shows participants a short ppt presentation describing the above items. They discus all together about their experiences for the forces (if any) caused organizational change. **List of needed Equipment and Materials** 1. In order to present the subjects it is necessary a video-projector, a laptop and a screen. 2. **ppt presentation**: There is PowerPoint presentation for this module as a whole which includes all sessions. From this presentation we use only slide 7. 3. **Handout 4**. Forces in Organizational Changes 4. **Appendix 1:** a comprehensive description about the internal and external forces. **Proposal of Timing**: 20 minutes **Notes for the trainer** It is necessary to have a warm atmosphere in group, in order to encourage trainees to communicate each other and to feel in a good mood.
5. The process of organizational change	**Description of Learning Activities / Methods** This session presents participants the different steps are being following in case of an organizational change achievement. The steps are *unfreezing, moving and freezing.* Organizations such as schools undergo a certain process when encountering change, because it is not an overnight phenomenon. Initial, trainer shows participants a short ppt presentation describing the above items. They discus all together about their experiences on known situations that have to do with organizational change process. **List of needed Equipment and Materials** 1. In order to present the subjects it is necessary a video-projector, a laptop and a screen. 2. **ppt presentation**: There is PowerPoint presentation for this

module as a whole which includes all sessions. From this presentation we use only slide 8.

3. **Handout 5**. The process of Organizational Changes

Proposal of Timing: 20 minutes

Notes for the trainer

It is necessary to have a warm atmosphere in group, in order to encourage trainees to communicate each other and to feel in a good mood.

Handouts

There are separate files –

1. Handouts1,2,3,4,5
2. A module presentation (Organizational changes in School)
3. Appendix 1 (about Forces in Organizational Changes)

Evaluation

An evaluation Handout 1.6

Bibliography and references

[1] J. M. George and G. R. Jones, Understanding and ManagingOrganizational Behavior (3rd), New York: Pearson Education, Inc, 2002.

[2] D. Anderson and L. Anderson, Conscious Change Leadership: Achieving Breakthrough Results, Leader ot Leader, 2011.

[3] A. Van de Ven and M. S. Poole, "Explaining development and change in organizations," *Academy of management review,* no. 20, pp. 510-540, 1995.

[4] I. F. Gouevia de Vasconcelos and F. Carvalho de Vasconcelos, The dialectic model of organizational change and the phenomena of resistance to the established order in Brazil: a critical analysis of systemic strategies to maintain the status quo, Paris, 2012.

Handout 1

Name: Definition of Organizational Changes

Materials: Listed forms of Handout 1 for each participant, writing instruments, video projector and laptop

Number of Participants: 15-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: 10 **minutes**

Preparation: The trainer must pay attention to the trainees understanding, to their intellectual and affective wellbeing.

Goals:

- to introduce trainees with the needs or motivations that forces an organization to adopt a series of specific changes
- to know the definitions of an organizational change

Method Description:

Participants will have the ability to distinguish and describe a situation where an organization has to or must makes some kind of changes. That means that we discus with participants the below sentences:

1. Is organizational change the movement of an organization away from its present state towards some desired future state to increase its effectiveness? [1]

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2. Is organizational change a process in which an organization optimizes performance as it works toward becoming its ideal state? [2]

Conclusions

Participants should realize that both of the above must be geared towards something positive, either to achieve more results or for effectiveness sake. Furthermore, organizational change occurs as a reaction to an ever-changing environment or as a response to a current crisis situation [2]. But on the other hand according to [3], on a more proactive viewpoint, it is triggered by a progressive manager. The environment is not static, it changes and this forces even the organization to change according to the dictates of the time. What we are made to understand is that even the manager plays very vital role in organizational change, likewise in schools the school leader is in the same position. The school leader must be the primary catalyst in order for the change to be both positive and lasting.

References

[1] B. C. Lunenburg, "Forces for and Resistance to Organizational Change," *National Forum Of Educational Administration And Supervision,* vol. 27, 2010.

[2] G. Jones, Organization Theory, Design, and Change., New York: Addison-Wesley Publishing Company, 2004.

[3] H. Haveman, M. Russo and A. Meyer, "Organizational environments in Flux: the impact for regulatory punctuations on organizational domains,CEO succession and performance," *Organization Science,* no. 12, pp. 253-273, 2001.

[4] D. Anderson and L. Anderson, Conscious Change Leadership: Achieving Breakthrough Results, Leader ot Leader, 2011.

Handout 2

Name: Types of Organizational Changes

Materials: Listed forms of Handout 2 for each participant, writing instruments, video projector and laptop

Number of Participants: 15-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: 20 **minutes**

Preparation:.
> Organized in groups, the trainees will analyze the differences about Evolutional, Revolutional, Developmental, Transitional and Transformational change.

Goals: to identify the different types of organizational change

Method Description:

During the activity, trainees discuss and analyze a number of cards showing the different types of changes.

1. **Evolutionary change** according to [1], is gradual, intermittent, and narrowly-focused. Its main purpose is to make continuous improvement in order to adjust to the environment changes [2]

2. **Revolutionary change** on the other and is rapid, dramatic, and broadly focused. It often happens when the current operation method can no

longer fulfill the demand of the external environment, and a significant change has to be made in a short period of time to keep the organization work.

Another category based on [3]:

1. **Developmental Change:** This deals with improvement, refinement or enhancement of what already exists.
2. **Transitional Change:** This means moving from an old to a new state with activities oriented towards creating the new and 'switching off' the old. This type of change lends itself to a planned project approach.
3. **Transformational Change**: This tackles fundamental changes in strategy, identity, worldview, mindset, culture; changes in 'who we are' and 'what we do'. This is sometimes referred to as discontinuous or disruptive change. With this type of change, while the imperative for change is clear at the start, the end point and full impact of the change are less so. Clarity only emerges as a product of the change activities, which, themselves, will be non-linear. Transformational change is often the hardest to achieve because it requires staff to change aspects of who they are. It also requires leaders to change their own identity, worldview and mindset. Many people, including organizational leaders, have little willingness (or incentive) to adopt radically different ways of making sense of, and interacting with, the world around them. And yet this is exactly what is required during transformational change [3].

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[1] J. M. George and G. R. Jones, Understanding and ManagingOrganizational Behavior (3rd), New York: Pearson Education, Inc, 2002.

[2] K. E. Weick and R. E. Quinn, "Organizational change and development," *Annual Review of Psychology,* no. 50, pp. 361-386, 1999.

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[4] B. C. Lunenburg, "Forces for and Resistance to Organizational Change," *National Forum Of Educational Administration And Supervision,* vol. 27, 2010.

[5] G. Jones, Organization Theory, Design, and Change., New York: Addison-Wesley Publishing Company, 2004.

[6] H. Haveman, M. Russo and A. Meyer, "Organizational environments in Flux: the impact for regulatory punctuations on organizational domains,CEO succession and performance," *Organization Science,* no. 12, pp. 253-273, 2001.

Handout 3

Name: Theories of Organizational Changes

Materials: Listed forms of Handout 3 for each participant, writing instruments, video projector and laptop

Number of Participants: 15-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: 20 **minutes**

Preparation:.
Organized in groups, the trainees will analyze the differences about teleological theory, life-cycle theory, and dialectical theory changes.

Goals: to identify the different types of organizational change theories

Method Description:
During the activity, trainer showing a PowerPoint slide with the teleological theory, life-cycle theory and dialectical theory about organizational changes and then there is being following a discussion about the similarities and differences among them. The purpose of this session is to make clear to trainees the important of changes theories.

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Handout 4

Name: Forces in Organizational Changes

Materials: Listed forms of Handout 4 for each participant, writing instruments, video projector and laptop

Number of Participants: 15-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: 15 **minutes**

Preparation:
Organized in groups, the trainees will analyze the type of forces and the consequences of an organizational change (in case of change) or consequences of organization unchanged.

Goals: to identify the different types of forces makes an organizational change or not.

Method Description:
During the activity, trainer showing a PowerPoint slide with the two different forces type categories – internal and external. A detailed discuss is taking place on each of category items. The purpose of this session is to make clear to trainees what exactly is the way of an organization, such as a school, is being forced to change or not its current way of behaving.

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2018-1-PL01-KA201-050605

Handout 5

Name: The processes of organisational change

Materials: Listed forms of Handout 5 for each participant, writing instruments, video projector and laptop

Number of Participants: 15-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: 15 **minutes**

Preparation:
Organized in groups, the trainees will get informed about the process of organizational change. Researchers mostly report that a successful organizational change should follow the below three steps: *unfreezing, moving and freezing*.

Goals: to identify the steps should be followed for a successful organizational change.

Method Description:
During the activity, trainer showing a PowerPoint slide with the two pictures showing the specific three steps. A detailed explanation is taking place and then participants after divided into groups of 4-5 persons, come up with true case scenarios of similar process. The purpose of this session is to make clear to trainees how an organizational change is doing.

Handout 6

Name: Module Evaluation

Materials: Writing instruments

Number of Participants: 15-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: 5 **minutes**

Preparation:
Print a copy of the below evaluation form

Goals: To evaluate the training module

Method Description:
Training participants are called to fill-in the below questions for training kit evaluation.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
The objectives of the training were clearly defined	○	○	○	○	○
Participation and interaction were encouraged.	○	○	○	○	○
The topics covered were relevant to me	○	○	○	○	○

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The content was organized and easy to follow	◯	◯	◯	◯	◯
The materials distributed were help	◯	◯	◯	◯	◯
This training experience will be useful in my work	◯	◯	◯	◯	◯
The trainer was knowledgeable about the training topics	◯	◯	◯	◯	◯
The trainer was well prepared	◯	◯	◯	◯	◯
The training objectives were met	◯	◯	◯	◯	◯
The time allotted for the training was sufficient	◯	◯	◯	◯	◯
The meeting room and facilities were adequate and comfortable.	◯	◯	◯	◯	◯

1. What did you like most about this training?

_____

_____

_____

_____

_____

2. What aspects of the training could be improved?

_____

_____

_____

_____

_____

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3. How do you hope to change your practice as a result of this training?

_____

_____

_____

_____

_____

4. Please share other comments or expand on previous responses here:

_____

_____

_____

_____

_____

Thank you for your feedback!

Structure of the learning module

Number	MODULE 4
Title of module	**- Teacher - leader role in the improvement of the quality of school achievements.** **- School work quality standards.**
Topic / Short Description	This chapter is exploring the role of teacher leaders in improving the quality of the school. As well as the responsibilities and types of roles educators can take. The aims of the module is to familiarize the reader with the image of the teacher-leader whose task is to improve the quality of school. We want to explore the topic while explaining how to do that, which areas should be considered as the ones that need teacher-leader assistance. One of the roles the leader must play is being a part of the broader community of other educators, school administration, students and parents. We'd like to shed a light on how teachers could possibly cooperate with that diverse group of people to bring necessary change. Hopefully, proposed activities in this section will create a dynamic experience that the participants can use for being a positive force in improving school functioning.
Target groups	Primary school, secondary school, high school teachers School managers School counselors and other education experts Education researchers Teacher trainers Decision makers in the educational system

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Training Goal	The goal of this section is to understand and take on the roles that a teacher leader plays in the improvement of school quality in different areas: student behavior, student performance, organizational culture, cooperation with teachers and parents, etc. The proposed activities build the understanding of the ways in which teacher actions can benefit their workplace.
Learning Objectives / Learners skills	- At the end of the activity, all the students will: - understand who the leader is and what he does, - understand the nature of teacher-leadership, - understand how teacher can successfully influence school, - understand what areas of school should be considered when creating a plan for school improvement, - acquire the skill of convincing and motivating others to implement their vision/ideas, - learn about school quality improvement, - will differentiate the roles the teacher leader can play - understand the importance of cooperation between teachers, students, parents and school administration. **Description of Learning Activities / Methods** 1. Trainer should first welcome everyone and introduce himself. 2. They should start with the exercise that will help participants to learn something about each other. It will make cooperation easier. 3. The trainer gives oral information about leadership in context of school improvement, starting with a short description and presenting the aims of the training module.

4. **Handout 4.1 Ice breaker exercise: Blind date.**
   - Thanks to this exercise participants will learn each other's names and know something and gather some information about each other. It will make it easier for them to cooperate, share knowledge and experience with.

5. **Handout 4.2.1 How to improve school quality?**
   - Participants will have an opportunity to discuss educational leadership in context of school improvement

6. **Handout 4.2.2 Benefits of teacher leadership for school**
   - The purpose of this exercise is to broadening perspective of how teacher leadership can affect school

7. **Handout 4.3 Energizer: Who is the leader?**
   - It's simple exercise its goal is to stimulate participants and encourage reflection on the role of the leader in the group

8. **Handout 4.4 Teacher as a leader of change**
   - The purpose of this exercise is to stimulate creativity in participants so they can find an image of the teacher that they would like to become

9. **Handout 4.5 Energizer: Leader says**
   - It's simple exercise its goal is to stimulate participants, improve their focus, provoke the discussion about the role of the leader

10. **Handout 4.6 Convince me!**
    - The purpose of the exercise is to show in practice the process of creating a vision that will have public support. Exercise should serve as a way to improve: creativity, problem solving, educational leadership.

	11. Handout 4.7 Evaluation ● Finish the training by gathering the data regarding the quality of work and activities.
Tips for Trainer	● In order to present the subjects it is necessary a video projector, a laptop and a screen. ● For exercises teacher needs The teams need handouts, pencils, colored ● The trainer is using a PPT presentation about the leader's ability to influence the school in a positive way. During the presentation, it is necessary to take care at the feedback provided by the trainees, to be sure they understand and agree with the presented ideas.

Handouts

There are separate files – Handouts 4.1, 4.2.1, 4.2.2, 4.3, 4.4, 4.5, 4.6 for Module 4

Good practices

There are separate files.

Evaluation

The trainer can propose his own method of the evaluation. There are separate files.

Bibliography and references

In the document named "Bibliography and References" you will find books and links where you could read more about the

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https://www2.chsaa.org/activities/student_council/pdf/2014/ideas/What's%20on%20Your%20Plate.pdf

Handout 1

Name: Blind date (Icebreaker)

Materials: chairs

Number of Participants: between 10-20

Target Group: all types of teachers, educational managers and others involves in education, exercise appropriate for every age group, no additional skills or knowledge required

Time Needed: around 25 minutes depending by the group size

Preparation: Trainer should ask participants to sit in front of each other. Every participant should face another participant. Exercise will be conducted in two-peoples pairs.

Goals: participants should learn each other's names and know something about them. It will make it easier for them to cooperate, share knowledge and experience with each other. This exercise enables creation of emotional ties between the group members.

Method Description: Set 2 rows of chairs facing each other. The leader should ask participants to shake hands and introduce themselves, then explain that each person has about 1 minute to answer the question. When the time is up, the participants get up and move 1 place to the left. Then they introduce themselves to the new partner and answer the new question that the leader asks them.

Finish the exercise after each participant had the possibility to interact with each other at least once.

Questions:

1. What is your favorite holiday memory?

2. What is your favorite way to relax?

3. What is your favorite movie and why?

4. What is your favorite book and why?

5. What three things would you take with you to an uninhabited island?

6. What was your favorite childhood toy

7. What's your favorite dish?

8. What takes up too much of your time?

9. What's the farthest you've ever been from home?

10. What are you most likely to become famous for?

11. What fictional place would you most like to go?

12. What could you give a 40-minute presentation on with absolutely no preparation?

13. If you didn't have to sleep, what would you do with the extra time?

14. What makes a good life?

15. What's the best thing about you?

Source (modified exercise): http://www.enetlearning.org/wp-content/uploads/2015/05/10minuteleadershiplessons.pdf

Handout 2.1

Name: How to improve school quality?

Materials: White paper, pens/pencils or markers, flipchart

Number of Participants: between 10-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: around 20 minutes depending by the group size

Preparation: A trainer should remind participants that in the brainstorming process it is important to not be judgmental towards the ideas when the group is trying to come up with something new. Evaluation comes later. Before the exercise starts paper and pens should be prepared for each group.

Goals: improving ability to solve problems, expanding knowledge and sharing experience, opportunity to discuss educational leadership in context of school improvement

Method Description:

Quality of education depends on the quality of educational leadership teachers display. Divide participants 4-persons groups and ask them to discus among each other what changes should be applied in school to improve its quality (it can be changes related to training participants, his coworkers, culture in school and so on) Each group should write their ideas on paper, next they should choose within their group two most important ideas are present their findings to all training participants. .

Handout 2.2

Name: Benefits of teacher leadership for school

Materials: White paper, pens/pencils or markers

Number of Participants: between 10-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: 25 minutes depending by the group size

Preparation: After the exercise from Handout 2.1 facilitator should divide people into groups again and each group should choose one of the ideas for change that was proposed in the previous exercise.

Goals: broadening perspective of how teacher leadership can affect school

Method Description: The groups should fill the table with benefits of change. It will require further analysis of how the proposed solution could benefit teachers, students and parents. When the task is finished all groups should share their analysis with other participants of the training.

Idea:	Benefits:
Teachers	
Students	
Parents	

Source (modified exercise):

http://www.bc.ore.edu.pl/Content/618/przywodztwo_w_zarzadzaniu_szko la.pdf

Handout 3

Name: Who is the leader?

Materials: chairs

Number of Participants: between 10-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: at least 25 minutes, depending by the group size

Preparation: no preparation needed

Goals: the purpose of this exercise is to make participants active and encourage reflection on the role of the leader in the group

Method Description:

Part I: Exercise

1. During this exercise participants should sit in the circle.

2. One person is to be asked to leave the room.

3. Then one person should be picked who will be the leader. The task of the leader is to initiate action that others should follow. For example it can be clapping hands, nodding, patting knees etc.). Every time when the leader changes, the action group has to keep up.

4. Person who's outside the door is asked to come in. Their job is to guess who the leader is.

5. The challenge for the group is to try to watch the leader and change activities in a subtle way so that the "outsider" cannot understand who the leader is.

4. The action continues until the "outsider" finds the leader.

5. Game can be repeated several times with different leaders and "outsiders".

Part II: Discussion

Which made it difficult to determine who the leader was

was it?

What skills did leaders need to be successful?

What was it like to be a follower? What skills are needed?

What aspects of this game can you take and apply in real life the experience

of being a leader and the people who follow him?

Have you ever had to lead a group of people to complete a task?

Source: http://www.enetlearning.org/wp-content/uploads/2015/05/10minuteleadershiplessons.pdf

Handout 4

Name: Teacher - leader of change

Materials: White paper, pens/pencils or markers

Number of Participants: between 10-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: 30 minutes depending by the group size

Preparation: leader divides the participants into groups and gives them blank paper and markers.

Goals: developing creativity, expanding knowledge about the role of the leader

Method Description: Trainer asks participants to imagine that they have been working for the popular education magazine for 10 years. The cover of the magazine they have the task to produce has to portray the most inspiring and successful teacher they can imagine. This is an educator whose activities inspired change for the better in school. What did he do to deserve such recognition? After finishing the task leaders of the groups should present the work to rest participants of the training.

Source (modified exercise):

https://www2.chsaa.org/activities/student_council/pdf/2014/ideas/What's%20on%20Your%20Plate.pdf

Handout 5

Name: Leader says

Materials: None

Number of Participants: between 10-20

Target Group: every participant of the training

Time Needed: 10-15 minutes depending by the group size

Preparation: Trainer should pick one person who will be the leader for a first round and explain to participants the meaning of each command that is described below.

Goals: improve focus of the group, energize the participants

Method Description:
When the leader says 'go', the participants are supposed to stand still,
When the leader says 'stand', the participants must start walking,
When the leader says 'head', the participants must put their hands on their knees,
When the leader says 'knees', the participants are to raise their hands.
The round will end when someone will make a mistake. To increase the difficulty, the leader should give the commands at a quicker pace. The next leader for the next rounds should be a person who responded incorrectly to the leader's order.

Source: https://careerintern.ydinstitute.org/cin/resources/cin/2010-04-13-file:en-us.pdf

Handout 6

Name: Convince me!

Materials: White paper, pens/pencils or markers

Number of Participants: between 10-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: 1h depending by the group size

Preparation: Before the exercise starts paper and pens should be prepared for each group.

Goals: The purpose of the exercise is to show in practice the process of creating a vision that will have public support. Exercise should serve as a way to improve: creativity, problem solving, educational leadership.

Method Description:

1. Divide the participants into teams of 4 to 6 people.

2. Ask them to imagine that they're a teacher who is given an opportunity to use for eg. PLN 1,000 for a good cause that can lead to school improvement directly or indirectly.

3. Each group should come up with 5 ideas for spending a certain amount of money (PLN 1,000) and write them on paper. Participants should, however, know that this idea is to gain public support (in this case, support of other trainees). Purpose of spending - any that they can think of (it can be for an individual, group, school, etc.). So they should also write the reasons why this idea is good as if they wanted to convince someone. - 10 min

3. Ask participants to choose 1 idea that in their opinion is the best and mark it on paper - 5 minutes

4. Ask participants to exchange ideas between groups. Now the groups will work on improving the idea of the other team. Time - up to 15 minutes.

5. Workshop participants in groups are working to improve opposing team ideas they ended up with.

5. Presentation of "improved ideas" by each group.

6. Group voting - each group has 1 vote which casts the most interesting idea and well-defended idea for it. Time - about 10 minutes

7. Announcement of the results.

9. Summary of the workshop with the help of questions (15 min):

• What factors influenced the choice of idea?

• What did you as a group take into account when voting? With your own benefits, values, form of presentation, the idea was similar to yours, during the consultation you agreed that etc ...?

• Which ideas received the most support? What benefits did they refer to?

• What features of the vision will allow it to win the support of the school community?

• How should we convince our vision at school?

Source (modified exercise):

https://www2.chsaa.org/activities/student_council/pdf/2014/ideas/What's%20on%20Your%20Plate.pdf

Handout 7

Name: Evaluation of the module

Materials: printed evaluation sheets, pen or pencil

Number of Participants: between 15-20

Target Group: all types of teachers, educational managers and others involves in education

Time Needed: at least **10 minutes**

Preparation: the trainer will share the evaluation sheets with the participants, asking them to complete it.

Goals:

- to identify the strengths and weaknesses of the training
- identifying training aspects that need to be improved

Method Description:

Please, kindly answer the questions below. The survey is anonymous, and the results will be used to improve the quality of the training.

Mark the answer variants that correspond with your opinion, where following numbers mean:

　　　1-strongly disagree

　　　2-disagree

　　　3-neither agree or disagree

　　　4-agree

　　　5-strongly agree

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Crt. No	Questions	1	2	3	4	5
1.	The trainer instructions were clear and easy to comprehend					
2.	Time for each exercise was just right to finish the task					
3.	The atmosphere during the training encouraged the exchange of ideas and active participation					
4.	I've gained new perspectives thanks to exchange of ideas between participants					
5.	Theoretical knowledge presented sufficiently prepared me for carrying out practical exercises					
6.	The training had clear objectives					
7.	The information that we received during the training were actual and relevant to my work					
8.	I have a new ideas how can I improve school quality that I will use in the future					
9.	I think I can become better at my job thanks to this training					
10.	This training motivated me to carry on with the task that will affect my school quality					
11.	The contents of the module were appropriate to the training objectives					
12.	I understand who teacher leader is and what he does					
13.	The trainers used various teaching materials to enhance learning process					
14.	The general atmosphere throughout the training facilitated the learning process					
15.	The trainers encouraged the involvement of the students in the discussions					

| 16. | The training favored teamwork and cooperation | | | | | |
| 17. | The trainers were approachable and friendly | | | | | |

Age : ☐ 25-30 years ☐ 30-35 years ☐ 35-40 years ☐ 40-45 years ☐ 45-50y
☐ more than 50 years

Gender : ☐ M   ☐ F

Occupied position:

☐ Teacher   ☐ Headmaster   ☐ Teacher's trainer   ☐ Other

Number	**MODULE 5**
Title of module	**The teacher as a student leader, mentor, tutor, and coach – theory and practice**
Topic / Short Description	The purpose of this module is to provide the reader (students) with the necessary knowledge about the teacher as a leader, mentor, tutor, and coach. The emphasis of the sessions is also on the work in the "classroom", emotional intelligence, care for the effective development and well-being of students. This is a module in which we will define the concepts of mentoring, tutoring, and coaching in school. **First session.** Clarification of the importance of teacher leadership in the classroom and its role for the overall learning process for each child individually. **Second session.** Defining the essence of the terms mentor, tutor and coach and the differences between them, their role in the learning process. **Third session.** Definitions of emotional intelligence. We answer the question: "How to develop emotional intelligence in children?" We will also talk about techniques for dealing with anger. **Fourth session.** Table (graphic model) of the qualities and competencies of the teacher leader, mentor, tutor, and coach. **Fifth session.** We will talk about the effective development and well-being of students and how to achieve it. Activities of interest, **Sixth session.** In this session we will give examples and ways to develop mentoring and coaching skills, and we will also share good practices.
Target groups	*Training module 5 will be oriented to:* • Teachers from primary, secondary and some higher schools • School managers • Experts in the field of education • Authors of pedagogical literature • Students in pedagogical specialties

Training Goal	At the end of the activity all the trainees will acquire the following competencies: • will be able to manage the learning process more effectively • will be motivated to work on building / upgrading leadership, mentoring and coaching skills • will be able to put into practice the games and methods shown in this module • will increase the level of their competencies by using different techniques • will be able to distinguish when it is necessary to be a leader, mentor, coach in the classroom • will gain competence in the field of emotional intelligence • will gain insight into the immediate experience of successful acting teachers
Name of the Session **1. The teacher as a leader in the classroom (student leader)**	**Description of Learning Activities / Methods** In this session we will clarify the importance of teacher leadership in the classroom and its role in the overall learning process, for each child individually. What are the challenges for the modern teacher? What can we as teachers do to change education? We will list the qualities and professional competencies that a teacher leader must possess. We will present demonstration games from the practice of our colleagues (from "Khan Krum" 107 Elementary School), which give us illustrated examples of different approaches in the classroom **Handout 5.1 (Rhythm)** **Handout 5.2 (My science – a game of inspiration)** **Handout 5.3 (Elite Club)** **Handout 5.4 (Direction)**

	List of needed Equipment and Materials
	1. To present the topics you need a video projector, laptop and screen.
	2. Tripod and marker.
	3. ppt presentation: There is a PowerPoint presentation for this module in general that includes all sessions.
	Proposal of Timing: 25 minutes
2. The teacher as a mentor, tutor and coach	**Description of Learning Activities / Methods**
	Defining the definitions of mentor, tutor and coach and the differences between them. Goals and tasks of the mentor.
	What is a tutor and what is a coach at school? Their role in the learning process. Individual coach. Goals and stages of the coach at school. Build strong coaching relationships. Main advantages of applying coaching skills in the educational system. Easy to apply coaching techniques (examples).
	Qualities and competencies that the teacher must possess.
	Handout 5.5 (How controlling are you?)
	Handout 5.6 (Help others to increase their self-esteem)
	Handout 5.7 (Follow my instructions)
	Handout 5.8 (Coaching)
	List of needed Equipment and Materials
	1. In order to present the subjects it is necessary a video-projector, a laptop and a screen.
	2. **ppt presentation**: There is PowerPoint presentation for this module as a whole, which includes all sessions.

3. Emotional intelligence	**Proposal of Timing**: 25 minutes **Description of Learning Activities / Methods** Definitions for emotional intelligence. We answer the question: How do I become emotionally intelligent? **Socio-emotional teaching** or how trainees identify and manage their emotions and interactions with other people. The benefits of it. **Anger and its control.** Prevention of aggressive behavior. Benefits of knowing and regulating emissions. Recognition of emotional intelligence. **Handout 5.9 (Introduce Yourself)** **Handout 5.10 (Winner or Loser)** **Handout 5.11 (Self-Awareness Exercise)** **Handout 5.12 (Temperament Analysis)** **List of needed Equipment and Materials** 1. A video projector, laptop and screen are needed to present the topics. 2. ppt presentation: There is a PowerPoint presentation for this module in general, which includes all sessions. **Proposal of Timing:** 30 minutes
4. The teacher - leader as mentor and teacher – standards	**Description of Learning Activities / Methods** Here we offer a table (graphic model) of the qualities and competencies of the teacher leader, mentor, tutor and coach.

	We will explain why these professional competencies and personal qualities are needed. We will support them with examples from real situations in the classroom. Appendix 1: "Qualities of the teacher leader" by Antoaneta Yaneva **Handout 5.13 (Find the concept)** **Handout 5.14 (If …, then …)** **Handout 5.15 (Aggressive, submissive and assertive Response)** **Handout 5.16 (Do you trust others)** **List of needed Equipment and Materials** 1. A video projector, laptop and screen are needed to present the topics. 2. ppt presentation: There is a PowerPoint presentation for this module in general, which includes all sessions. **Time suggestion:** 15 minutes
5. Effective development and well-being of students	**Description of Learning Activities / Methods** Student well-being factors - What determines the well-being of school age - we indicate the main factors selected from a children's survey. The questions asked are guiding for us as researchers of children's needs and vision for development (The survey was conducted with students from 5th, 6th and 7th grade, including the following questions: "What would make me feel safe at school? "," What would help me increase my success? "," Which of what I learned in school will help my future development? ").

Handout 5.17 (Questionnaire Survey)

-   We point out our own views, as active educators, on what is most important for ensuring a good school climate: we emphasize the individual approach to communicating with students, as well as effective and continuous cooperation between teachers and parents, also between teachers and psychologists / resource teachers / speech therapists.
-   Creating and establishing a school culture and school community in which children and students feel supported and involved - school newspaper, school radio, Skills day, sports holiday, inclusion of students in the ERASMUS + program, conversation with the psychologist in class hours…

Personal development of students - opportunities and prospects
✓ Early assessment and discovery of gifts in students
✓ Practice of Khan Krum 107 Elementary School for work with gifted children: work in interest groups
✓ Diagnosis of children with SEN
✓ Active participation in national and international competitions

Appendix 2: "THE ROLE OF THE TEACHER-LEADER FOR INCLUSION OF STUDENTS WITH SPECIAL NEEDS IN THE MASS SCHOOL (an article by Danko Kalapish)

Handout 5.18 (Boost self-esteem and confidence)
Handout 5.19 (Ups and Downs)

Appendix 3: Class photo

List of needed Equipment and Materials

1. A video projector, laptop and screen are needed to present the topics.
2. ppt presentation: There is a PowerPoint presentation for this module in general, which includes all sessions.

Time suggestion: 15 minutes

| 6. Development of mentoring and coaching skills. Good practices. | **Description of Learning Activities / Methods**

In this session we will give examples and ways to develop mentoring and coaching skills, and we will also share good practices.

Mentoring - guidelines
- establishing a connection between the mentor and his mentee - the time spent between the two strengthens the trust between them
- drawing boundaries between the two parties- this involves some distancing, despite the friendship that involves any mentoring process. It is important for both parties to consider the need for boundaries (especially with regard to the relationship between teacher and student, teacher and colleague), as well as to allow the boundaries to change at a future stage of joint communication.
- to give the mentee the opportunity to make mistakes, which he / she can then make sense of himself / herself and which he / she can discuss with his / her mentor
- work on the mentor's goals- the mentor himself often needs another mentor to guide him and discuss with him the set goals
- the mentor in the classroom must know well both the specific student and the statistics that guide him in the chosen approaches (to indicate them as generally successful or generally unsuccessful)
- the pleasure of the success of the mentees- often the mentor feels abandoned and unnecessary after the mentee gains confidence and independence after the goals have been met. There are two directions for getting out of this psychological state - the mentor must realize that the main part of mentoring is friendship, which remains long after the goals are met; the mentor must find new goals and new personalities to whom to pass on his valuable experience |

Expectations

- What is our understanding?
- What do we want to achieve?

Boundaries

- How will we deal with difficulties?
- Confidentiality and ethics.

Practical specifics

- Where will we meet?
- How will we connect with each other?

How to be a good mentor to your colleagues.

Coaching skills – guidelines

- the coach must make sense of and accept his neutrality in relation to the other, work on his impartiality and constructive distance. At the same time, he must be emotionally satisfied - to inspire confidence. These two seemingly incompatible characteristics can be combined into one person leading an active social and emotional life outside of coaching sessions.

- the coach must constantly exercise his ability to ask as many "open" questions as possible without guiding the other person in his answers

- The coach must listen globally, collect the maximum number of opinions on a specific situation, always remaining impartial

- each coaching session should start with a fixed duration in order to provide a system of tasks and goals achievable for certain hours / days

- first of all- in coaching it starts with the exact and fixed (preferably written on paper) setting the desired goals

What
Object of desires

example: Career development

Why
Reason to desire the object

example: Life progress

How
Plan to achieve the object

example: Increase perseverance

Handout 5.20 (Externalizing Internal Conflicts Exercise)
Handout 5.21 (Which word is common)
Handout 5.22 (Learning points)
Handout 5.23 (How to find my mentor)

List of needed Equipment and Materials
- A video projector, laptop and screen are needed to present the topics.
- ppt presentation: There is a PowerPoint presentation for this module in general, which includes all sessions.

Time suggestion: 25 minutes

Contents

- Handouts 1 – 23
- Appendixes 1 – 3

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- one presentation (The teacher as a student leader, mentor, tutor, and coach – theory and practice)

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Handout 5.1

Name: Rhythm (fast game) - suitable for the beginning of the training and at any time

Materials: none

Number of participants: no limit

Target group: all types of teachers, participants in trainings.

Time required: 5 minutes or at the discretion of the teacher (facilitator).

Preparation: none

Objectives:

- builds sustainable attention and concentration

- team work

- creativity

- builds leadership qualities

- creating a positive atmosphere in class

Description of the method: The participants can be standing, sitting in their seats, or in a circle. The facilitator sets short rhythmic figure by clapping hands with a certain pace. He also invites the participants to follow him and get involved. When this rhythm is performed for about 20-30 seconds - or at the discretion of the facilitator, he assigns a participant to set a different tempo of the rhythm. At different intervals, the facilitator changes the participants to set a different pace.

Advanced option: The participant who sets the new tempo to change the rhythmic figure who claps his hands.

Handout 5.2

Name: My science – a game of inspiration

Materials: board and marker

Number of participants: no number

Target group: teachers, team building participants, training

Time required: 3 – 4 minutes

Preparation: none

Objectives:

- Developing a creative approach to tasks
- Self-assessment training and presentation
- Development of leadership qualities - Creativity and activity
- Mobile mind
- Development of associative thinking

Description of the method: The trainer selects one participant and invites him to write on the board the name of the discipline he teaches in the form of an acrostic. The goal is against each letter the participant to write something important, significant, which brings him his science. This should happen within 3 minutes. The actual stage of the game ends when the last participant presents his subject.

M – Magical

U – Unique

S – Smooth

I – Inspiring

C – Colourful

Handout 5.3

Name: Elite Club

Materials: sheet and pen

Number of participants: 10 and more

Target group: teachers, team building participants, training

Time required: 12-15 minutes

Preparation: none

Objectives:

- Development of presentation skills

- Development of persuasive abilities

- Development of ability for adequate selection of personal and professional qualities

Description of the method: The host explains the game: Imagine that you are a member of an elite club. You have all known each other for a long time and you trust each other. Access to this club is very limited. Your task is to persuade all other members of the club to accept a new member introduced by you. Your presentation is considered successful if at the end of the session, all members vote "FOR".

The candidate has 5 minutes - outside the room - to introduce himself to the one who will vote for him. The representative has 3 minutes to persuade the others to vote "FOR". Questions can also be asked.

Handout 5.4

Name: Direction

Materials: none

Number of participants: teachers from the training or between 15-20

Target group: all types of teachers

Time required: about 5 minutes

Preparation: The trainer tells the trainees to stand where they want in the room.

Objectives:

- A game of tact and attention

- To comply with others

- To overcome obstacles

- Teamwork

Description of the method: Each trainee is standing in a place of his choice in the room. The facilitator tells the trainees to choose another point in the room without telling the others which one it is. At a signal given by the trainer, everyone begins to move, striving to reach their point without colliding with others, who are also moving to a certain point.

Note: The game can be played for limited time - example 25 seconds.

Handout 5.5

Name: Leadership Skills Exercise: How Controlling Are You?

Materials: A copy of *"Control Evaluation Form"* provided below for each delegate.

Number of participants: no limit

Target group: teachers, team building participants

Time required:
 Explaining the Exercise: 5 minutes
 Activity: 10 minutes
 Group Feedback: 10 minutes

Preparation: none

Objectives:
- Evaluate your performance based on what others, especially your team members and colleagues, think of you.

Description of the method: Distribute the *"Control Evaluation Form"* to all delegates. Ask delegates to go through the form. First they need to identify a number of people who are their followers. Ask them to write their names in the list. Next, delegates must record the view of each person they have named about their own performance. This encourages them to think from the other person's point of view and see how controlling they might be towards others. Allocate 10 minutes for this exercise. Bring back all and follow with a discussion.

Discussion: Do you think some of your followers would score you as a controlling person? What does this suggest? What could you do about it? Do you think many of your followers would classify you as a controlling leader? Do you think they like to have a controlling leader? What can you do to create a friendlier atmosphere?

Variations: To take this to the next step, you can prepare similar forms and give them to the team members of your delegates and ask them to score their leader on how controlling they are. You can then compare these results with those obtained from the leader. Any large differences must be analysed further to see what they really suggest. For example, your followers may score you negatively while you might score yourself positively. The difference suggests that you might be doing something that you should not but you might not be aware of it. Becoming aware of this trait is the first step in moving towards a less controlling and more open leadership style.

CONTROL EVALUATION FORM

PART 1:

How much do you think you like to control people in different situations? Place an X in the appropriate level.

Little Need to Control				*Strong Need to Control*
-2	*-1*	*0*	*1*	*2*

PART 2:

1. Write the name of your followers or team members on the left.

2. For each person ask yourself how they would score you on how controlling you are.

Name of Your Team Member	*Little Need to Control*				*Strong Need to Control*
	-2	*-1*	*0*	*1*	*2*

Handout 5.6

Name: Leadership Skills Exercise: Help others to increase their self-esteem

Materials: A copy of *"Values Form"* provided below for each delegate.

Number of participants: no limit

Target group: teachers, team building participants

Time required:

Explaining the Exercise: 5 minutes

Activity: 15 minutes

Group Feedback: 15 minutes

Preparation: none

Objectives:

Identify what you can do to make your followers feel important and see the importance of tasks given to them more clearly.

Description of the method: Distribute the *"Values Form"* to all delegates.

Explain the purpose of this exercise by stating that leaders must make their followers feel valued so they are more motivated to carry out their duties while also knowing that they are contributing to the whole.

Ask each delegate to go through the forms. Ask them to first identify a number of people who are their followers. Next answer the two main questions on values.

It is critical for delegates to be very specific about what they state here. Vague remarks are not allowed. Here are some examples:

Good Examples:

"I will ask Jane to present at the next critical progress meeting to explain that I expect her performance to make a positive impression on our client and it will be really valuable to the team"

"I will get John to come to my office tomorrow and talk about his new proposal on expanding the department"

"I will ask Peter to create a quick draft of the new software architecture that we discussed over lunch last week"

"At the next weekly meeting with the team, I will explain how important the new project is to the future of our company and how our efforts fits with the current industry trends over the next 5 to 10 years

Bad Examples:

"I will explain to Mary how important her role is"

"I will tell others that Max is an important team member"

"I will tell Albert that he is doing a good job"

Allocate 10 to 15 minutes for this part.

Get back everyone together and ask them to share some examples of actions they identified. Get others to comment on the quality of these actions and also observe to make sure the actions are appropriate and are not vague.

Follow with a discussion.

Discussion: Was it easy to come up with new ideas on helping others to see the value of their work? What new methods did you learn from other delegates? How critical is it to continuously emphasise the importance of tasks? What can you do to elevate task that are usually seen as routine? How important is it to write these actions down?

Values Form

Team Member's Name	What can I do to make the person feel valued and important	What can I do to increase the value of the tasks he or she is supposed to

Handout 5.7

Name: Leadership Exercise: Follow my instructions

Materials: Large space. Preferably an area where people can sit or lie on as well. An ideal setup is outdoors on grass, preferably with casual and comfortable cloth. Another choice is a sports hall.

Loudspeaker (optional).

Prize for winner (optional).

Number of participants: no limit

Target group: teachers, team building participants

Time required:
   Explaining the Exercise: 10 minutes
   Activity: (10 min for each leader) * 3 = 30 minutes
   Group Feedback: 10 minutes

Preparation: none

Objectives:
A group must follow the instructions of a leader to form a particular pattern based on a specific target.

Description of the method: Nominate one person as leader. This exercise tests the capability of the leader.

Show a pattern printed on a paper to the leader only. Others should not be able to see this pattern. The pattern could be a series of connected lines or basic shapes as shown above.

Ask the leader to face away from the group. If necessary, you can give a loudspeaker to the leader so others can hear him when he talks while facing away from them.

Ask the leader to guide the group to form the specific target shape. The leader is not allowed to look at the group while they execute his instructions. The leader must use his imagination, memory and accurate instructions to successfully complete the task.

The leader can only give commands for movement. The leader is not allowed to describe the shape to the group.

Once the leader is happy with his instructions, he should announce that he has completed the task. The leader can now look at the group and reveal the target shape to them for evaluation and analysis.

Ask the group about the ability of the leader to direct. Ask the leader how he felt while giving instructions and how confident he was about the group's execution or responses.

Follow with a discussion.

Discussion: How well did the leader perform? What was the secret to their success? Why some leaders performed poorly? What does this suggest about giving instructions, receiving instructions, giving feedback and general management skill?

Variations: You can repeat the exercise with other members of the team with the same image. In this case, they will know the target but must wait for instructions to follow. Alternatively, you can use new images for every new leader so they only have to follow the instructions without knowing the final shape.

You can also run it as a competition where the leader with the closest pattern to target wins. It would be more difficult to run the exercise as a competition if you use diffident patterns for each leader since some shapes can prove to be more challenging to form than others.

Handout 5.8

Name: Communication Skills Exercise: Coaching

Materials: none

Number of participants: no limit

Target group: teachers, team building participants

Time required:

Explaining the Exercise: 5 minutes
Activity: 15 minutes
Group Feedback: 15 minutes

Preparation: none

Objectives:

A group of participants are asked to act as "Coach" and teach the other group.
to increase individual's confidence in their own capabilities and talents.

Description of the method: Split the group into two subgroups. One group is chosen randomly to act as coaches while the other group act as students.

Each coach is assigned one student.

Each coach has 1 minute to decide what special subject they want to teach their student. This does not have to be an academic topic, it can be anything from playing a musical instrument to drawing, being good at video games or even cooking.

Each coach has 5 minutes to teach his or her student about the chosen topic.

At the end of five minutes, each student rates the coach on coaching skills including the ability to understand student's learning style, delivery of the information (choice of words and examples) and ability to answer questions.

The coach with the best rating will win a prize.

Discussion: Discuss with the group how this exercise helps understanding and recognition of others abilities and how it facilitates the process of team building and effective communication.

Handout 5.9

Name: Introduce yourself

Materials: sheet and pen for each participant

Number of participants: up to 20 teachers from the same school, university, or people working together

Target group: teachers, team building participants

Time required: 30 minutes

Preparation: none

Objectives:

- Developing the ability for real self-identification
- Training of leadership qualities – flexibility of thinking, habits for effective communication

Description of the method: The trainer distributes a sheet and a pen to each participant. The goal is on one side of the sheet for everyone to describe their strengths and weaknesses.

On the back of the sheet, the participant must write what he aspires to.

All sheets are collected and mixed. The trainer draws a sheet and reads what is written. Training participants must recognize their colleague.

The game ends with a discussion, the goal being for everyone to find out if their self-identification coincides with the opinion of the others.

Note: The information obtained may inspire the creation of future working groups formed on the basis of common goals and interests.

Handout 5.10

Name: Winner or Loser (fast game)

Materials: not required

Number of participants: no limit

Target group: all types teachers, participants in trainings, teambuilding.

Objectives:

- In this game the participants learn to look for the positive in every situation

- Team work

- Building trust

Time required: 5 minutes

Preparation: The participants are divided into pairs.

Description of the method: Participant A shares with participant B something negative that has happened to him. It must be something related to school (work). It must be true. Participant B then comments on the same thing, but with a focus on the positive in the situation. Participant B helps to make sense of the bad event. Then the roles change.

Handout 5.11

Name: Self-Awareness Exercise

Materials: A copy of the "Value List" provided below.

Number of participants: no limit

Target group: teachers, team building participants

Time required:

Explaining the Exercise: 2 minutes

Activity: 5 min selecting ten values + 2 min selecting five values + 3 min reflection = 10 minutes

Group Feedback: 10 minutes

Preparation: none

Objectives:

- Go through the values provided and select the best ones based on the instructions provided.

- understanding their strengths, limitations, attitudes, values and motivations

- to reflect on their values and see exactly what matters to them the most

- understand what they believe now and how this might have changed from the past

- this exercise can be conducted periodically, such as once a year, and you can expect to get different results each time

- Comparison of these results on their own can be quite educational and further help to increase self-awareness.

Description of the method:

Explain to trainees that in this exercise they will be examining themselves in respect to a range of values. By understanding the values, they will boost their self-awareness.

Provide a copy of the "Value List" to each trainee.

Ask trainees to identify ten values that they strongly believe in or that are important to them. The list is provided as a reference only. They can add any other value they feel strongly about to the list and select it as part of their most important ten values. Ask them to write these values on

a separate piece of paper. For best results, they should be as honest as they can. They should not pick values to show off, for being politically correct or popular fashion. They should choose only based on what's important to them.

Allocate about 5 minutes for this part.

Now in the next step, ask the trainees to select only five values from the ten they have selected. This is now much harder, but the selection process will force them to see what they truly value the most.

Allocate 2 minutes for this part.

Allocate a few more minutes for reflection so trainees can think about what their choices really mean to them.

Bring back everyone together and ask them to share their values and observations one by one. If the trainees know each other or are part of a team, sharing important values can be quite educational as people can see what's most important to other team members.

Follow with a discussion.

Discussion: What did you learn about yourself in this exercise? Was it difficult to select the ten values? How about narrowing it down to five values? Did you add any new values to the list? What did you think of other trainees' values? If you know the other trainees, did their choices match your expectations? If you have gone through this exercise in the past, were your values any different? What does this suggest?

Value List

Love and care	Growth Being rich	Power
Community	Inner happiness	Personal development
Variety	Honesty	Religion
Stability	Selflessness	Reputation
Efficiency	Family	Novelty
Friendships	Creativity	Elegance
Fame	Status	Self-respect
Competence	Intellectual freedom	Modesty
Ecological awareness	Job security	Helping society
Political correctness	Knowledge	Influencing others
Ethical behaviour	Merit	Risk taking
Financial freedom	Meaningful work	Recognition
Financial security	Routine	Certainty
Achievement	Leadership	Sex
Adventure	Independence	Time
Perfectionism	Loyalty	Truth
Competition	Respecting nature	Working for yourself
Order and law	Close relationships	Working with others
Privacy	Challenge	Gratitude

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Handout 5.12

Name: Temperament Analysis
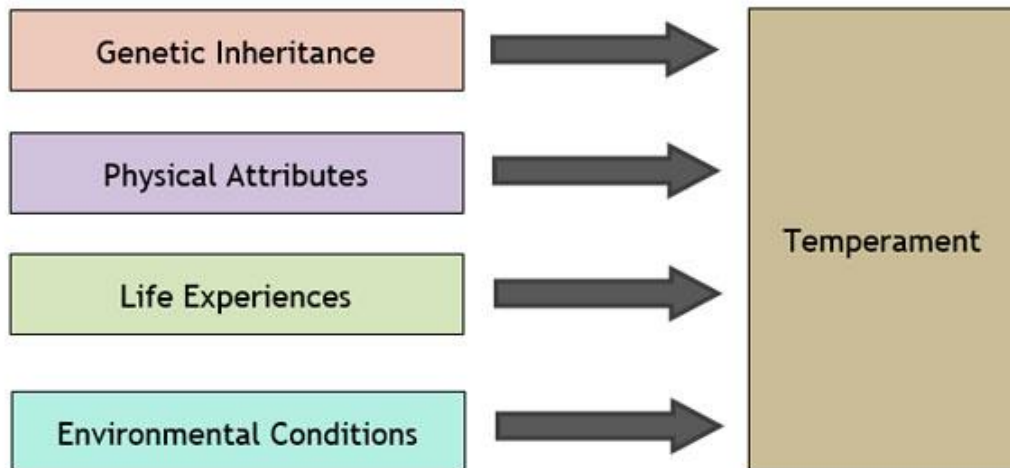
Materials: A copy of the "*Temperament Questionnaire*" for each trainee provided below.

Number of participants: no limit

Target group: teachers, team building participants

Time required:

Explaining the Exercise: 5 minutes

Activity: 15 min answering questions + 15 min sharing = 30 minutes

Group Feedback: 10 minutes

Preparation: none

Objectives:

- Answer the questions provided in the form and then discuss with a partner.

- To help trainees explore the concept of temperament, understand what it means, how it is formed and how it can influence their emotional intelligence.

Purpose: Temperament refers to aspects of an individual's personality that are mainly biological or innate as opposed to learned. Temperament is basically life-long traits that we have acquired early on in life or simply inherited. Here are some examples:

"I am shy in social settings. I feel uncomfortable if I suddenly find myself at the centre of attention. I guess it comes from my childhood when I was brought up to be a quiet kid."

"I was never very sporty or physical when I was growing up so engaging in sports these days doesn't appeal to me much. Where I grow up, it was frowned upon for girls to do sports."

"I like talking. If I enter a room and it is quiet I have the strongest urge to talk and get everyone to listen. I got this from my mom I guess..." [Carries on talking for a while until stopped!]

"I have always been sporty, even though I was a girl I always liked any sport even if they were predominantly for boys. I guess I got this from my dad who was very athletic."

In this exercise, trainees explore the nature of their temperament and discuss this with others to better understand what it means.

Description of the method:

Explain that temperament is influenced by a mixture of parameters such as the following:

Genetic Inheritance

Physical attributes

Life Experiences

Environmental Conditions

Divide the trainees to pairs. If you have an odd number of trainees use a group of 3.

Distribute a copy of the "Temperament Questionnaire" to each trainee.

Ask each trainee to answer the questions provided in the form. At this stage, each person works on his own.

Allocate 15 minutes for this part.

Ask pairs to share what they recorded on their forms in each group. Each person should take turns to explain what they think of their temperaments. They should also discuss the last question on what they potentially want to change.

Allocate 15 minutes for this part.

Bring back everyone together and follow with a discussion.

Discussion: What do you think of the effect of your temperament on your everyday life? How did your partners' temperament differ from yours? Was it easy to come up with strategies on how to change or modify some of the behaviours discussed?

Temperament Questionnaire

Describe your temperament with three adjectives. Choose the ones that describe you best.

Suggest three adjectives that others use to describe your temperament.

Go through each of the adjectives identified in the above two questions and see if each one is because of *Genetic Inheritance, Physical Attributes, Life Experiences* or *Environmental Conditions*.

How do each of the temperamental factors affect you on a personal level?

How do each of the temperamental factors affect you on a leadership role level?

Which of these factors do you want to change and why?

Handout 5.13

Name: Find the concept

Materials: Writing board (tripod) and marker

Number of participants: no limit

Target group: all types of teachers, all subjects**,** team building participants

Time required: about 5 - 7 minutes

Preparation: The trainer writes on the board a word - a concept that should be explained to the trainees. This concept is related to a specific lesson.

Objectives:

- Comprehension of different concepts

- Using a discovery approach

- Development of associative thinking

- Teamwork

Description of the method: In the center of the board (tripod) the trainer (facilitator) writes a word-concept that needs to be defined and explained. He divides the board with a vertical line in the middle. He asks the trainees what they associate this concept with. Invites trainees to name words based on associations. The trainer writes down each word indicated by the trainees on the left side of the board. If the concept is complex and unknown, he helps the trainees by guiding them. Boarding continues as long as the trainees wish and more trainees participate. **This is a quantitative stage**. The trainer or a trainee reads the recorded words and crosses out the ones that are repeated. Then, with the help of additional and guiding questions, the trainees make sentences to describe the word-concept. The trainer (or trainee) writes them on the right side**. This is the quality stage**. At the end, the trainer announces the correct interpretation of the concept, citing an explanatory dictionary. *And here is very valuable reaction of participants as a surprise establish, that the findings, to which they by themselves are reached, is confirmed.*

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Handout 5.14

Name: If …, then …

Materials: Sheet and pen for each participant

Number of participants: no limit

Target group: teachers, team building participants, training

Time required: for one participant 3 min.

Preparation: none

Objectives:

- Training the ability to make quick and adequate decisions in different situations
- Updating professional experience in resolving various situations.

Description of the method: The trainer provides a choice between two topics. After choosing, the participant must write 3 sentences on the topic, following the construction "If ....., then ....".

Example topic - "Job interview". Here are sample answers per participant:

1. "If there are many candidates for the position, my chances are reduced."

2. "If I am the only candidate, then the position is questionable."

3. "If I wear the lucky green dress, it is clear that I will succeed!"

After giving their answer sheets, a short analysis by the trainer follows.

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Handout 5.15

Name: Aggressive, Submissive and Assertive Responses

Materials:

- Three copies of *Assertiveness Sheet* provided below for each trainee.

- A copy of the *Assertiveness Example Sheet* provided below for each trainee.

Number of participants: no limit

Target group: teachers, team building participants, training

Time required:

Explaining the Exercise: 2 minutes

Activity: (5 min analysing + 10 min discussing) * 3 rounds = 45 minutes

Group Feedback: 5 minutes

Preparation: Before going through this activity, you should have talked about assertiveness in detail along with giving examples so that trainees know what is expected of them here.

Objectives:
- to learn how to be assertive is to know how it contrasts with being aggressive or submissive.

- helps trainees to analyse a given situation and analyse various responses delivered and see how their feelings are affected as a result of each response.

Description of the method: Distribute the *Assertiveness Sheets and Assertiveness Example Sheets* to all trainees.

Ask them to consider a situation and use one form to analyse it.

Given the situation, they should formulate an aggressive, submissive/passive and assertive response. They should record their analysis in their forms.

Allocate 5 minutes for this part.

Bring everyone back together and ask each person to explain what the situation was and then provide their analysis.

Ask other trainees to provide feedback or correction for each type of response. The aim is to learn what each type of response looks like and the kind of negative emotion it leads to.

Allocate a total of 10 minutes for this part.

Ask trainees to consider a new situation and use a new form to analyse it.

As before, after 10 minutes get them to share their results and receive feedback.
Repeat one more round.
Follow with a discussion.

Discussion: Has your understanding of an assertive response increased as a result of this exercise? What did you think of other people's suggestions on your situations? What did you think of other people's scenarios and their analysis? What was the most important lesson you learned in this exercise?

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Assertiveness Example Sheet

Consider a given situation and analyse it below based on various responses that you can give.

Situation:
My friend keeps borrowing my books and never returns them.

Aggressive Response
Your response:

I will never lend you another one!
Positive outcome:

I would not lose my books.
Negative feelings:

I feel bad that I might hurt my friend's feelings or even lose a valuable relationship over a simple book.

Submissive/Passive Response
Your response:

I will ignore it. It's only a book.
Positive outcome:

I keep my friend happy. He has the book and won't hear a complaint from me.
Negative feelings:

I lost my books which costs me. I also need them as reference but now I cannot use them.

Assertive Response
Your response:

I lend you several of my books and I am happy to lend more to you. I understand that you may not have had enough time to read them. I use many of them as reference and I need them back. I appreciate if you can return them soon after I give them to you.
Positive outcome:

My friend now understands that I need the books back and I will get to keep my friend.
Negative feelings:

I feel good now but I understand being assertive requires courage, planning and skill.

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Assertiveness Sheet

Consider a given situation and analyse it below based on various responses that you can give.

Situation:

Aggressive Response
Your response:

Positive outcome:

Negative feelings:

Submissive/Passive Response
Your response:

Positive outcome:

Negative feelings:

Assertive Response
Your response:

Positive outcome:

Negative feelings:

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Handout 5.16

Name: Communication Exercise: Do you trust others?

Materials: A wall and a clear space.

Number of participants: no limit

Target group: teachers, team building participants, training

Time required:

Explaining the Exercise: 2 minutes

Activity: 10 minutes

Group Feedback: 10 minutes

Preparation: none

Objectives:
- Rate your trust level with others based on a number of situations.
- It is based on our previous experiences as we derive our grand rules from our life experience.
- to know how others feel in certain situations, so you can become aware of your trust level and how you compare with others.

Description of the method: Ask trainees to stand next to the wall, with their backs to it.
Explain that you are now going to present a number of situations. For each situation, you want trainees to express how they rate their trust in that situation. For no trust they should remain where they are. For maximum unconditional trust, they should move three steps forwards. Moving one or two steps means lower trust respectively.
After each situation, ask trainees to return to the wall and repeat the process
State the following situations:
Your manager wants you to work overtime on Saturdays.
Your colleague wants you to carry out his important tasks for a couple of days as he is off-sick.
Your colleague wants to borrow your car for the weekend.
Your colleague wants to borrow your book.
Your boss wants to see you after work late on Friday.
Get back everyone together and follow with a discussion.

Discussion: Were you similar to others in your level of trust? In what situations most people had the same trust level? In what situations, you felt very differently to others? What does this exercise suggest? Which areas do you need to work on, perhaps to increase your trust in areas that others rated more than you?

Handout 5.17

Name: Questionnaire survey

Target group: Teachers of all specialties and stages. on a training

Materials: questionnaire

Number of participants: no limit

Description: The proposed survey has sample questions. It was held among students from 107.Primary School, aged 11-13. Each teacher can change the questions according to their personal search and the specifics of the students and work with them.

Objectives: The purpose of the survey is to provide teachers with guidelines for understanding the needs of their students.

EFFECTIVE DEVELOPMENT AND WELL-BEING OF STUDENTS

SURVEY conducted among students from 5th, 6th and 7th grade

1. What would make me feel safe at school?

YANA (11 years old): There is security at school and I feel protected. Mom is calm when she leaves me at the door of the building.

GEORGE (12 years old): The teachers make me feel safe, there are always at least three people on duty in the corridor, they make remarks to the children who run during the breaks, and so no accident can happen.

PETER (12 years old): I have been learning karate since I was very young. Last year I also became a republican champion. Sport helps just that - to always feel that you can defend yourself when needed. It's good to learn more sports at school, then everyone will feel like me. And they will not be afraid.

SIANA (13 years old): Sometimes older students misbehave with younger ones. Some are especially cunning and do it when no one is watching them. If children always report these cases, it will disappear. Maybe we need to talk more about these issues in class.

RADA (12 years old): I feel protected because there is control in my school. I have friends who study in other schools, they have told me that this is not the case with them. It is important where you study, so next year I want to go to a good high school. Good training is the main reason, but it is not the only one. It is nice to feel that your school takes care of you - you are so calm and the day is easy and pleasant.

SOFIA (12 years old): There are rude and aggressive children. They must be punished. Maybe their parents should be punished because they raised them. If everyone gets what they deserve for the way they behave, there will be no problems at school and everyone will feel protected and well.

MELCON (11 years old): I am Armenian. I have been insulted for this. I'm not upset because I've always been insulted by children much stupider than me. Mom tells me not to pay attention to stupid people, to wave and leave with a smile. This is what I do.

TSVETA (13 years old): I am an outsider in the class. The teachers have already accepted it as normal and no one asks me why I am alone. No one physically assaulted me at school, but I want to have friends. Not like my classmates, they only think about phones and branded clothes. They have no values. By values I do not mean any expensive objects, I mean the character of a person, whether his heart is good or not. If I had friends to walk to the chat in front of school, I would feel better.

HRISTO (11 years old): I read in my breaks. Fiction. Once it became very interesting for me and I continued during the biology class. My lady wrote a couple. I want to have a laser beam to protect me from couples. And from monsters. And from the lady in biology.

SERGEY (12 years old): I feel very good at school. I have first grade friends here, and I get along with the teachers. Nothing bad has ever happened to me, I feel protected. When I finish, I will miss this place very much. And I will definitely be back to see the teachers. I stay in this school, but I can't.

2. What would help me increase my success?

YANA (11 years old): My success is between five and six. I'm happy, but I want to raise it to full excellent. This is very difficult because the lessons are many and getting harder.

GEORGE (12 years old): There are teachers who teach in a very interesting way. With them I remember everything in class. I think - if all teachers were like that, we would probably all be excellent. The good thing is that these teachers are very cool and as people - I talk to them in the breaks, sometimes we even leave school together. It is very important for the teacher to make his class interesting and to be friendly.

PETER (12 years old): You can only increase your success if you study a lot. It's up to you. Sometimes it's hard because there are a lot of homework for the next day. It often happens to me that I play computer games and have 4-5 homework to write. Then I turn off the computer and write them. This is how sport has taught me to do the important things first, even when they are not so interesting to me.

SIANA (13 years old): I don't care so much about success, but my mother scolds me a lot if I'm under five. She graduated from the same school, but she was much smarter than me. You can increase your success at school if you take an active part in a class, but I'm not one of the most active, because I'm still worried about saying something stupid.

RADA (12 years old): So far I am finishing with an excellent grade. I write all the plans in class and learn mainly from them. It is easiest for me with the teachers who develop their plans well - this is how I have the most important of the lesson, collected briefly in my notebook. I read it at home and I understand everything because I listen carefully to the lessons.

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SOFIA (12 years old): There should be more time for exercises and practical tasks. If I just read something, sometimes I don't understand it, and even if I do, I quickly forget it. However, when we do some chemistry experiment with the lady or spend three hours in Bulgarian just to practice, everything is much easier. Then I acquire lasting knowledge.

MELCON (11 years old): I don't learn from the textbook, I usually learn from the internet or from popular science programs. This should be introduced in school - to watch more videos, to use technology. We have to be innovators, but there are still many teachers with retirement thinking. If I ever become Minister of Education, I will change that. Of course, I will fire all the lodges and angry teachers.

TSVETA (13 years old): Success is low everywhere because not everyone wants to learn everything. I am studying literature and what will I need opposite angles for? I will never need them ... You have to study the gifts of a child from an early age, you don't have to learn everything. My dream is to somehow divide the classes - to have one class with children who are good at the language, one class with mathematicians, one class with chemists ... Then the success will be very high.

HRISTO (11 years old): There are teachers with whom you cannot increase your success, there you are doomed - like with the lady in biology. I don't care what my success is - I study so that my dad won't punish me later. And most of my friends are. The girls are different, they are bison. And I hate them.

SERGEY (12 years old): It would help me to have a better technical base - to have computers in each office to easily access the information. I watched videos from schools abroad, everything is digital there. And they write on electronic boards. I love everything modern.

3. Which of what I learned in school will help my future development?

YANA (11 years old): In my opinion, some of the study material should be removed, we should study further or we should just have fewer hours a day. Sometimes it happens to me to have homework that is written for at least 3-4 hours. Learning lessons and cooking for tests are separate. I also go to ballet, three times a week, and sometimes I write homework until 12 at night. If there are fewer lessons, maybe more things will remain in my head and these things will serve me in the future, for my future development.

GEORGE (12 years old): I regularly attend the consultations that the teachers give. The funny thing is that I have never been one of the troubled students, on the contrary, and it is the troubled ones who have to walk who do not walk. It helps me a lot to be alone with the teacher, to ask him exactly the questions that are difficult for me. Maybe having more consultations or courses will contribute to my future development - to be with our teachers again, but in much smaller groups, where they will pay attention to our mistakes.

PETER (12 years old): For my future development it will help me to be well prepared for the exam after seventh grade, it is the most important because it determines what high school I will enter. In seventh grade, everyone goes to school and private lessons, just to prepare well and get high marks in the external assessment. In fact, this is the meaning of the school - to prepare us for this exam.

SIANA (13 years old): I'm not sure what would help my future development. Maybe if we chose which exam to take after primary school - in Bulgarian or in mathematics, we could prepare better.

Now we must take both exams. It is very difficult. Neither of these two objects works well enough for me, I like to paint and I do it, but I can't.

RADA (12 years old): I think that for my future development it would help me to travel and in practice to develop my knowledge. I have been studying English for years and traveling abroad helps me a lot to develop my language, especially if I communicate with other children. We have visited some Bulgarian museums with the class, there I see objects and photos from the eras for which I study history. You have to travel - then you can check yourself, understand what you know and what you do not know, it is very useful!

SOFIA (12 years old): At school I learn things that will be useful to me and things that I may never need. The emphasis must be on things that will surely serve me in the future. These are my language, foreign languages, mathematics… If I study more in these subjects, there will be no need for additional lessons and I will have more free time.

MELCON (11 years old): One day I will be in business. Maybe if they take us from school to a big company, it will be very interesting and useful. In general, people with different professions should come into class and talk to us, describe to us exactly what they do. One day I will be the boss and this knowledge will be useful to me.

TSVETA (13 years old): I will become a writer. In addition to literature, I would like to study more history, also psychology, philosophy and religion. This would help me, because that way I would get to know people better. I don't study math, these classes just waste my time. When I grow up, I will take the Nobel Prize for Literature, it will be the first for Bulgaria.

HRISTO (11 years old): At school most things are useless, unfortunately someone has to explain this to my father. If after a while I earn BGN 10,000 a month, it will not be because of the school, but because of myself.

SERGEY (12 years old): Good success in school means good success in high school, then a good university and a good life, so everything in school is important and develops me. Physical classes especially help me when we play volleyball - they help me to distract myself from the lessons and develop my body. And it's a way to spend time with my friends.

Handout 5.18

Name: Boost Self-Esteem and Confidence

Materials: An area where people can sit around and all see each other

Number of participants: no limit

Target group: teachers, team building participants, training

Time required:

Explaining the Exercise: 2 minutes

Activity: 30 minutes depending on the number of trainees

Group Feedback: 10 minutes

Preparation: none

Purpose: This exercise is useful in showing people how resourceful they already are. People who suffer from lack of self-esteem tend to focus on their weaknesses or to blame others for their problems. This lack of belief in their abilities makes them less confident which in turn confirms their negative beliefs. Most of their energy is then spent figuring out who did wrong and who is to blame.

This exercise helps to break this cycle by highlighting that everyone has certain resources and strengths that they can tap into. When a person doesn't see his strengths, he starts to develop a defeatist personality. This exercise helps bring positive strengths and qualities to surface, kick starting a more positive view of life.

Objectives:

Share an experience with others and explore your positive qualities that allowed you to do well in that experience.

Description of the method: Explain that you want the trainees to share their stories with others and get feedback on them.

Ask for a volunteer to start the exercise.

Ask this individual to share an experience with others where he achieved something that he felt good about.

Ask others in the group to provide feedback one by one. Ask them to identify two critical qualities required to achieve what the volunteer reported. Each person should identify new qualities.

At the end, the volunteer has the option to add more qualities if he can think of more.

Optionally, you can write these qualities on a flipchart as they are suggested so everyone can see them as the list develops.

Now, ask the volunteer to select the best three qualities that he thinks were critical in allowing him to succeed. He should then say the following aloud to others and feel proud: "I am X", "I am Y" and "I am Z"

Follow this exercise with others until everyone has expressed their best qualities.

The result is that everyone must feel much more positive and appreciate their current strengths. Sharing their qualities, especially when it is suggested by others can have a profound effect in boosting a person's confidence.

Follow with a discussion.

Discussion: How do you feel now that you know what others think of your capabilities? What do you think of other people's problems, achievements and approaches? Do you see a similarity with your own? What do you think of positive thinking in contrast with negative thinking? What is the most important lesson you learned from this exercise?

Handout 5.19

Name: Decision Making Exercise: Ups and Downs

Materials:
● A sheet of A4 paper for each participant.

● Pen or pencil for each participant

Number of participants: no limit

Target group: teachers, team building participants, training

Time required:

Explaining the Test: 5 minutes

Activity: 10 minutes

Group Feedback: 10 minutes

Preparation: none

Purpose: This activity encourages trainees to think back to their personal experiences in life and share some of their important decisions with their team mates.

Objective:
Trainees to record important events in their lives so far and record how their decisions have shaped their lives.

Description of the method: Divide the group into teams of 3-4 people. Ask each team to sit in a circle, separate from other teams.

Explain that each trainee should make a list of all the important events in their lives (both positive and negative) in a chronological order. These events should have been under the control of the individual and doesn't include natural and uncontrollable accidents.

For example a good decision with a positive outcome could be:

"I decided to join the junior Badminton club at 12 and played in many innercity and intercity leagues for the next 6 years. My success in Badminton increased my confidence in my physical ability tremendously."

A decision with negative or unsuccessful outcome is:

"I started drinking at 14 and it reduced my performance in school considerably"

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Once everyone has completed their list, delegates in each team are encouraged to share their list with their team mates and explain how they feel about their past choices and experiences.

Discussion: How do trainees feel about their past decisions? How important is it to make decisions quickly and effectively and how can this habit affect your life? Looking at your list, is there anything that you could have done differently to change your experiences?

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Handout 5.20

Name: Externalising Internal Conflicts Exercise

Materials: none

Number of participants: no limit

Target group: teachers, team building participants, training

Time required:

Explaining the Test: 5 minutes

Activity: 7 minutes

Group Feedback: 10 minutes

Preparation: none

Purpose: This activity helps the trainees to resolve their internal conflicts by treating them as external conflicts. Internal conflicts are those conflicts between and you and yourself. External conflicts are those between you and others. The exercises help participants to view and resolve such conflicts in a systematic way.

Objective:

Participants to present two sides of a subject which can become an internal conflict and resolve it with the help of another delegate.

Description of the method: Divide the groups into pairs.

Ask the pairs to sit facing each other.

Allocate a subject which can commonly become a reason for internal conflict to each pair. Trainees are also free to choose a subject of their own. Examples of such subjects are:

Shall I go to work with my car or with public transport?

Shall I eat fast food, or light salad?

Shall I play computer games or read a book?

One person in each pair should take one side of the conflict while the other person should take an opposite side.

They should then proceed to voice their differences and attempt to resolve the conflict.

Each person has 1 minute to present his case to the other person.

After they have presented their cases, they have 5 minutes to discuss it further through a constructive conversation.

Follow with a discussion

Discussion: Ask the group if discussing different sides of a conflicting subject helped them in resolving their problem? How can they use this technique when they are confronted with internal conflicts?

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Handout 5.21

Name: Leadership Exercise: Which word is common?

Materials:

- *"Word Cards"* with a number of words written on each of them. A set of these cards are provided below. You need one card per trainee. You can expand the cards using your own design though making sure the exercise remains challenging. Print these on coloured papers or cards so they don't get mixed up with other white cards used for notes.

- 50 Blank white cards or more depending on the number of trainees.

Number of participants: no limit

Target group: teachers, team building participants, training

Time required:

Explaining the Test: 5 minutes

Activity: 15 minutes

Group Feedback: 10 minutes

Preparation: none

Purpose: This is an entertaining exercise encouraging delegates to think on the spot, make decisions and self-organise to complete a task. It is ideal for teambuilding and leadership courses to show the value of communication from all members and how a leader can coordinate the activities and information exchange to significantly increase the performance of the group as a whole.

Objective:

Find out the common word included in a series of cards given to all members of a team.

Description of the method: Ask the trainees to form a circle while looking away from each other (looking to outside of the circle).

Distribute one *"Word Card"* to each trainee.

Distribute several blank cards to each trainee. There is no limit to this so they can have as many as they want during the exercise.

Explain that there is one word common between all cards and their objective is to find it. However, there are a number of rules they need to adhere to:

Trainees cannot show their cards to anyone else.

Trainees cannot pass their cards to anyone else.

Trainees cannot talk to each other.

The only way to communicate is to send notes written on blank cards to another person adjacent to them.

The note cards can have a maximum of three words on them.

Allocate 15 minutes for this part or until they find the common word.

Time their performance so you can compare different groups' performance across multiple courses.

Bring back everyone and follow with a discussion.

Discussion: How did you approach the problem? Did you pass messages to each other to nominate a leader so you could coordinate your activities? Did you organise information methodically? Did the task feel daunting? Did you try to solve the problem on your own or did you rely on others? Did you use the principles of self-organisation to coordinate the activities and work towards channelling the information towards a particular direction? How did you nominate a leader (Example: pass the name of nominee to everyone and everyone messaging back that they agree)? How much messaging was required to complete the task? Were you happy with you performance?

Optional:

To Tutor: Once you have provided feedback and the group has discussed their performance, you can let them have another attempt at the exercise to see if they can improve on it. You will need to use a different set of card for the second attempt so the common word is different.

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Card 1	Card 2	Card 3
Achievement	Success	Mission
Destiny	Fear	Unknown
Fear	Motivation	Failure
Unknown	Respect	Need
Lost	Destiny	Achievement
Failure	Unknown	Ambition
Card 4	**Card 5**	**Card 6**
Greed	Unknown	Decision
Achievement	Direction	Unknown
Money	Mistake	Achievement
Unknown	Answer	Ambition
Fear	Achievement	Failure
Ambition	Fear	Direction

Handout 5.22

Name: Energiser: Learning Points
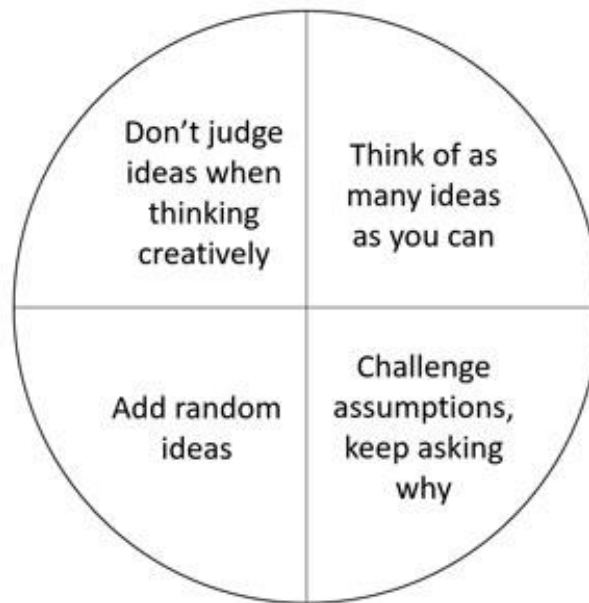
Materials:

▪ A copy of *Learning Points Activity Sheet* for each group (See an example at the bottom of this page)

▪ A pen for each group

Number of participants: no limit

Target group: teachers, team building participants, training

Time required:

Explaining the Test: 2 minutes

Activity: 10 minutes

Preparation: none

Purpose: This is a fun energiser which also reinforces learning objectives and concepts discussed during the course. This activity is most suitable for the mid or end of the session slot.

Objective:

Trainees to come up with significant learning objectives and points discussed during the training session.

Description of the exercise: Divide the group into teams of 2 or 3 people.

Give each team a copy of the activity sheet and a pen.

Explain that teams have 3 minutes to come up with 4 main learning points or concepts they have learned so far in this training course.

Each point has to be written in a separate part of the diagram on the activity sheet.

Collect all the sheets and stick them on the wall or board for everyone to see.

Go through some of the points and ask the teams to explain their choices.

Learning Points Activity Sheet

2018-1-PL01-KA201-050605
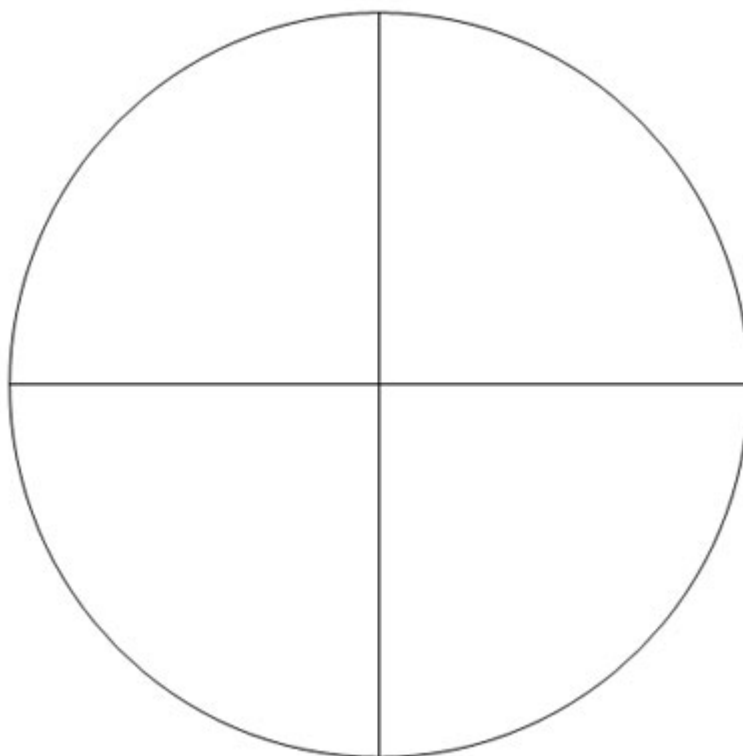
Handout 5.23

Name: Survey "How to find my mentor?"

Target group: Teachers of all specialties and stages, on a training

Materials: questionnaire

Number of participants: no limit

Description: Sample questions to help you find your mentor

Objectives: The purpose of the survey is to find out if a mentor is right for you and if you are ready to be mentored.

QUESTIONAIRE

How to find my mentor?

THE ANSWERS TO THE FOLLOWING QUESTIONS WILL MAKE IT EASIER FOR YOU TO CHOOSE A MENTOR

Question	Yes	No	I have no answer
1. Should your mentor be a successful and charismatic teacher, not only in the classroom but also in the school community?			
2. Should he communicate easily with all individual groups in the community (management, parents, students)?			
3. Should he define clearly but specifically what he expects from you?			
4. Do you need to determine and define what your **mutual** expectations are? For example: how will you manage this process?			
5. Should he be interested in you as a person, only professionally?			
6. Should he want to understand what you need, how you deal with different situations, not just professional ones ?			
7. Should he be informed about your priorities, already acquired skills and future ones?			
8. Should he guide you on how to deal with the challenges?			
9. Should he give you ready-made solutions to situations?			
10. Should he encourage you to make your own decisions?			
11. Should he help you to set long-term goals?			

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12. Should your mentor have a constant commitment to you and be available in any necessary moment?			
13. Do you think that mentoring is a long-term process?			
14. Is strategic thinking important in mentoring?			
15. Is it important to celebrate your success with your mentor?			

Note: If you mostly answer YES to the questions, it means that you are ready to recognize your mentor among your colleagues!

Structure of the learning module

Number	MODULE 6A
Title of module	Teaching with creativity
Topic / Short Description	The purpose of this module is not to define scientifically the concept of "creativity" and "innovation", or the relationship between them (we will spend just the first part of the first chapter on this); instead, the main goal is to understand the importance of these elements both for the individuals and the European 21st century societies; furthermore we will present some practical tools and theoretical aspects that teachers can use in order to foster creativity and innovation in their students. If schools and teachers want to be leaders for their students and help them for their future, they necessarily have to take care of important elements like creativity and innovation and favour them in the teaching-learning process. Teachers must embrace the idea of creativity and innovation as basic features for the happiness and the success of the new generations in our world today. Finally we will introduce and analyze the important topic that refers to the new technologies, with a focus on smartphones and social media, and how they can affect the creativity of new generations.
Target groups	Primary school, secondary school, high school teachers School managers School counselors and other education experts Education researchers Teacher trainers Decision makers in the educational system

Training Goal / Learning Objectives / Learners skills	At the end of this module, all the participants will: - understand the main obstacles to creativity - discover solutions to foster creativity in the classroom - learn about the threats of new technology connected to creativity
Name of the sessions	We start the handout1 asking the participants to write down a definition of creativity, highlighting how all the definitions are written, in absence of further tools offered by the teacher. Is up to the teacher (and the school) to prepare the environment for the students to be creative.
1. Definition of creativity (15 min)	In the handout1 we can see how the definition of creativity can be confused with innovation, since they are really strictly connected
2. Creativity in the contemporary european society (10 min)	Follow the handout1 and talk/discuss how the world is changing more quickly than the school. Jobs are different, getting one is more difficult, but the school seems to be unable to respond to these new problems
3. Obstacles for creativity and innovation (40 min)	Discussion about the 2 obstacles that we find in schools' systems (we can do little about it). Watch the video in the handout1 and comment it
4. How to foster creativity in the classroom (60 min)	Watch the video in the handout1 and make the activity that is present in the video. Do the activity about the 6 thinking hats handout 3. Do the activity in Padlet.
5. Is the internet just a tool? (75 min)	Follow the handout2, there is a video to watch and a final activity to complete as a consequence and sum up what has been said. Guide the activity having in mind some ideas about the possible solution.

Handouts

There are separate files:

1. Creativity.
2. Is internet just a tool.
3. Handout 3
4. Six thinking hats cards
5. Evaluation

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TEACHERS-LEADERS-TEACHERS AS LEADERS AND TRENDSETTERS OF CHANGING

Project number 2018-1-PL01-KA201-050605

Teaching with creativity

1. DEFINITION OF CREATIVITY

ACTIVITY 1

- define what's «creativity» for you

- share your thoughts with the classroom

one of the many definitions that we can find...

"the use of imagination or original ideas to create something; inventiveness"

Oxford English Dictionary (OED)

THE IDEA OF **CREATIVITY** IS ALWAYS CONNECTED TO THE IDEA OF **INNOVATION**

"the production of ideas and objects that are both novel or original and worthwhile or appropriate"

Oxford English Dictionary (OED)

Is this definition still about CREATIVITY or about INNOVATION?

2. CREATIVITY AND SOFT SKILLS IN THE CONTEMPORARY EUROPEAN SOCIETY

BEFORE...

- established jobs

- job's guarantee

- less qualification

TODAY...

- creative jobs

- uncertain jobs

- massive qualification

What's the difference between SOFT and HARD SKILLS?

soft skills and emotional intelligence

SELF-AWARENESS	SELF-MANAGEMENT	SOCIAL AWARENESS	RELATIONSHIP MANAGEMENT
Emotional self-awareness	Emotional self-control	Empathy	Influence
	Adaptability		Coach and mentor
	Achievement orientation	Organizational awareness	Conflict management
	Positive outlook		Teamwork
			Inspirational leadership

SOURCE MORE THAN SOUND, LLC, 2017

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Today we feel the need for soft skills, **creativity** and **innovation**, but we don't know how to teach them...

The school seems to be moving too slowly; it's not able to give an answer to the challenges of the new century.

These are **2 obstacles** to creativity and innovation that are strongly present in most of the schools of Europe or America.

3. OBSTACLES FOR CREATIVITY AND INNOVATION

1. Grades and assessment

School prepares students to pass tests and exams, not to learn

- What does it means to be a good teacher for the government and the school administration?

- Are students more worried about their grades or about their learning?

- What's the parents' point of view?

- What's the purpose of PISA test?

2. Hierarchy of subjects
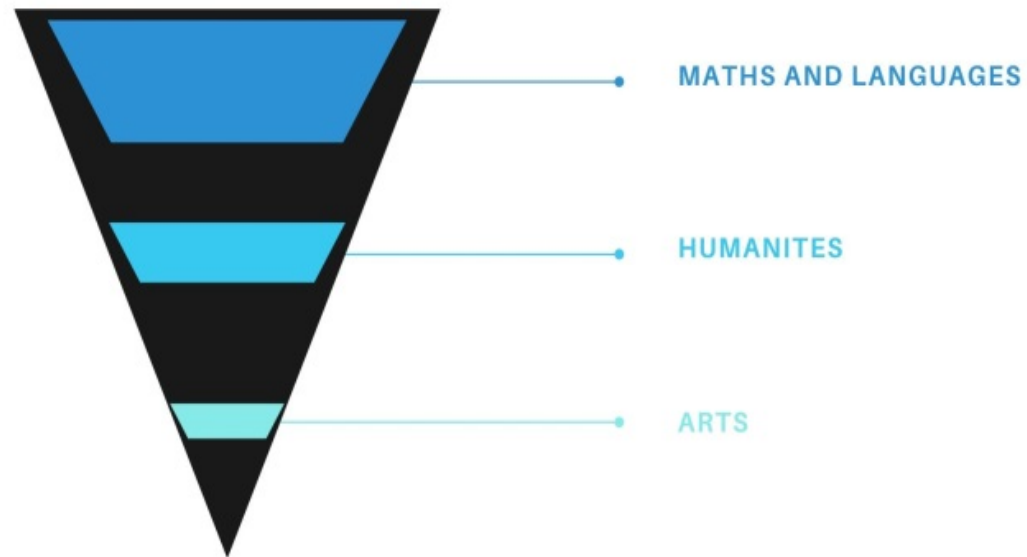
Watch the video and write down
the thought that you liked most...
we will comment it after the video

Ken Robinson, How to escape education's death valley
2013

ACTIVITY 3
PADLET – CREATIVE THINKING

This is an exercise that links creativity and technology.
It can be used for language class (mother tongue or foreign language),
but also for social sciences (art, history and geography).

Go to Padlet and follow the instruction of the teacher.

https://padlet.com/iacopofa88/olj3m7jd5gg2

IS INTERNET JUST A TOOL?

Simon Sinek

https://www.youtube.com/watch?v=vudaAYx2IcE&list=PLE694y
V5DkNDWsdbestx2V-91Hw1ZXVBQ&index=2

WHAT IS HAPPENING ⟶ THE DIGITAL REVOLUTION

THE WEB ADDICTION ⟵ HOW IS HAPPENING

4 TYPES OF TECHNOLOGICAL INVENTIONS

improve our strength and our skills

extend the power of our 5 senses

modify the environment for our needs

amplify and strengthen our mental faculties

1. airplane

2. microscope

3. Modified food

4. clock

THEORIES ABOUT TECHNOLOGY

DETERMINISTS:

Belief in technology as a key governing force in society..." (Merritt Roe Smith). "The idea that technological developments determine social change..." (Bruce Bimber). It changes the way people think and how they interact with others and can be described as "... a logical proposition consisting of three words:" Technology determines history "(Rosalind Williams).
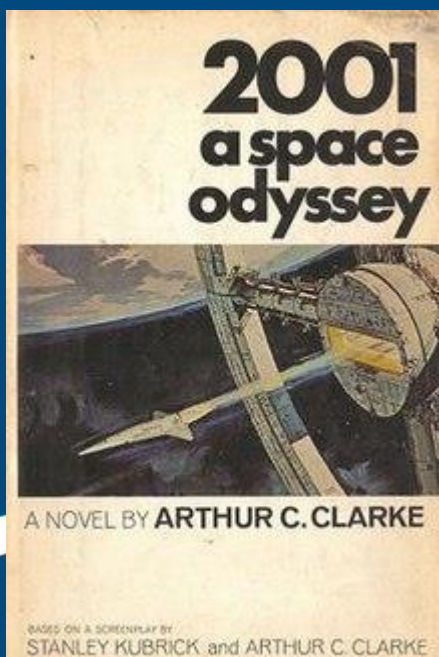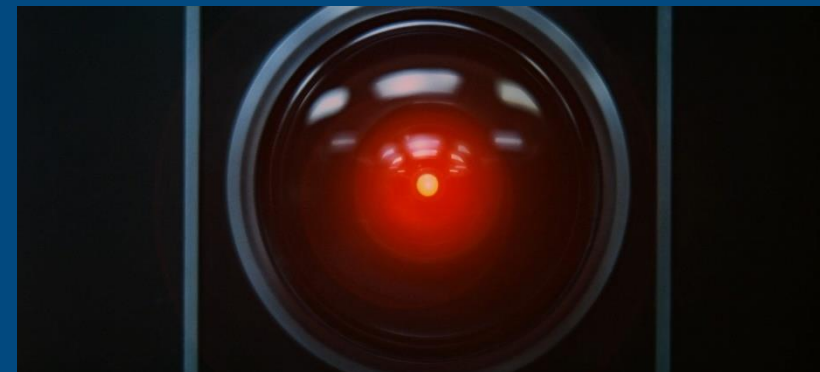
INSTRUMENTALISTS:

(Latin instrumentum "tool"), (philosophical) - a contemporary philosophical direction being a variety of pragmatism. According to it, all knowledge and human activity have only instrumental functions, that is, they are tools (instruments) used to adapt to the environment and to master it. Instrumentalism is considered a late variant of pragmatism, expressed by John Dewey.

As it happens for every tech tool, there is a bilateral process: the human affects the machine and conversely.

Any instrument can become an extension of our body (or our mind) and at the same time our body (and mind) becomes an extension of the instrument (it's modified by it), producing:

ALIENATION

With INTERNET this bilateral process is completely UNBALANCED

Descartes wrote in 1646:

"Doubtless when the swallows come in spring, they operate like clocks."

Neuroplasticity

We can adapt incredibly to the new techs and our brain changes, and we start to think (in the very broad sense of the word, meaning discover, learn, socialize etc...) according to these new tools.
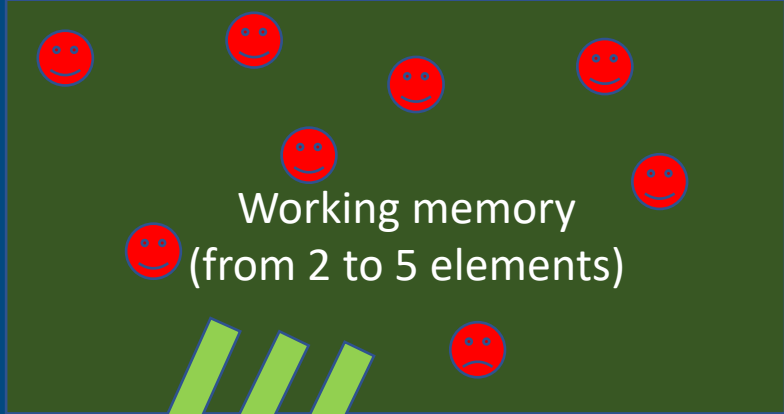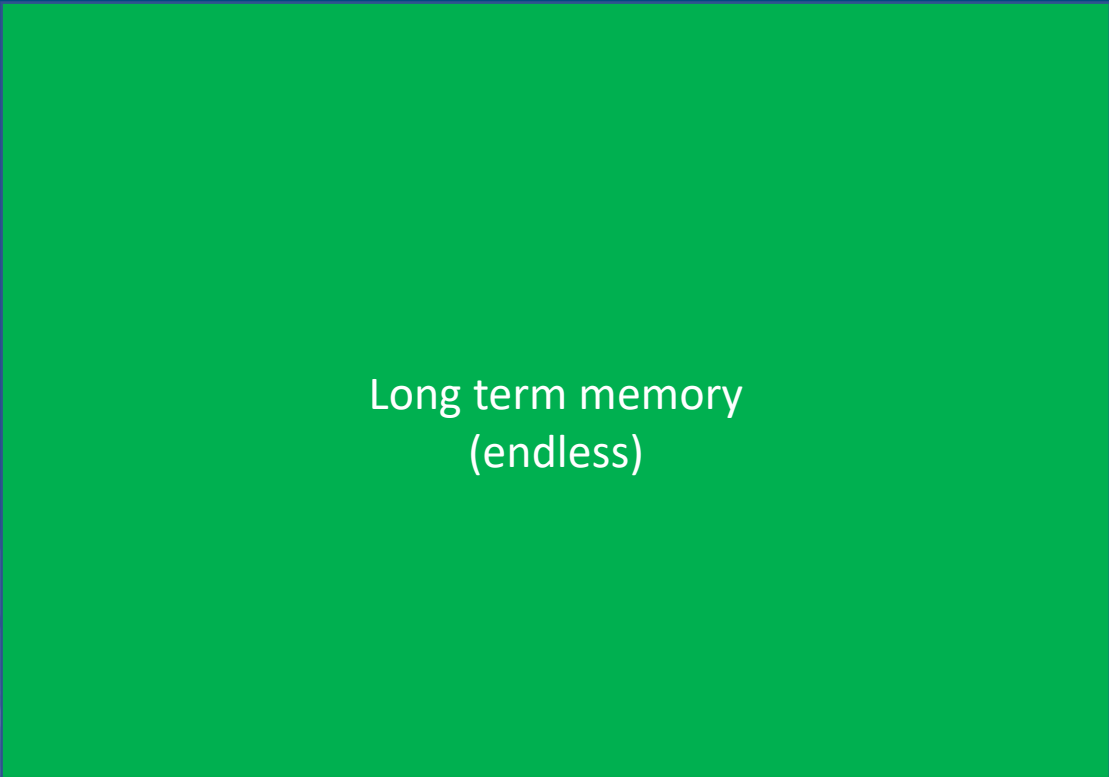
3 REASONS FOR THE INTERNET ADDICTION

1) need for new information

2) social instinct
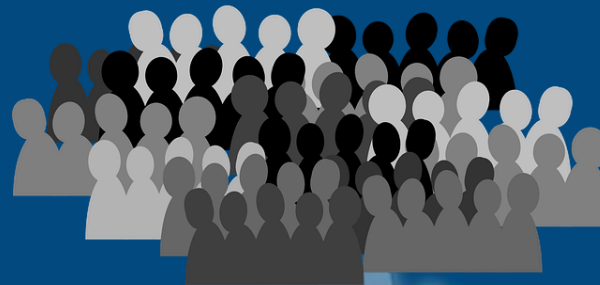
3) idea of saving time and energies

GOOD PRACTICES FOR A BETTER USE OF TECHNOLOGY

at school

at home
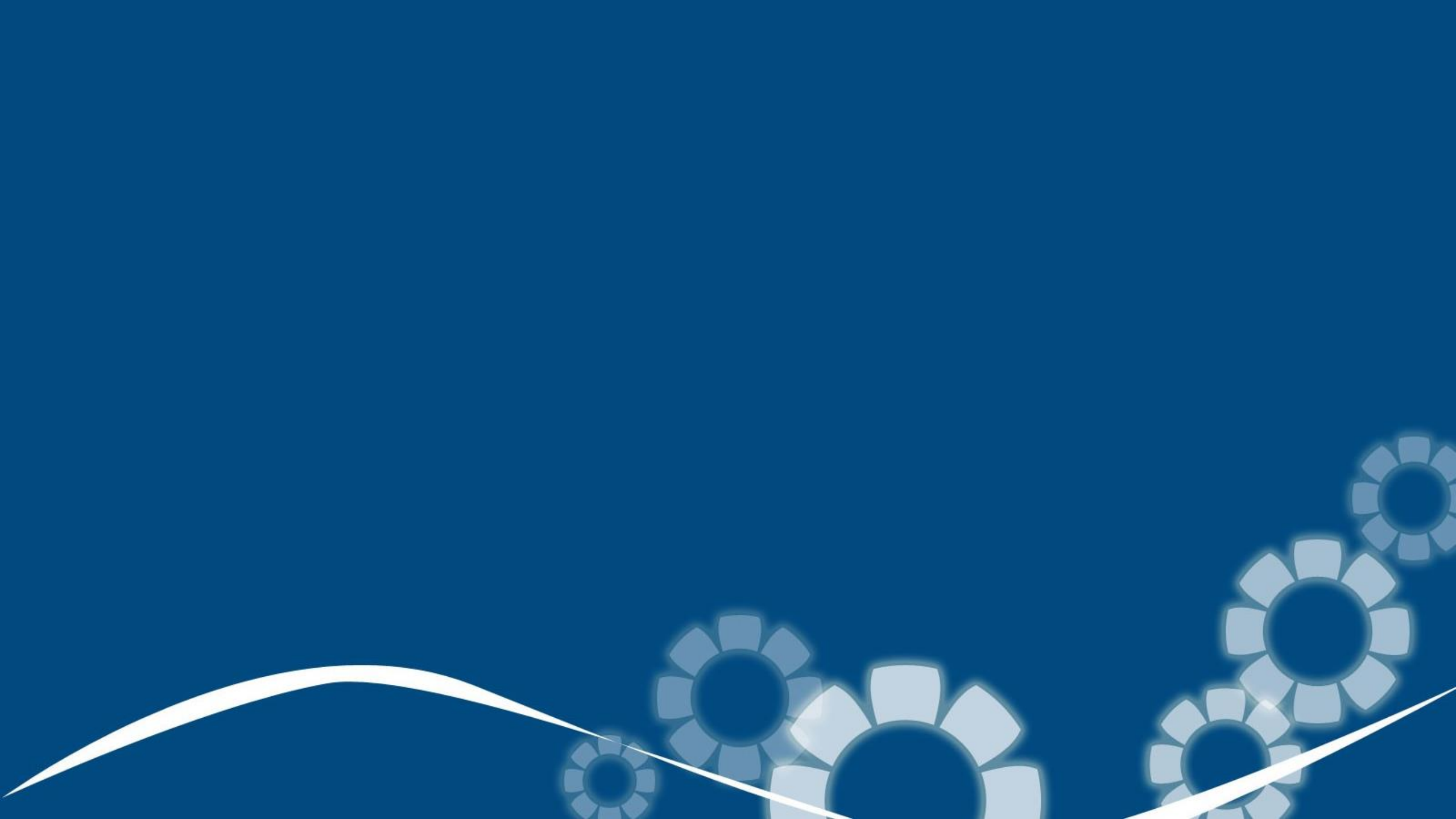
Handout 3

Name: Pineapple or not Pineapple?

Materials: the six thinking hats cards (of course if there is the possibility to prepare real hats, that will be more effective. The preparation of the hats can be an activity to do with your students)

Number of Participants: any number

Target Group:
Primary school, secondary school, high school teachers
School managers
School counselors and other education experts
Education researchers
Teacher trainers
Decision makers in the educational system

Time Needed: 30-45 minutes

Preparation:
0. After having described the 6 types of hats, ask the participants to give a vote to each one from 0 to 6 thinking about how much they recognized themselves in each hat
(ex.: I give 0 to the black hat because I'm a completely positive person)

1A. Assign the roles: you can follow their votes (suggested if it is the first time you try out this type of method) or even do the opposite depending on what you want (of course you can always assign the hats randomly, skipping the point 0.).
(ex. Luigi gave 0 to the black hat and 6 to the blue hat; Luigi can be the blue hat or the black)

1B. If you have 2 students, you can assign them 3 hats, asking them to use all of them but not at the same time, before 1 hat, then the 2nd then the 3rd

If you have 3 students you assign 2 hats per student; if you have more than six students you can create 2 or more working groups or you can keep just a single group, assigning more than 1 student per hat.

2. You assign the **cards**, repeating their function.

3. Explain the problem: you are the owners of a restaurant in Florence and you have to decide whether to insert in your menu the "Pineapple" pizza.

4. Give the time to search information on Internet (price of that pizza, reactions, other restaurants etc…) and let the participants discuss. They have to come up with a common solutions depending on their thoughts.

5. While they are discussing, ask them to complete the **group worksheet** file.

6. Share the final decision.

Benefits:
Check the support file "Six Thinking Hats".

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Six Thinking Hats ®

WHAT IT IS

The Six Thinking Hats tool is a powerful technique used to look at decisions from different points of view. This helps us move away from habitual thinking styles and towards a more rounded view of a situation.

There are six different imaginary hats that you can put on or take off. Each hat is a different colour and represents a different style of thinking.

When we change hats, we change our thinking.

THE PROCESS

You can use Six Thinking Hats on your own or in meetings, where it can minimize the confrontations that happen when people with different thinking styles discuss the same problem.

Each hat represents a different style of thinking:

White hat
Objective, neutral thinking in terms of facts, numbers and information.
With this thinking hat, you focus on the data available.

Red hat
Emotional, with judgements, suspicions and intuitions.
'Wearing' the red hat, you look at problems using intuition, gut reaction and emotion.

Black hat
Negative, sees risks and thinks about why something will not function. Using this hat, look cautiously and defensively at all the bad points of the decision. Try to see why it might not work.

Yellow hat
Positive, optimistic, clear, effective and constructive.
This hat helps you to think positively and to see all the benefits of the decision and the value in it.

Green hat
Creative, seeks alternatives. The green hat is where you can develop creative solutions to a problem. It is a freewheeling way of thinking, in which there is little criticism of ideas.

Blue hat
Or Meta hat, thinking about thinking.
The blue thinker's role is to keep an overview of what thinking is necessary to scout the subject.

BENEFITS

The main benefits of the Six Thinking Hats method are the following:

- allows you to say things without risk;
- generates understanding that there are multiple perspectives on an issue;
- is a convenient mechanism for "switching gears";
- focuses thinking;
- leads to more creative thinking;
- improves communication; and
- improves decision making.

KEY POINTS AND PRACTICAL TIPS

✔ This technique allows the necessary emotion and scepticism to be brought into what would otherwise be purely rational decisions, thus opening up an opportunity for creativity within decision making. It also helps, for example, persistently pessimistic people to be positive and creative.

✔ Plans developed using the Six Thinking Hats technique will be sounder and more resilient than would otherwise be the case. It may also help you to avoid public relations mistakes, and spot good reasons not to follow a course of action before you have committed to it.

✔ In a Six Thinking Hats session the facilitator must:

- define the focus of your thinking;
- plan the sequence and timing of the thinking;
- ask for changes in the thinking if needed;
- handle requests from the group for changes in the thinking; and
- capture periodic or final summaries of the thinking for consideration by the team.

✔ It is well worth reading Edward de Bono's book 6 Thinking Hats (see below) for more information on this technique.

FIND OUT MORE

– RAPID Toolkit - Tools for Knowledge and Learning: A guide for development and humanitarian organisations, Ben Ramalingam, July 2006
www.odi.org.uk/Rapid/Publications/Documents/KM_toolkit_web.pdf

– EC-FAO Food Security Information for Action Programme e-learning course: Collaboration and Advocacy Techniques   www.foodsec.org/DL

– Edward de Bono's own webpage   www.edwdebono.com

– de Bono Consulting - Six Thinking Hats   www.debononline.com/Six_Thinking_Hats.asp

– Mind Tools - Six Thinking Hats: Looking at a Decision From All Points of View   www.mindtools.com/pages/article/newTED_07.htm

– de Bono, E. (1999) Six Thinking Hats, New York: Back Bay Books

ABOUT THIS GUIDE

6 THINKING HATS SPEAKING ROLES

Cut out these colored hats and let each member of a group pick one. Each color represents their speaking part during group presentation.

Green Hat

What are some alternatives?
How can we innovate?

Black Hat

What doesn't work?
What could go wrong?

Blue Hat

How do we approach this problem?
What are the ground rules?

[Name of Idea]

Red Hat

How does this make us feel?
How will customers feel?

White Hat

What do we know?
What does this tell us?

Yellow Hat

What works?
What are the benefits?
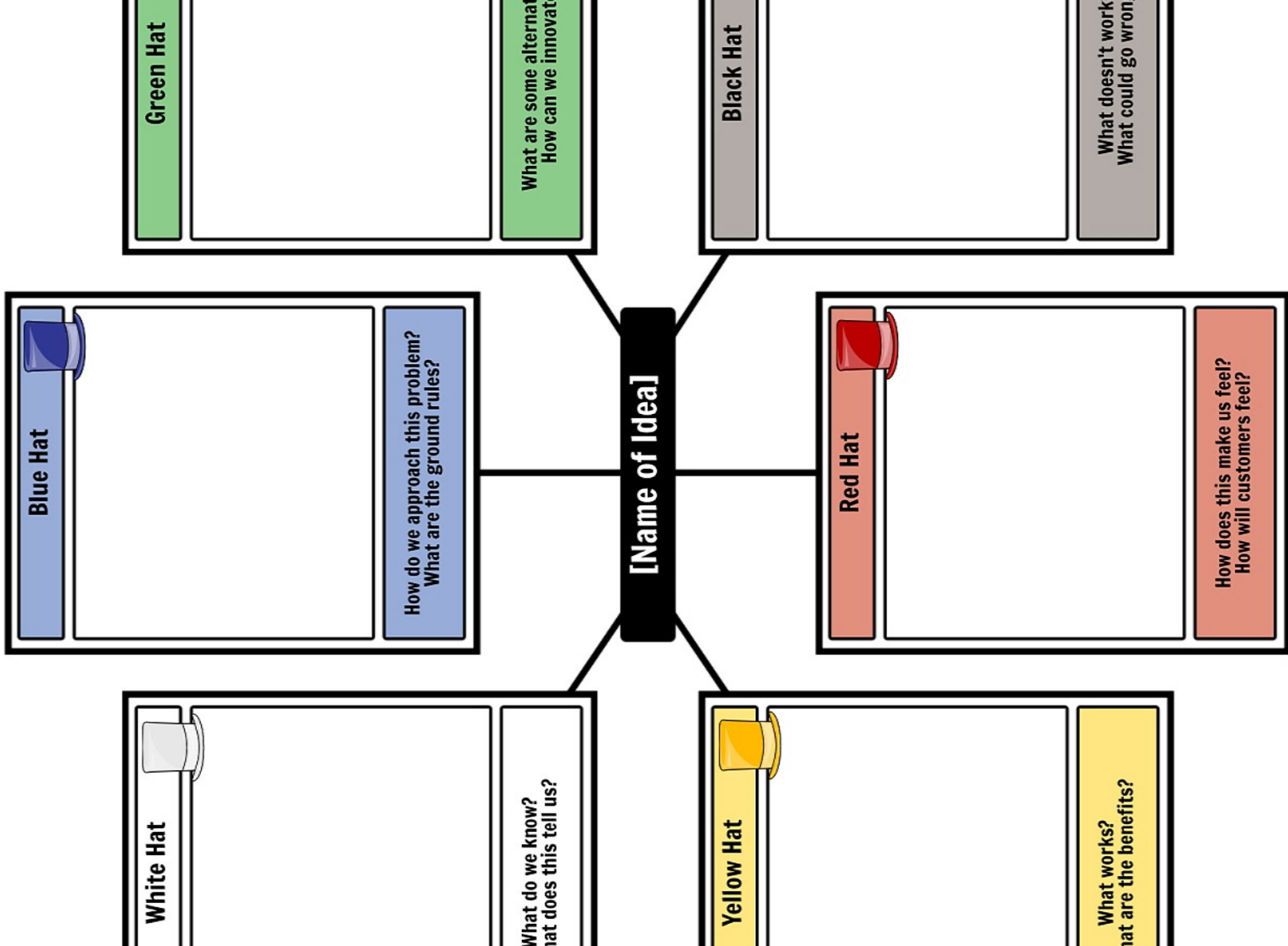
Date: _____

Title and location of training: _____

Trainer: _____

Instructions: Please indicate your level of agreement with the statements listed below in #1-11.

Strongly Agree   Agree Neutral   Strongly

				Disagree	Disagree
1. The objectives of the training were clearly defined.	○	○	○		
2. Participation and interaction were encouraged.	○	○	○	○	○
3. The topics covered were relevant to me.	○	○	○	○	○
4. The content was organized and easy to follow.	○	○	○	○	○
5. The materials distributed were helpful.	○	○	○	○	○
6. This training experience will be useful in my work.	○	○	○	○	○
7. The trainer was knowledgeable about the training topics.	○	○	○	○	○
8. The trainer was well prepared.	○	○	○	○	○
9. The training objectives were met.	○	○	○	○	○
10. The time allotted for the training was sufficient.	○	○	○	○	○
11. The meeting room and facilities were adequate and comfortable.				○	

12. What did you like most about this training?

13. What aspects of the training could be improved?

14. How do you hope to change your practice as a result of this training?

15. What additional adult ESL trainings would you like to have in the future?

16. Please share other comments or expand on previous responses here:

Thank you for your feedback!

Structure of the learning module

Number	MODULE 6B
Title of module	Teaching with creativity
Topic / Short Description	The purpose of this module is not to define scientifically the concept of "creativity" and "innovation", or the relationship between them (we will spend just the first part of the first chapter on this); instead, the main goal is to understand the importance of these elements both for the individuals and the European 21st century societies; furthermore we will present some practical tools and theoretical aspects that teachers can use in order to foster creativity and innovation in their students. If schools and teachers want to be leaders for their students and help them for their future, they necessarily have to take care of important elements like creativity and innovation and favour them in the teaching-learning process. Teachers must embrace the idea of creativity and innovation as basic features for the happiness and the success of the new generations in our world today. Finally we will introduce and analyze the important topic that refers to the new technologies, with a focus on smartphones and social media, and how they can affect the creativity of new generations.
Target groups	Primary school, secondary school, high school teachers School managers School counselors and other education experts Education researchers Teacher trainers Decision makers in the educational system

Training Goal / Learning Objectives / Learners skills	We offer several practical exercises that will stimulate the creativity of training participants. Teachers, having practiced them during the training session, will be able to apply them later in the class.
Exercise materials	In the first exercise, we let participants let their imagination run wild and design a creative teacher. What traits do they have? What are they characterized by? This exercise will allow us to discover the beliefs of the participants about what creativity is and who a creative teacher should be.
Creative teacher's potion (10 min)	In the second exercise, we break away from reality more strongly than in the first one, by moving to a less real world, we allow the participants to start to be more creative, think less schematically and create innovative ideas.
What if? (15 min)	In the next exercise, participants describe a fictional situation inspired by an image they chose themselves. It is an opportunity to determine how, in their opinion, teachers usually act in specific situations, and how differently, they can be creative in a given case.
Create a story (20 min)	The fourth exercise allows training participants to delve into not only the advantages but also the disadvantages of a given solution. There are light and dark sides to everything, but writing down and analyzing them allows participants to see the value in each of their ideas, analyze the costs and benefits and make the right decision.
PMI (Plus-Minus-Interesting) technique (30 min)	Teachers in schools, whether they like it or not, use technology in their daily work. This exercise will allow

	participants to look at daily-use devices with specific applications from a different, creative perspective.
The use of technology (15 min)	In the final exercise, participants can think about how to encourage teachers to use technology. Participants will start with unrealistic ideas and turn them into achievable goals and directions for action.
Get crazy! (15 min)	

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- Astle, Julian. (2018, April). "*Do schools really "kill creativity"?*". Retrieved from https://www.thersa.org.

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- Carr, Nicholas G. (2010). "*The shallows :what the Internet is doing to our brains*". W.W. Norton, New York.

- Chell, Elizabeth; Athayde, Rosemary. (2009). "*The identification and measurement of innovative characteristics of young people: development of the Youth Innovation Skills Measurement Tool*", NESTA ed.

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- Sinay, Erhan. (2018). "*creativity and innovation in teaching and learning: a focus on innovative intelligence (i2q) pilot program*".
- Sinay, E., Nahornick, A., & Graikinis, D. (2017). "*Fostering global competencies and deeper learning with digital technologies research series: Creativity and innovation in teaching and learning: A focus on innovative intelligence (I2Q) pilot program*". (Research Report No. 17/18-11). Toronto, Ontario, Canada: Toronto District School Board.
- Tatiana de Cassia Nakano; Solange Muglia Wechsler. (July/Sept. 2018). "*Creativity and innovation: Skills for the 21stCentury*". Estudos de Psicologia (Campinas) vol.35 no.3.

2) Videos and web pages:
- https://ec.europa.eu/eurostat
- https://stats.oecd.org/
- Robinson, Ken. (TED). (2003, May). "*How to escape education's death valley*". retrieved from https://www.youtube.com.
- Sinek, Simon. (Simon Sinek). (2016, December). "*The millennial question*". retrieved from https://www.youtube.com.

TEACHERS-LEADERS-TEACHERS AS LEADERS AND TRENDSETTERS OF CHANGING

PROJECT NUMBER 2018-1-PL01-KA201-050605

MODULE 6: TEACHING WITH CREATIVITY - BONUS MATERIALS

PURPOSE OF OUR EXCERCISES

- To help participants generate new ideas
- To help participants learn how to use the activities to generate ideas
- To foster creative thinking

Teachers Leaders

RECOMMENDATIONS

o Set a time limit for each exercise.

o Accept and write down all ideas without judging and criticizing.

o Remember, if properly adjusted to age group and the topic this activities can be reused in the classroom setting with students.

o Have fun!
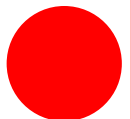
ACTIVITY 1. CREATIVE TEACHER'S POTION

Answer the following question „What, in

your opinion, makes a creative teacher?

- a glass of...
- a pinch of...
- a bucket of...
- a spark of...
- a good handful of...
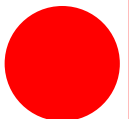
ACTIVITY 2. WHAT IF?

Answer the questions below and imagine the most interesting scenarios.

What if ......

- there were no writing instruments in the world?
- teachers could fly?
- students were able to walk through the walls?
- only math was taught at schools?
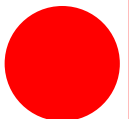
ACTIVITY 3. CREATE A STORY

- Go to the website that allows you to search for image content (e.g. Google Images), then enter any phrase related to the situations that happen in school context, e.g. parent-teacher conference.
- Choose any photo and become a scriptwriter.
- By looking at the photo, create a story you think it tells.
- What do you think is happening in the photo?
- How a teacher would stereotypically behave in this situation?
- How can he behave differently and act creative?

Teachers
Leaders
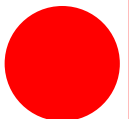
ACTIVITY 4. PMI (PLUS-MINUS-INTERESTING) - TECHNIQUE

PMI is a lateral and creativity thinking technique developed by Edward De Bono.

- It can foster analytical thinking
- It can help to generate ideas about a question or problem.
- It help to see and value both sides of an argument.
- It help to make enlightened decisions.
- It encourages to reflect on creative and border aspects of a topic.

https://www.innovation-creativity.com/pmi-plus-minus

interesting/

Sharma, H.L., Saarsar, P. (2017). PMI (Plus-Minus-Interesting): A

creative thinking strategy to foster critical thinking. *International Journal of Academic Research and Development*, 2(6), 974-977.

Teachers
Leaders

PMI-Step by step instructions

- Step 1: The facilitator asks "Proposed topic: What are advantages and disadvantages of the creative pedagogical approaches of teaching in primary/secondary school setting".

- Step 3:After making the PMI chart, the group can score the table to make a decision about the topic. Each idea in the plus-minus-interesting category will be given scoring which will range from (for example +5 to -5), which is subjective in nature. After scoring each idea, are tallied figures to decide if an action should be taken or not.

- Step 5: In the last step, on the basis of PMI chart including Plus, Minus and Interesting aspects, conclusion are made.
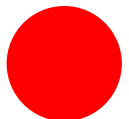
Teachers
Leaders

PMI (Plus-Minus-Interesting) - technique

Proposed topic: Advantages and disadvantages of the creative pedagogical approaches of teaching in primary/secondary school setting

Plus Advantages/Benefits/Strengths/ Positives/Good things	Minus Disadvantages/Deficiencies/ Weaknesses/Minuses/ Negatives	Interesting Implications and possible outcome/Attention-grabbing/Out of the ordinary/Appealing

EXAMPLES OF ADVANTAGES AND DISADVANTAGES OF THE CREATIVE PEDAGOGICAL APPROACHES:

Actor	Advantages	Disadvantages
University	Prestige Interest of candidates Foreign students Certificates Cooperation with external partners Staff development	Organisation of classes during the absence of lecturers Financing of trainings for staff Organisation of trainings for staff Cost of teaching (smaller groups) Arrangement of working space (for small groups) Lack of qualified staff
Lecturer	Self-development New challenges Working in international environment Possibilities of mobility	Pressure Lack of time due to the long trainings Increase of competition
Student	Development of key competences important in professional life Real-life problems Working in international environment Self-development New challenges	Time consuming projects Lack of structured knowledge

Grębosz-Krawczyk, M., & Otto, J. (2018). Innovative Pedagogical Approaches in Management Sciences. Journal of Intercultural Management, 10(3), 83-102.
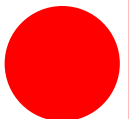
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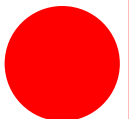
ACTIVITY 5. THE USE OF TECHNOLOGY

Purpose: to stimulate creative thinking

List as many uses as possible for the following items:

- Phone

- Laptop

- USB

You can create your own alternative solutions for whatever use of an object you can think of. The main thing is to think of as many of them as possible to stimulate your creativity.

ACTIVITY 6. GET CRAZY!

- Challenge: How can we convince teachers to use more new technology at school?

- First, get crazy, ridiculous ideas for example:
  - threaten to remove chalkboards from the classrooms
  - gift every teacher with a new Macbook Pro

- After you get the most ridiculous ideas you can think of use each one of them to stimulate practical ideas for example: funding for the new devices
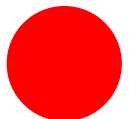
Teachers Leaders
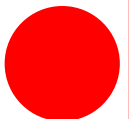
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THANK YOU FOR YOUR ATTENTION!