Learning from **best performers** in education

face to face – seminar design

Module	Diversity Management	Targets	At the end of this training session individuals 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.	Duration	12 hours

Training day 1 – building a positive diversity culture within the classroom

Timetable	Activies	Methods and settings	Pedagogical Resources	Notes for the trainer
0:00 – 0:10	Welcoming of participants	Plenary	Optional - Welcome poster	
0:10 - 0:10	Introduction of the trainer Possible topics: • Professional education • Experience with the topic Diversity Management	Plenary	Optional – 1 slide with trainers' contacts and/or professional facts.	
0.10-0.20	Presentation of the project "Best performers in Education"	PPT presentation	PPT presentation	The PPT presentation is available on the project's website: http://www.best-performers.eu/ in the section "Training Modules"
0.20-0.45	Get to know each other	Working in pairs	Optional - Paper and pen	Put together teachers in pairs, preferably, those who don't know each other or are not used to work with each other (around 5 minutes). In pairs, each person should know about the other person at least the following facts: - Name and profession - Work experience and interest topics - Hobbies and fun facts. Pairs must be given around 10 minutes and then, each person presents the other person. Depending on the size of the class, at least 10 minutes shall be given to presentations.

Timetable	Activies	Methods and settings	Pedagogical Resources	Notes for the trainer
0.45-1.00	Cocreation of the topic: Conversation starter around the central topic "what do you know about diversity management"?	Plenary debate	Optional – blackboard or flipchart and marker to white the central question	The idea of Conversation Starters is to suggest a bunch of ideas around a central theme to the learners and then see how they react. In this way, the trainer will be able to assess the current level of knowledge/experience in this topic. The ideas you generate for your Conversation Starters are totally sacrificial, so if they don't work, drop them and move on.
1.00-1.30	Cocreation of the topic: Brainstorming around the central topic: "from your perspective, what is diversity management"?	Individual reflection and work	Flipchart or A4 paper, markers, post-its and pens	Set the rules before starting the activity. The brainstorming process varies across time and specificities. Write down in a flipchart or A4 paper the big question and provide post-its and pens to the learners. Set the time and rounds (at least 2 rounds) and ask them all to stick their ideas in the wall.
1.30-1.45	Cocreation of the topic: Clustering ideas and Dot voting	Plenary; individual reflection	Flipchart, markers, dot stickers (1 or up to 3 per person)	Cluster the ideas with the group. Then, use dot-voting as a method for cumulative voting. Learners can use dot stickers or markers to vote in a limited number of ideas. The idea(s) with more dots wins. The idea is to come up with a final definition of diversity management according to all views and ideas. Dot-voting can be done during the class or in the coffee-break.
1.45-2.00	Cocreation of the topic: Placing the common definition of diversity management in the training venue		Flipchart and marker or blackboard.	Write the final definition of diversity management in a flipchart and stick it in a place so that everyone can see and look throughout the whole training. Write in the blackboard is also an option. Give some time to participants wonder and reflect on this final statement.
2.00-2.20	**Break**			
2.20-4.20	Building a positive diversity culture within the classroom: Agreement culture	Small groups and plenary debate	Blackboard Pin board, pins and coloured moderation cards (size: 9,5cmx20cm) Flipchart and paper or one big poster to write the rules, markers	The step-by-step description of this method can be found in the Methods Database of the Best Performers platform on "Agreement culture". The main goal is to establish with the teachers the training culture to be pursued with the agreement of everyone. The benefits of this method are twofold: 1) the trainer can run the training according to the diverse perspectives of the teachers; and 2) teachers will be better equipped with the necessary knowledge and practice to implement the same activity

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				with their students/classrooms. Bear in mind that the topics to be agreed must differ from those listed in the description of the activity since the audience here are teachers and not students.
4.20-4.30	Body movements The trainer introduces 2 – 3 body exercises and practices them together with the participants.	Plenary		Body exercises can be found in the Methods database: "Brain fitness exercises in class"
4.30-5.30	Building a positive diversity culture within the classroom: Learning boxes	Plenary or 2 big groups	Cardboard boxes (around shoebox size) including a summary of contents + a task description in a child friendly language + all the necessary materials for the task; On the outside of the box the theme of the box is written and a number for systematisation;	The step-by-step description of this method can be found in the Methods Database of the Best Performers platform on "Lernschachteln – Learning Boxes". The idea is to demonstrate how teachers can create learning boxes within their classrooms and show to participants how these learning boxes work. The trainer must create at least one or two learning box and apply the process with the participants. In this way, they will be better equipped to implement this activity in their classroom. The trainer can also support teachers in creating a learning protocol for their students to record the work done/achieved with this method.
5.30-5.50	**Break**			
5.50-7.20	Building a positive diversity culture within the classroom: What is today's' art?	Individual reflection, peer work, group work and debate	A6 paper with a different statement for each participant (examples provided in the description) Pens	The step-by-step description of this method can be found in the Methods Database of the Best Performers platform on "What is today's art?". The idea is to launch provocative yet incomplete sentences so that participants can complete with their perspective. Trainer can use the same example of "Art is not only…" or use another example. This activity promotes the diverse views existing in the class where there are no right or wrong answers. In this way, participants will be better equipped to implement this activity in their classroom.
7.20-7.30	Body movements The trainer introduces 2 – 3 body exercises and practices them together with the participants.	Plenary		Body exercises can be found in the Methods database: "One Moment"
7.30-7.40	Sustainability training	Plenary debate		

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	The participants form groups of 4 people and exchange ideas about which seminar topics were important to them today.			
7:40 – 8:00	**Reflection** Each participant shortly completes the following two sentences that are displayed at the flipchart. I liked that today! I wish for improvement, especially!	Plenary	Flipchart Flipchart markers	Trainer will be able to assess the most interesting topics and activities of the training and, at the same time, evaluate what participants have disliked the most and improve it for the next day.

Training day 2 - building a positive diversity culture with the peers

Timetable	Activies	Methods and settings	Pedagogical Resources	Notes for the trainer
8.00-8.10	Welcoming to participants	Plenary	Optional- welcome poster	
8.10-8.20	Body movements The trainer introduces 2 – 3 body exercises and practices them together with the participants.	Plenary		Body exercises can be found in the Methods database: "Smiling Minds"
8.20-9.20	Building a positive diversity culture with peers: Collegial case consultation (Intervision)	Group work and debate	Paper and pens for notes; Flip Chart and Paper, Marker; A partition or folding screen	The step-by-step description of this method can be found in the Methods Database of the Best Performers platform on "Collegial case consultation (Intervision)". Each participant must bring a real case, or the trainer must present a scenario. The group of teachers will then discuss the questions or incidents from the real case/scenario from everyday school life. In an intervision unit, each member has the opportunity to bring in a case, but for training purposes 2-3 cases maximum shall be discussed. The other members help to understand this, to bring in new ideas and to find solutions. The case donor chooses the most suitable solution from the ones presented by their peers.
9.20-9.30	**Break**			
9.30-10.30	Building a positive diversity culture with peers: Reflect and share to improve practices	Individual and group reflection	Boards/flip charts Copies of motivational sentences K-line board (Styrofoam board) Pins	The step-by-step description of this method can be found in the Methods Database of the Best Performers platform on "Reflect and share to improve practices". Joint reflection about the school we want to see in the future, considering the current challenges of the school context as well as sharing of good practices. Reflect how the previous activities can influence and contribute to overcome these challenges.
10.30-11.30	Building a positive diversity culture with peers: Reflect and share to improve practices - Journey map	Individual work	Journey map template or just white paper and pens.	After choosing the method(s) to be adopted by the participants, they can start writing a simple 1-2-word headline of the most core moment(s) of engagement for their students. An example might be: First exposure to the method. Ask trainees to write no more than 3-5 critical moments. Participants should order these key moments to evolve the Journey Map as helpful by adding,

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				removing, reordering, and revising the key moments. They can use these Journey Maps to design an action plan or develop the a more descriptive Storyboard for the implementation of the good practice(s) they have chosen.
11:30 – 11:45	Sustainability training The participants form groups of 4 people and exchange ideas about which seminar topics were important to them today.	Small groups		
11:45 – 12:00	Feedback session Using the following sentences: This I want to implement next in my school.	Plenary		Revisit the learning goals of the training (presented in the beginning) and validate, informally, if they were accomplished.