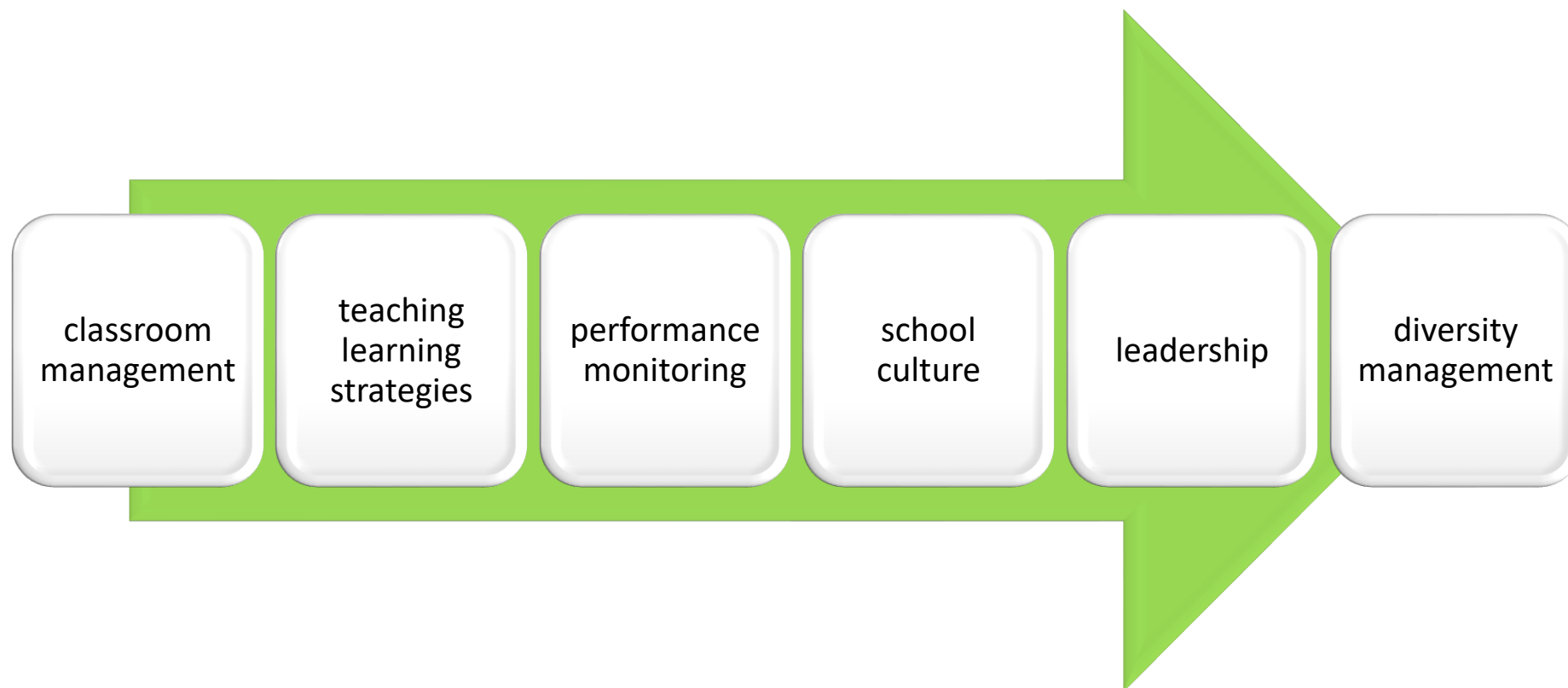

Face-to-Face	E-Learning	Practice elements

The Best Performers Training Course has the following 6 modules:



Each chapter consists of different



E-Learning,



Face-to-Face and



Practice elements

Each module is divided into 12 hours Face to Face training and 13 hours of E-Learning (incl. practice):

Classroom Management

Objectives

Face-to-Face

At the end of the training session participants will be able to

- understand the importance of pedagogical relationships and how to develop and sustain them
- know about methods to create a stimulating learning environment
- have learnt about the potential of mindfulness in classroom management
- understand the concept of self-determined learning and how to integrate it into classroom management
- have identified goals for them to improve on their capacities with regards to classroom management




E-Learning

At the end of this e-learning course participants will be able to:

- have identified goals for them to improve on their capacities with regards to classroom management
- understand the importance of pedagogical relationships and how to develop and sustain them
- identify situations in the classroom that have the potential of shaming pupils
- describe potential interventions in the physical learning environment in the classroom to support the teaching

Module

Contents

Face-to-Face – 12 hours	E-Learning – 09:45 hours	Practice 03:15 hours
		
<ul style="list-style-type: none"> • Pedagogical relationships • Learning environment: physical and social • Self-determined learning 	<ul style="list-style-type: none"> • self-assessment questionnaire "Classroom Management" • Reference to some methods in the BPE database around classroom management • Input to pedagogical relationships • Intro to the phenomena of shaming as indicator when pedagogical relationships are broken • Learning environment – what are we talking about? • Presentation of the project "We make school" at the NMS Leipziger Platz by the project managers • Group Dynamic in School Classes 	

Teaching Learning Strategies

Objectives

Face-to-Face

At the end of the training session participants will be able to

- use essential characteristics of constructivist didactics in planning their teaching.
- reflect their pedagogical relationship to their learners
- understand the situational context that contributes to whether students are motivated or not
- use different methods of individualized teaching in their lessons

E-Learning

At the end of this e-learning course participants will be able to:

- recognize and consciously control class composition effects
- use attribution theory to explain different styles of thinking
- give feedback to pupils with helpful attributions

Module

Contents

Face-to-Face – 12 hours



- Constructivist didactics
- Good and viable pedagogical relationship
- Motivation in the context of situation and meaning
- Learning Settings and Methods of Individualized Teaching

E-Learning – 02:00 hours



- Class structure and design of learning spaces
Effects of class composition and school organization mechanisms
class composition and timetable structure
Dividing students into classes in third school week
- Feedback in class
- Helpful Attributions
How can a student explain a failed exam?

Practice 11:00 hours



Performance Monitoring

Objectives

Face-to-Face

At the end of the training session participants will be able to

- recognise different attribution styles of their pupils and adapt their feedback to these explanatory styles.
- focus even more on the strengths of their students
- name various methods of formative performance monitoring and to know their possible applications
- begin drafting appropriate documentation for a formative performance monitoring in their subject matter




E-Learning




At the end of this e-learning course participants will be able to:




- explain how feedback affects students' motivation and self-efficacy.
- explain the concept of conducive performance monitoring.
- observe and assess the performance of their pupils in different ways (extended understanding of performance).
- divide formative performance assessment into 3 different levels and to name appropriate methods.

Module

Contents

Face-to-Face – 12 hours	E-Learning – 04:50 hours	Practice 08:10 hours
		
<ul style="list-style-type: none"> • Feedback in the classroom - giving helpful feedback using attribution theory • Strength orientation instead of deficit orientation • Different methods of performance monitoring to obtain a more holistic picture <ul style="list-style-type: none"> ○ Process control through feedback to lessons ○ Individual feedback ○ Design of the curriculum on the basis of formative performance monitoring 	<ul style="list-style-type: none"> • Importance of motivation for success at school • The Pygmalion Effect • Strengthening the student personality • Promotion of students' self-efficacy • Criteria for a conducive performance monitoring • Extended understanding of performance • Formative performance monitoring • The three levels of formative performance monitoring 	

School Culture			
Objectives			
Module	<p>Face-to-Face At the end of the training session participants will be able to</p> <ul style="list-style-type: none"> • reflect on important school culture topics in a structured way • to collect in a structured manner information that is necessary for the further processing of school cultural topics • to plan concrete steps that are important for positive school development • attract students, parents and important stakeholders to actively engage in school development <p>E-Learning At the end of this e-learning course participants will be able to:</p> <ul style="list-style-type: none"> • use the Metaplan techniques • develop a mission statement together with their colleagues • explain the Johari window and its group dynamic meaning for constructive feedback • to use different feedback techniques • moderate a feedback round 		
	Contents		
	Face-to-Face – 12 hours	E-Learning – 01:20 hours	Practice 11:40 hours
			
	<ul style="list-style-type: none"> • 3 dimensions of school development • self-assessment questionnaire "School Culture" • 3 dimensions of school development • Identify the development needs at your school • Define goals • Develop measures • Implement measures • Active participation of pupils, parents and stakeholders in school development 	<ul style="list-style-type: none"> • Organizational Development • Mission Statement <ul style="list-style-type: none"> Principles and explanations Developing a mission statement together Key points for creating a mission statement for your school • Feedback culture - learning from each other <ul style="list-style-type: none"> The Johari window Feedback guide for working groups 	

Leadership			
Objectives			
Module	Face-to-Face At the end of the training session participants will be able to <ul style="list-style-type: none"> • reflect on different forms of leadership • collect examples of best practices in leadership • plan concrete steps for a resilient, effective and reliable leadership • reflect on possible improvement in their school 		
	E-Learning At the end of this e-learning course participants will be able to: <ul style="list-style-type: none"> • reflect on different forms of leadership • collect examples of best practices in leadership • plan concrete steps for leadership • reflect on possible improvements in your school 		
	Contents		
	Face-to-Face – 12 hours	E-Learning – 01:50 hours	Practice 11:10 hours
			
	<ul style="list-style-type: none"> • self-assessment questionnaire “Leadership styles” • school organization and management: strengths and challenges • example of good practices in leaderships • Identify the needs for improvement in your school 	<ul style="list-style-type: none"> • Organizational development Mission Statement • Creating health promoting working conditions • Human resource development • The comfort zone model • Burn out 	

Diversity Management

Objectives

Face-to-Face

At the end of the training session participants will be able to

- reflect and share ideas about diversity management
- cocreate a common definition of diversity management
- experience methods that foster positive diversity culture within the classroom
- experience methods that foster positive diversity culture among peers.

E-Learning

At the end of this e-learning course participants will be able to:

- explain the comfort zone model and its importance to prevent burn out
- assess inner drivers to better manage everyday stress
- apply different methods that promote diversity at different school levels

Module

Contents

Face-to-Face – 12 hours



- common definition of diversity management in the training venue
- Building a positive diversity culture within the classroom: Agreement culture
- Building a positive diversity culture within the classroom: Learning boxes
- Building a positive diversity culture within the classroom: What is today's art?
- Building a positive diversity culture with peers: Collegial case consultation (Intervision)
- Building a positive diversity culture with peers: Reflect and share to improve practices
- Building a positive diversity culture with peers: Reflect and share to improve practices - Journey map

E-Learning – 01:20 hours



- Human resources management
- The Comfort zone model
- Prevention of burnout
- Dealing constructively with diversity
- Promoting diversity at different levels:
 - school management<->student
 - school management<->teacher
 - teacher<->teacher
 - teacher<->student
 - student<->student

Practice 11:40 hours

