

face to face – seminar design					
Module	School Culture	Targets	<p>At the end of this training session individuals 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 	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	<p>Introduction of the trainer</p> <p>Possible topics:</p> <ul style="list-style-type: none"> • Age • Family • Professional education • Experience with the topic School Culture 	Plenum	Flipchart poster	Please bear in mind that what you reveal about yourself, what you tell about yourself, also helps to create a common space of openness and encounter.
0:20 – 0:40	<p>Get to know each other. The trainer uses the following questions:</p> <ul style="list-style-type: none"> • When did I get up today to come to the seminar on time? • How many children do I have? • Did I start or do another vocational training before I became a teacher? • How many years of work experience do I have? 	Sociometric differentiation exercises	e.g. pin board moderation cards list with prepared questions	<p>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.</p> <p>The idea is to first use some “warm up” questions and then to ask questions that are related to the topic of this seminar.</p>

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	<ul style="list-style-type: none"> How much have I already dealt with the topic of school culture? 			
0:40 – 0:55	<p>Body movements</p> <p>The trainer introduces 2 – 3 body exercises and practices them together with the participants.</p>	Plenum		<p>Body exercises can be found in the Methodsdatabase: “Brain fitness exercises in class”</p> <p>Please also explain to your participants, why body movements are important.</p>
0:55 – 1:05	<p>Presentation of the project “Best performers in Education”</p>	PPT presentation	PPT presentation	<p>The PPT presentation is available on the project’s website: http://www.best-performers.eu/ in the section “Training Modules”</p>
1:05 - 1:25	<p>Co-Creation of the topic</p> <p>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>
1:25 – 1:45	<p>Presentation of the planned seminar topics</p> <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 	Plenum		<p>Please also refer to the contributions that have been collected with the Metaplan technique – the card method.</p> <p>Make connections between your planned seminar topics and the wishes of your participants for this seminar.</p>
1:45 – 2:05	break			
2:05 – 2:15	<p>The trainer introduces the following model of school development to the participants: 3 dimensions of school development</p> <ul style="list-style-type: none"> teaching development staff development 	Plenum Input	Laptop Beamer	<p>The description of the “3 dimensions of school development” can be found in the Guidebook for Schools at page 9 and 10.</p>



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	<ul style="list-style-type: none"> organizational development 			
2:15 – 2:30	Each participant completes the self-assessment questionnaire "School Culture" .	Individual work		<p>The pencil-version of the self-assessment questionnaire can be downloaded from our project website http://www.best-performers.eu/ 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 work on the following 2 questions for each of the 3 dimensions of school development:</p> <ul style="list-style-type: none"> What works well? What needs to be improved? 	Reflecting in Triads	<p>Flipchart paper</p> <p>Flipchart markers</p>	<p>The description of this method is available in our Methods Database.</p> <p>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 culture of their respective school.</p>
3:15 – 3:35		<p>Group work</p> <p>Parallel working groups</p> <p>Gallery from two perspectives</p>	<p>Flipchart paper</p> <p>Flipchart markers</p> <p>Tape</p>	The description of this method is available in our Guidebook for Schools at page 70.
3:35 – 4:00	<p>Reflection on the following questions</p> <ul style="list-style-type: none"> What kind of similarities have we found? What kind of differences have we found? 	Plenum	<p>Flipchart paper</p> <p>Flipchart markers</p>	Write down all similarities and differences
4:00 – 4:15	<p>Sustainability training</p> <p>Participants take notes for themselves on the following questions:</p> <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	<p>Paper</p> <p>Pens</p>	

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4:15 – 5:15	break			
5:15 – 5:25	<p>Body movements The trainer introduces 2 – 3 body exercises and practices them together with the participants.</p>	Plenum		<p>Body exercises can be found in the Methodsdatabase: “Brain fitness exercises in class” Please also explain to your participants, why body movements are important.</p>
5:25 – 5:35	<p>The trainer introduces the following topic Reflection - Identify the development needs at your school</p> <p>And introduces the following examples of some questions to initiate a moderated reflection process:</p> <ul style="list-style-type: none"> • Where do our students come from – socioeconomic backgrounds, nationalities, living areas? • What does this mean for our teaching methods and how much we can demand from them? • Which resources do we have to help students who have little support at home? • Which synergy effects can we use in our teamwork? • What are the strengths of our school? • What do we need to improve? • How important was the topic ofup to now? • What's our current status on..... at our school? What evidence do we have to support our conclusion? • What potential do we see in the further development of? • What approaches have we taken in the past? • Which measures were successful and which were not, in regards to 	Plenum	Laptop Beamer	<p>The example questions can be found in our Guidebook for Schools at page 28.</p>

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5:35 – 7:00	<p>Identify the development needs at your school 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 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.</p>	<p>Group work 2 participants partner work</p>	<p>Handout Flipchart paper Flipchart markers</p>	<p>To prepare the handout you can copy and paste the questions from our Handbook for Schools at page 28.</p> <p>The aim of this exercise is that each participant should be able to introduce concrete ideas to her/his colleagues in a conference.</p> <p>Tell your participants that while working they should also plan in a short coffee/tea break.</p>
7:00 – 7:20	<p>Identify the development 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.</p>	<p>Group work parallel working groups gallery from two perspectives</p>	<p>Tape</p>	<p>You can find the method “gallery from two perspectives” in our Guidebook for Schools at page 70.</p>
7:20 – 7:40	<p>Sustainability training The participants form groups of 4 people and exchange ideas about which seminar topics were important to them today.</p>	<p>Experience group</p>		
7:40 – 8:00	<p>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!</p>	<p>Flash</p>	<p>Flipchart Flipchart markers</p>	<p>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.</p>

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 staff and how can we establish it? • How can we integrate the topic – considering the amount of different tasks and topics – in the current process of school development? • How can we 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, ...)? 	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	To prepare the handout you can copy and paste the questions from our Handbook for Schools at page 29. The aim of this exercise is that each participant should be able to introduce concrete ideas to her/his colleagues in a conference.

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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 to actively involve students in school development? 2. How to actively involve parents in school development? 3. How to 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 sentence: This I want to implement next in my school.</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.