

face to face – seminar design					
Module	Leadership	Targets	At the end of this training session individuals will be able to: <ul style="list-style-type: none"> • reflect on different forms of leadership • collect examples of best practices in leadership • to plan concrete steps for a resilient, effective and reliable leadership • reflect on possible improvement in their school 	Duration	12 hours

Training day 1

Timetable	Activities	Methods and settings	Pedagogical Resources	Notes for the trainer
0:00 – 0:10	Welcoming of participants	Plenum	Welcome poster	
0:10 - 0:20	Introduction of the trainer Possible topics: <ul style="list-style-type: none"> • Age • Family • Professional education • Experience with the topic Leadership 	Plenum	Flipchart poster	Possible brainstorming: -In pairs: tell your partner something about you in a minute - Collect from pairs
0:20 – 0:40	Get to know each other. The trainer uses the following questions: <ul style="list-style-type: none"> • How many children and teachers are there in my school? • Which management and organizational challenges can I single out in my school? • How many years of work experience do I have? • How much have I already dealt with the topic of leadership? 	Sociometric differentiation exercises	e.g. pin board moderation cards list with prepared questions	The description of this method can be found in the Guidebook for Schools in chapter “Other feedback methods that provide quick information for group events” at page 21. The idea is to first use some “warm up” questions and then to ask questions that are related to the topic of this seminar.
0:40 – 0:55	Body movements The trainer introduces 2 – 3 body exercises and practices them together with the participants.	Plenum		Body exercises can be found in the Methodsdatabase: “Brain fitness exercises in class” Please also explain to your participants, why body movements are important.

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0:55 – 1:05	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”
1:05 - 1:25	Co-Creation of the topic The participants write contributions on moderation cards for the following heading: I would like to learn something about the following topics in this seminar:	The Metaplan technique – the card method	Pin board,pins moderation cards flipchart markers	The description of the Meta Plan Card method can be found in the Methods Database: “The Metaplan technique – the card method” 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”
1:25 – 1:45	Presentation of the planned seminar topics: <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 	Plenum		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.
1:45 – 2:05	break			
2:05 – 2:15	The trainer introduces the following model of school development to the participants: 3 dimensions of school development <ul style="list-style-type: none"> • teaching development • staff development • organizational development 	Plenum Input	Laptop Beamer	The description of the “3 dimensions of school development” can be found in the Guidebook for Schools at page 9 and 10.
2:15 – 2:30	Each participant completes the self-assessment questionnaire “Leadership styles”	Individual work		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.
2:30 – 3:15	Participants work on the following 2 questions for each of the 3 dimensions of school development: <ul style="list-style-type: none"> • What works well? 	Reflecting in Triads	Flipchart paper Flipchart markers	The description of this method is available in our Methods Database.

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	<ul style="list-style-type: none"> What needs to be improved? What should a school leader do for improvement? 			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 school leadership.
3:15 – 3:35		Group work Parallel working groups Gallery from two perspectives	Flipchart paper Flipchart markers Tape	The description of this method is available in our Guidebook for Schools at page 70.
3:35 – 4:00	Reflection on the following questions <ul style="list-style-type: none"> What kind of similarities have we found? What kind of differences have we found? 	Plenum	Flipchart paper Flipchart markers	Write down all similarities and differences
4:00 – 4:15	Sustainability training Participants take notes for themselves on the following questions: <ul style="list-style-type: none"> What have I experienced so far that I do not want to forget anymore: <ul style="list-style-type: none"> Contentual? Methodical? 	Individual work	Paper Pens	
4:15 – 5:15	break			
5:15 – 5:25	Body movements The trainer introduces 2 – 3 body exercises and practices them together with the participants.	Plenum		Body exercises can be found in the Methodsdatabase: “Brain fitness exercises in class” Please also explain to your participants, why body movements are important.
5:25 – 5:35	The trainer introduces the following topic Examples of good practices in leadership In this sessions examples of good practices in leadership will be presented and discussed, selecting some methods from the Methods Database.	Plenum	Laptop Beamer	See exemples from Methods Database: - KoKoKo - School Parliament - Hospitation - We make school ...
5:35 – 7:00	Identify the improvement needs at your school Getting inspiration from the examples of good practices discussed in the previous session, participants will work in group and will discuss	Group work	Handout Flipchart paper Flipchart markers	

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	possible critical areas a school leader should sort out. Afterwards, each small group writes the most important results on a flipchart paper.			
7:00 – 7:20	Identify the improvement needs at your school The posters with the results are distributed along the walls, similar to an art gallery. Then participants walk around to find all the similarities and differences of the results.	Group work parallel working groups gallery from two perspectives	Tape	You can find the method “gallery from two perspectives” in our Guidebook for Schools at page 70.
7:20 – 7:40	Sustainability training The participants form groups of 4 people and exchange ideas about which seminar topics were important to them today.	Experience group		
7:40 – 8:00	Reflection 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 – 8:10	Welcoming of participants	Plenum	Welcome poster	
8:10 – 8:20	Body movements The trainer introduces 2 – 3 body exercises and practices them together with the participants.	Plenum		Body exercises can be found in the Methodsdatabase: “Brain fitness exercises in class”
8:20 – 8:25	Define goals The trainer introduces the SMART rule to the participants	Plenum Input		The description of the SMART rule can be found in our Handbook for Schools at page 29.
8:25 – 8:35	The trainer introduces the following topic: Define goals And introduces the following examples of some questions to define concrete goals: <ul style="list-style-type: none"> • What next steps or objectives can we define to make improvements? • What level of commitment do we require from the school leader and the staff and how can we establish it? • How can the school leader work together with other supportive parties and who will coordinate the collaborations? • What do we need from school management to ensure a successful process? • What accompanying measures do we want to focus more on in the future (parent involvement, support measures, ...)? • Which forms and styles of leadership would best fit my school? 	Plenum Input	Laptop Beamer	The example questions can be found in our Guidebook for Schools at page 29.
8:35 – 9:35	Define goals Participants who had similar topics in the previous exercise “reflect in triads” now form small groups of 2 people. The two now have the task to review the given questions on the handout and possibly make changes	Group work 2 participants partner work	Handout Flipchart paper Flipchart markers	

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	to the questions, so that the questions fit well with the current situation at their respective school. Afterwards, each small group works on the questions of the handout and writes the most important results on a flipchart paper.			
9:35 – 9:50	Define goals Two groups go through the posters before the presentation and look for similarities as well as differences which they then present to the plenum.	Group work Parallel working groups group meetings		The description of the the method “group meetings” can be found in our Guidebook for Schools at page 70.
9:50 – 10:05	Define goals Short presentation of the main outcomes	Plenum	Flipchart	
10:05 – 10:20	break			
10:20 – 10:30	Implement measures The trainer introduces the “action plan” as an instrument to organise the implementation of concrete measures and gives a concrete example how to fill it in: <ul style="list-style-type: none"> • Who clear areas of responsibilities • does what detailed description of each activity • until when deadline (specifying a certain day) with what ressources? • with what ressources? list of all allocated ressources 	Plenum Input	Flipchart paper Flipchart markers	The description of the action plan can be found in our Guidebook for Schools at page 30.
10:30 – 10:40	Active participation of students and parents in school development The trainer introduces the model of concerned and involved parties to the participants And discusses shortly the following question with the group: Think about what it would mean to assign students and parents/guardians to the category “concerned parties” or what it would mean to assign them to the category “involved parties”?	Plenum Input	Laptop Beamer	The description of this model can be found in our Guidebook for Schools at page 9.

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10:40 – 11:05	<p>Active participation of students, parents and stakeholders in school development</p> <p>The participants form three different groups. Each group chooses a different topic out of three possible topics:</p> <ol style="list-style-type: none"> 1. How should a school leader actively involve students in school development? 2. How should a school leader actively involve parents in school development? 3. How should a school leader attract important stakeholders from outside school to get involved in school development? 	Group work for different tasks	Flipchart paper Flipchart markers	
11:05 – 11:30	<p>Active participation of students, parents and stakeholders in school development</p> <p>Each group presents its results to potential clients. The “jury” must carefully listen and consider whether the presentation makes sense to them, as they have to come to an assessment afterwards.</p>	Hearing		The description of the method “hearing” can be found in our Guidebook for Schools at page 70.
11:30 – 11:45	<p>Sustainability training</p> <p>The participants form groups of 4 people and exchange ideas about which seminar topics were important to them today.</p>	Experience group		
11:45 – 12:00	<p>Feedback session</p> <p>Using the following sentences: “I used to think/ Now I think” What have I learnt? What has changed in my idea of school leadership?</p>	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.