

face to face – seminar design					
<b>Module</b>	Classroom Management	<b>Targets</b>	<p>At the end of this training session individuals will:</p> <ul style="list-style-type: none"> <li>• Understand the importance of pedagogical relationships and how to develop and sustain them</li> <li>• Know about methods to create a stimulating learning environment</li> <li>• Have learnt about the potential of mindfulness in classroom management</li> <li>• Understand the concept of self-determined learning and how to integrate it into classroom management</li> <li>• Have identified goals for them to improve on their capacities with regards to classroom management</li> </ul>	<b>Duration</b>	12 hours

## Training day 1

Timetable	Activities	Methods and settings	Pedagogical Resources	Notes for the trainer
0:00 – 0:05	Welcoming of participants	Plenum	Welcome poster	Circle of chairs
0:05 - 0:20	Introduction Round: Name, Current place of work, What I love about my current work, What motivates me to participate in this training?	Plenum	Flipchart poster with questions written up	Everybody responds including the trainer.
0:20-0:30	Summary of motivations Explanation of program of the training	Plenum	Poster with the program	Clarity about main content and timing
0:30 – 1:00	What do I do when I do “classroom management”? Individual reflection: Everyone writes his/her answers on moderation cards (one answer per card).  Then we collect and cluster the answers on a pinboard.	Individual reflection and plenum	pin board moderation cards	
1:00 – 1:30	Presentation of the project “Best performers in Education” + Input of our understanding of	PPT presentation	PPT presentation	The PPT presentation is available on the project’s website: <a href="http://www.best-performers.eu/">http://www.best-performers.eu/</a> in the section

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	“classroom management”			“Training Modules”
1:30 - 1:40	<p><b>Co-Creation of the topic</b> The participants write contributions on moderation cards for the following heading: I would like to learn something about the following topics in this seminar:</p>	The Metaplan technique – the card method	Pin board,pins moderation cards flipchart markers	<p>The description of the Meta Plan Card method can be found in the Methods Database: “The Metaplan technique – the card method”</p> <p>Please introduce also the 5 techniques to use when working with moderation cards. You will find these techniques as an attachment to “The Metaplan technique – the card method”</p>
1:40 – 1:45	<p>Presentation of the planned seminar topics</p> <ul style="list-style-type: none"> <li>• Pedagogical relationships</li> <li>• Learning environment: physical and social</li> <li>• Self-determined learning</li> </ul>	Plenum		<p>Please also refer to the contributions that have been collected with the Metaplan technique – the card method. Make connections between your planned seminar topics and the wishes of your participants for this seminar.</p>
1:45 – 2:05	<b>break</b>			
2:05 – 2:15	<p><b>Body movements</b></p> <ul style="list-style-type: none"> <li>• The trainer introduces 2 – 3 body exercises and practices them together with the participants.</li> </ul>	Plenum		<p>The description of the “3 dimensions of school Body exercises can be found in the Methods database: “Brain fitness exercises in class” Please also explain to your participants, why body movements are important.</p>
2:15 – 2:30	<p>Each participant completes the <b>self-assessment questionnaire "Classroom Management"</b>.</p> <p>On the basis of the questionnaire each participant creates a summary of the results answering the following two questions: For each of the 6 aspects in the questionnaire – what do I do already that works well? Where would I like to improve and look for suggestions and activities?</p>	Individual work	A3 paper	<p>The pencil-version of the self-assessment questionnaire can be downloaded from our project website <a href="http://www.best-performers.eu/">http://www.best-performers.eu/</a> in the following section: self-assessment questionnaire for pedagogues/ Application fields</p> <p>Inform your participants in advance that this individual work will not be discussed in the large group. The aim of this individual work is that each participant should first deal personally with this topic, before the group continues to work together on this topic.</p>
2:30 – 3:15	<p>Participants share the results of the questionnaire and their summaries. Together they collect activities and methods they do</p>	Reflecting in Triads	Flipchart paper Flipchart markers	The description of this method is available in our Methods Database.

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	already and prepare a flipchart with the outcome structured by the 6 aspects of the questionnaire.			The aim of this exercise is to make the participants familiar with this model on a more general level. Later, the participants will work more intensively on how concrete measures can be taken to improve various aspects of classroom management.
3:15 – 3:35	Presentation of the results of the working groups	Plenum	Pinboards	
3:35 – 3:45	<b>Transfer</b> Participants take notes for themselves on the following questions: <ul style="list-style-type: none"> <li>• What have I experienced so far that I do not want to forget anymore:               <ul style="list-style-type: none"> <li>• Content?</li> <li>• Methodical?</li> </ul> </li> </ul>	Individual work	Paper Pens	
3:45 – 4:30	<b>Lunch break</b>			
4:30 – 5:00	<b>Mindfulness</b> The trainer introduces 2 mindfulness exercises they can do together with the pupils also. Short intro of what is mindfulness about and how to use it.	Plenum		Mindfulness exercises can be found in the Methods database: “MentalFit” or “Smiling Minds” or “MindUp”
5:00 – 5:30	The trainer introduces the following topic <b>The social climate in the classroom</b>  <b>And explains some methods from the database.</b>	Plenum	Flipchart	Reference to the following methods from the database: “KoKoKo”, Class Council, Champions League and Training camp for Classroom-Agreements, School break with movement
5:30 – 6:30	<b>My commitment when it comes to working on the social climate in my classroom</b> Always two participants go together – one is the coach and the other one the coachee. Then the roles change. The coach has the task to help understand the coachee what s/he would like to commit to in future to improve when it comes to social climate.	Group work 2 participants partner work	Handout with coaching questions and guidelines Flipchart paper Flipchart markers	
6:30 – 6:45	<b>Break</b>			

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6:45-7:00	<b>Body movements</b> The trainer introduces 2 – 3 body exercises and practices them together with the participants.			Body exercises can be found in the Methods database: “Brain fitness exercises in class”
7:00 – 7:40	<b>Harvesting from Social Climate Part</b> Inviting that participants share what they commit to in relation to social climate. General reflection about the topic. Summary of the most important aspects of the topic.	Experience group	Flipchart with summary of the topic “Social climate”.	
7:40 – 8:00	<b>Reflection</b> In the plenum each participant shortly completes the following two sentences that are displayed at the flipchart. I liked that today! I wish for tomorrow especially!	Flash	Flipchart Flipchart markers	In this exercise, also present the poster again with the wishes of your participants, which you have collected at the beginning of the seminar, and make it clear to the group which wishes have already been fulfilled at the seminar and which ones have remained open.

## Training day 2

Timetable	Activities	Methods and settings	Pedagogical Resources	Notes for the trainer
8:00 – 8:05	Welcoming of participants	Plenum	Welcome poster	
8:05 – 8:20	<b>Check-In Round</b> How is everybody this morning? Is there something from yesterday that stayed in your mind – a question or reflection?	Plenum		
8:20 – 8:30	<b>Program of today</b>	Plenum		
8:30 – 8:45	The trainer introduces the following topic: <b>Pedagogical relationship</b>	Plenum Input	Laptop Beamer	The example questions can be found in our Guidebook for Schools at page 29.
8:45 – 9:00	<b>Reflection exercise</b> Think about a teacher from your time as a pupils who brings back good memories – someone you liked! Why did you like him/her? What qualities did this teacher have? What connection did s/he build with you? Reflect now a moment how you as a teacher relate to your pupils? What are your fundamental principles?  Individual reflection	Individual reflection		See activity in the Guidebook, p.41
9:00 – 9:30	<b>Closing sharing</b> Sharing with the method of a “Council”	Plenum	Main principles of Council Talking stick	See activity in the methods database “Class council”.
9:30 – 9:50	<b>break</b>			
09:50 – 10:15	<b>Self-determined learning</b> The trainer introduces the topic and makes reference to COOL	Plenum Input	Beamer	The description of COOL plan can be found in our Guidebook for Schools at page 76. Reference also to methods in the database such as “INDY” or “Learning Boxes” or “COOL approach”.
10:15 – 10:45	<b>Pro and Cons of Self-determined learning</b> In groups they work on Pros and Cons of self-determined learning approaches and what conditions and frameworks it needs.	Working groups (4 pax)	Flipchart for each group	
10:45 – 11:30	Presentation of results of working groups and	Group work	Flipchart paper	

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	discussion afterwards.	for different tasks	Flipchart markers	
11:30 – 11:45	<b>Transfer</b> In pairs they support each other identifying the major learnings for themselves.	Pairs		
11:45 – 12:00	Feedback session Using the following sentences: This I want to implement next in my school.	Plenum		Also present the poster again with the wishes of your participants, which you have collected at the beginning of the seminar. Here is again the opportunity to briefly discuss topics that have not yet been satisfactorily discussed for the participants and to clarify open questions.