TRAINING PROGRAMME

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Erasmus+
Schulbildung

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UNIVERSITÀ DEGLI STUDI DI PALERMO
L'Università

Stockholm University

U C S Y D
University College South Denmark

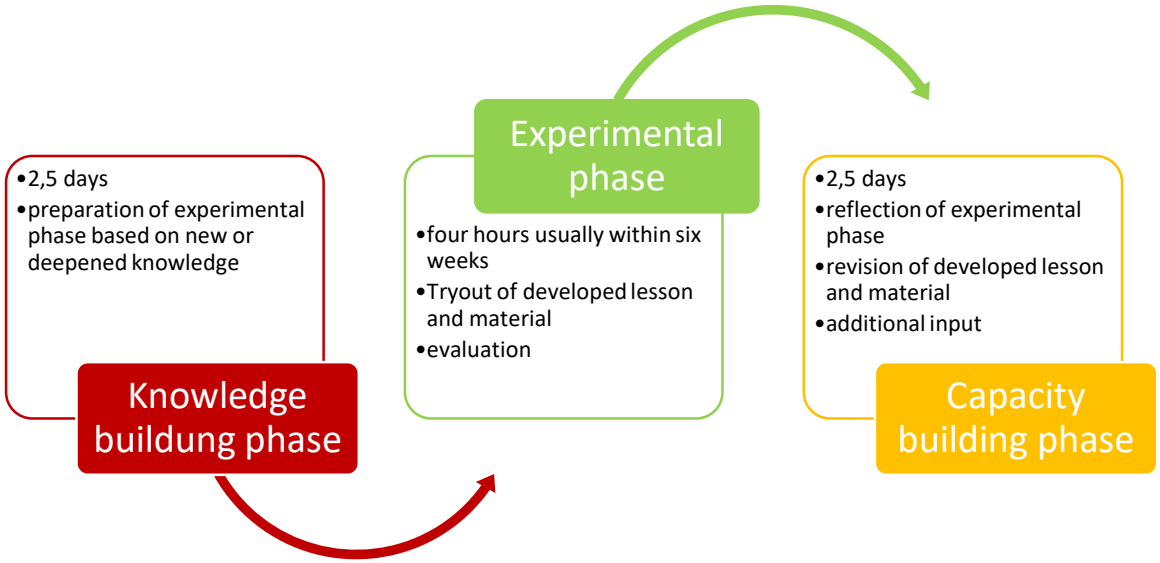
Objective

The Training Programme aims at offering a practice oriented Training for in service teachers. It addresses teacher trainers in order to give them support for developing teacher trainings that take into account national and local contexts as well as the teachers' needs. So flexibility and additivity to various contexts of doing school is one of its main advantages. The overall goal is to change school practice in order to foster students learning and life chances, no matter what starting conditions they come along with. By this, it is a project focusing on inclusion in a wide sense.

Structure

The training program is designed for an up to 40-hour in-service teacher training. There could be sessions that take one entire day or sessions that only take a few hours and may be held after school. They could take place outside the school or, ideally, inside it as part of the internal training scheme of a particular school. It basically depends on the specific background, needs and circumstances in each country that makes use of the training program. Due to findings in modern didactical research it seems to be the better option to offer schools individual trainings. They can directly be applied to the didactical setting in the respective lessons and thus respond to the most urgent needs of teachers and students as well as all others involved in school life.

Regardless of where it takes place and how it is individually designed due to schools' needs, the training is divided into three phases: a knowledge building, an experimental and a capacity building phase (see figure below).



For the experimental phase the participants are expected to spend four hours on reflecting their practice and on preparing the second workshop. The knowledge building and the capacity building phase are designed as workshops. Each of these two workshop phases consists of up to 20 hours of training time carried out/conducted in class and online. One hour is defined as a 45-minute lecture (in the following called session) and 15 minutes break. So the whole training consists of 40 sessions of 45 minutes each. When designing the training program the idea of modularization was crucial. Taking in account this paradigm the training program is structured in four modules (which will be explained later on). One module consists of a variable number of topics (in the following called bricks) and these bricks consist at least one session but mostly of more than one session. This detailed structure has been chosen in order to give teacher trainers the possibility to either use the whole training program or adapt those parts needed for their specific target group. Although also single sessions can be chosen by the trainers, there is a recommendation to stick to the bricks, because they are planned and designed as coherent parts. Further discussions about possibilities how to adapt the training program will be offered in the Training Manual (IO7). The module can contain present as well as blended learning settings. It also includes the possibility of self-organized learning. Sessions brought out in the latter way are nevertheless part of the calculation of overall sessions. That means, self-organized learning parts

are not designed for outsourcing work load. The maximal workload of the whole in-service teacher training has – as mentioned above – an amount of 40 sessions of 45 min. plus four hours for reflection during the experimental phase.

The Training Programme contains a number of modules, always focusing on both, Language Acquisition and Democratic Citizenship Education. Of course, some modules are more focusing on the first, others on the latter. But the connection of both dimensions, which can be seen as the core of the whole LADECI idea, is at the centre of all modules. The modules are not limited to the first workshop (knowledge building) but stretched over the whole time of the in-service teacher training, which means they are bridging the experimental phase.

The Training Programme is linked to *classroom material*, that can be given to and used by teachers, a *teaching guideline* offering advice on how to plan and conduct and a *trainers manual*. The latter is designed as additional resource for teacher trainers, supporting them when planning a concrete teacher training.

MODULE 6: Language-sensitive Class Council

Core	**Training of democratic competencies, participation, self-efficacy and school atmosphere**			
T1	**Main Competency**	**Material**	**Guidelines**	**Tips**
	The participants reflect democratic values and the connection to their students and schools.	Kocher, Mirjam: „Selbstwirksamkeit und Unterrichtsqualität", 2014	Teachers discuss about Democracy and their values. Teachers talk about their participation in school and in family. Collect ideas/ methods for participation.	While collecting ideas and methods for participating in groups, teachers should not feel judged, for not using or knowing many methods.
T2	**Main Competency**	**Material**	**Guidelines**	**Tips**
	The participants get to know the class council and reflect own self-efficacy.	Berliner Senat: "Klassenrat für neu zugewanderte Kinder und Jugendliche", 2018, Achenbach, Christine et al, not yet published Sliwka, Anne et al: „Service Learning: Verantwortung lernen in Schule und Gemeinde": https://www.pedocs.de/volltexte/2008/258/pdf/Sliwka.pdf	Presentation: class council Teachers get to know communication cards for roles for the class council Teachers adapt the roles and the organization of the class council to the needs of their group.	

T3	Main Competency	Material	Guidelines	Tips
	The participants reflect and understand their responsibility in order for the students to take responsibility for their own life and the life of others.	Maroshek-Klarman, Uki, et al: „Mehr als eine Demokratie", 2015 LI Hamburg: „Miteinander leben, Grundrechte vertreten, Gesellschaft gestalten", 2016 Eikel, Angelika: „Demokratische Partizipation in der Schule": https://www.schulentwicklung.nrw.de/q/upload/Demokr._Partizipation_in_der_Schule.pdf	Teachers get to know alternative methods for the class council, in order to engage the students in political subjects, like service-learning-projects and move the class council to another level	
T4	**Main Competency**	**Material**	**Guidelines**	**Tips**
	The participants get sensitive for the chances and problems of the class-council.	Material: U. Wolff-Jontofsohn: "Learning the Language of Democracy with Betzavta" http://www.academia.edu/4006075/Learning_the_Language_of_Democracy_with_Betzavta	Teachers reflect the class council Teachers adapt class council to the needs of their own group	

Guidelines

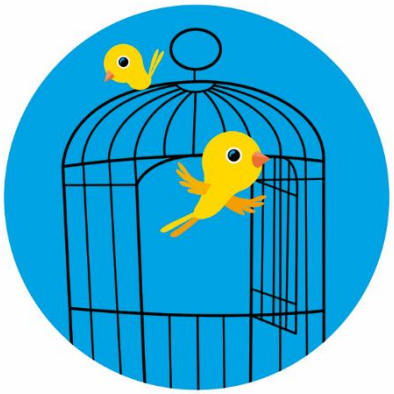
Session 1 (ca. 45')	Competencies	Guideline of the Session	Material	Additional Readings etc.
	The participants… • reflect democratic values • reflect and understand the meaning of participation for the students	Teachers have to take a card with pictures, regarding democracy, and explain, why they have chosen the card and what does it means to their life. Teachers reflect, what their students would need, in order to be able to talk about the pictures, for example worksheet to prepare in advance, beginning of sentences… Teachers have to write down one situation, where they could participate, and one, where they couldn't in school and in family (Pair-Square-Share)	See material session 1 Find alternative pictures in the internet	Kocher, Mirjam: „Selbstwirksamkeit und Unterrichtsqualität", 2014

	• reflect and strengthen own self-efficacy • reflect the responsibility and own role to enable children to participate • reflect structure and organization of school, regarding participation for students	Teachers reflect and collect examples to support participation in school (school structure and own lesson), in small groups, then group discussion		
Session 2 (ca. 45')	The participants… • get to know the class council • get sensitive for the chances and problems of the class-council • reflect needs of all children, in order for the class council to work • Reflect and understand own role in class-council	• Presentation: class council • Teachers get to know communication role cards for the class council • Teachers adapt the communication cards to the needs of their own group, what kind of language support do their students need? Write examples for sentences/ beginning of sentences… • Teachers adapt the roles and the organization of the class council to the needs of their groups • Group collects main ideas, regarding language support	Berliner Senat: „Klassenrat für neu zugewanderte Kinder und Jugendliche", 2018, noch nicht veröffentlicht Sliwka, Anne et al: „Service Learning: Verantwortung lernen in Schule und Gemeinde": https://www.pedocs.de/volltexte/2008/258/pdf/Sliwka.pdf	U. Wolff-Jontofsohn: "Learning the Language of Democracy with Betzavta" http://www.academia.edu/4006075/Learning_the_Language_of_Democracy_with_Betzavta
Session 3 (ca. 45')	The participants… • reflect needs of all children, in order for the class council to work • reflect and strengthen own self-efficacy	• Teachers get to know alternatives methods for the class council, in order to engage the students in political subjects and service-learning-projects and move the class council to another level • Topic search in 3 corners (I would like to discuss…/ I would like to organize…/ I would like to change…) • Teachers use the method of Brainwriting to develop projects • Teachers reflect and adapt the methods to the needs of their own group	Maroshek-Klarman, Uki, et al: "Mehr als eine Demokratie", 2015 LI Hamburg: "Miteinander leben, Grundrechte vertreten, Gesellschaft gestalten, 2016	

	• Reflect and understand responsibility in order to take the class council to the next level		Eikel, Angelika: „Demokratische Partizipation in der Schule“: https://www.schulentwicklung.nrw.de/q/upload/Demokr._Partizipation_in_der_Schule.pdf	
Session 4 (ca. 45')	The participants… • get sensitive for the chances and problems of the class-council • reflect needs of all children, in order for the class council to work • reflect and strengthen own self-efficacy • reflect and understand own role in class-council	• Teachers reflect the class council • Teachers reflect obstacles and chances • Teachers get to know different methods for feedback • Teachers adapt class council to the needs of their own group		*Connection between class council and the school curriculum (for example Education for Democracy and Language learning)*

Materials: Class Council[1]

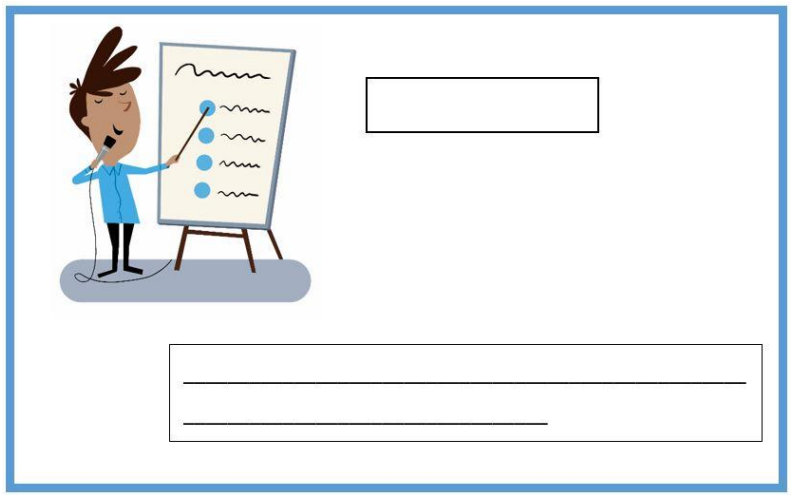
Session 1



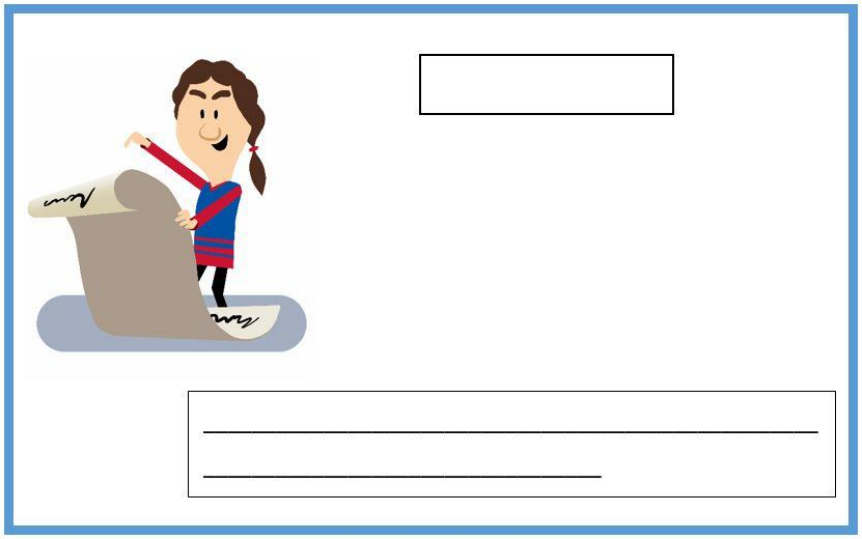
[1] Drawings, Miriam Bauer

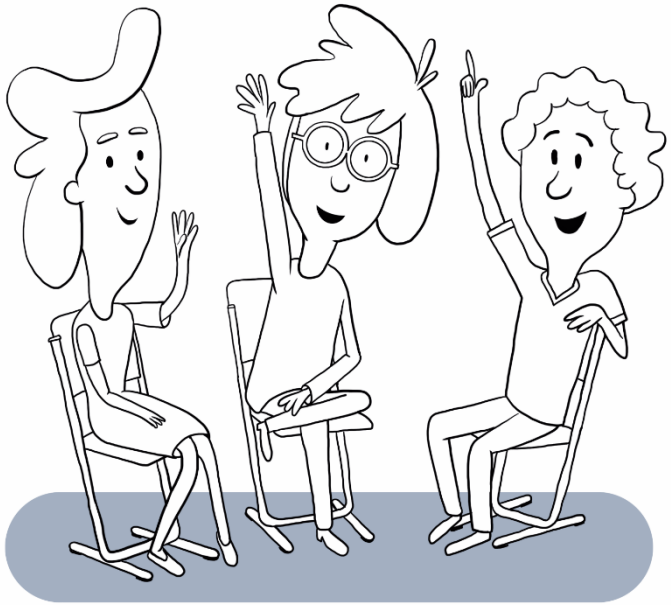
Session 2

Role cards[2]

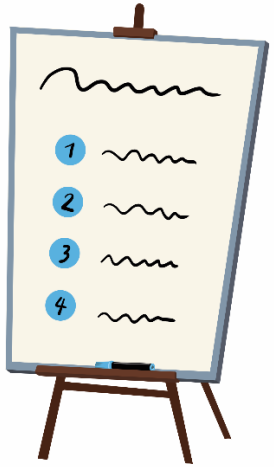


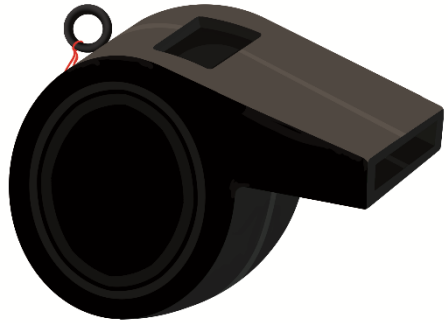
[2] Zeichnungen Miriam Bauer





For older students:





Session 3

Brainwriting: https://www.institut-fuer-menschenrechte.de/fileadmin/user_upload/PDF-Dateien/Menschenrechtsbildungs-Datenbank/Materialien_fuer_die_Bildungsarbeit_mit_Jugendlichen/mr_bm_Modul_5_Uebung_5_Brainwriting.pdf

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