

**Cultivate school entrepreneurial mindset through holistic approach
targeting teachers and pupils**

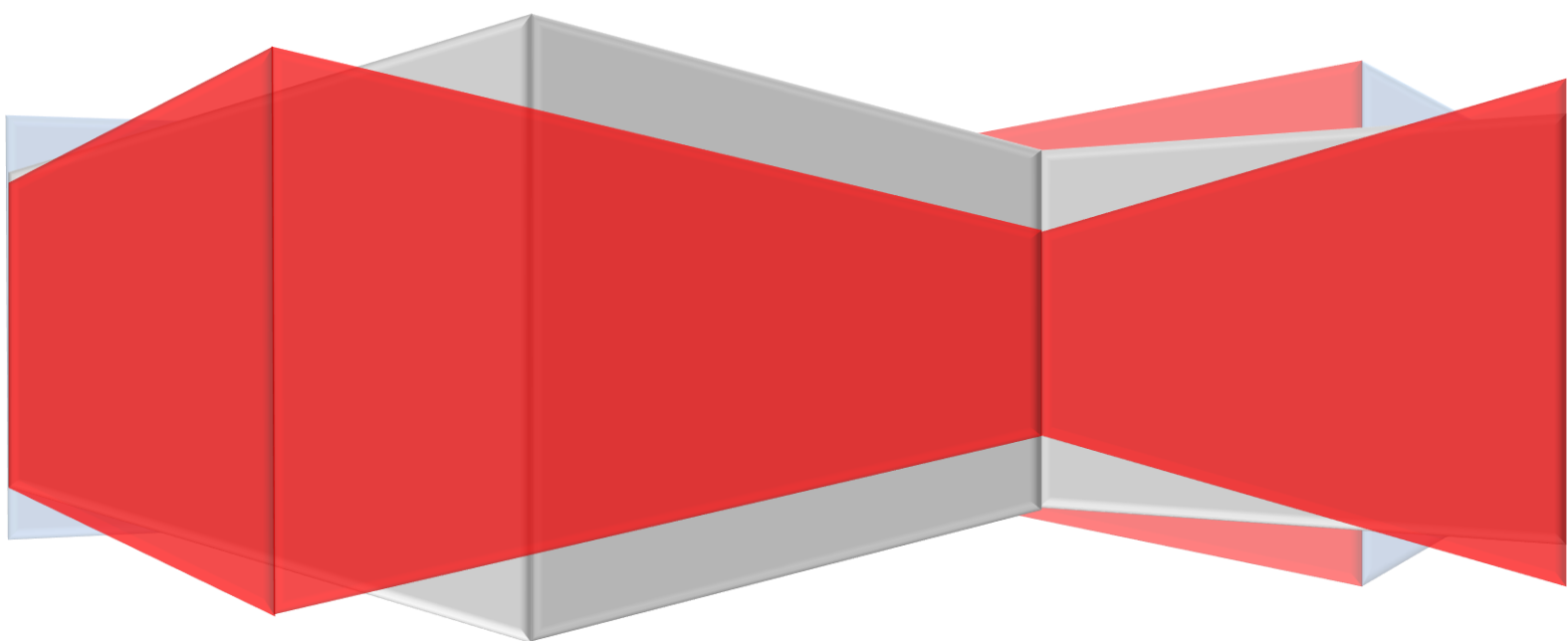


enterschoolmind

ISO Certification of the curricula: Development of Entrepreneurial Mindset for Teachers Level 6

Competence: 3.4 Working with others

Partner Responsible: MMC



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Partners



**Apostolos
Varnavas
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School**

**4th
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TRAINING CURRICULUM FOR COMPETENCE: WORKING WITH OTHERS

Aim of the workshop

This workshop aims to provide teachers with the right tools and methodologies with regard to competence 3.4 Working with Others. The workshop focuses on aspects of cooperative work.

First, the conflict resolution theory as well as techniques that can be used in the classroom environment will be presented, in order to equip teachers with the tools so as to resolve any conflict issue that may arise.

Next, emotional intelligence, its key elements and skills which are associated with it will be analysed. Given the challenges that seem to be inherent in teaching, the importance of emotional intelligence in the classroom and methods and tools that can help teachers to deal with their own and their pupils' emotions in the context of emotional intelligence are presented. A group exercise that aims to represent classroom scenery and challenge learners' perception and reaction simulating real life conditions, further supports the discussion on the topic.

The next topic to be presented is team development, as being part of team is an integral part of pupil's learning life. Team roles and the importance of team forming are explained. A short typology of team's members is also presented, in order for a relevant discussion to take place, rather than to merely adopt the typology's stereotypes.

In turn, elements of cooperative learning are presented. Cooperative learning as a model of the cognitive social approach to teaching aims at encouraging the overall development of a child in both academic and socio-emotional aspects. In the classroom environment, cooperative learning has been seen as a scaffolding method which promotes interaction among pupils who differ in level of mastery, skills and competences.

Furthermore, the importance of active listening for improving the learning experience for teachers and pupils will be discussed, while verbal and non-verbal signals of active listening will be proposed.

The last part of the workshop will focus on the idea of building trust among teachers and pupils in order to create an effective classroom environment. Methods of trust building and practical examples through an experiential workshop are provided.

Learning outcomes

After the end of the workshop the participants will be in a position to:

In terms of knowledge:

- 32. Define conflict resolution techniques such as compromising, win-win, withdrawing and smoothing.
- 33. Define emotional intelligence and list its elements according to Goleman.
- 34. Define different roles in a team and a classroom.

In terms of skills:

- 35. Apply active listening techniques such as questioning, paraphrasing, summarizing and appropriate use of body language, and teach their pupils to use these techniques also
- 36. Demonstrate emotional intelligence and develop the emotional intelligence skills of their pupils through the design of appropriate activities.
- 37. Foster cooperation among pupils through the application of activities that will develop a collaborative classroom.

In terms of competences:

- 38. Support pupils in building trusting relationships and communicating with one another.

Training methodology

☒ Classroom Learning

☒ Self-Directed Learning

Prerequisites

There are no prerequisites for this competence. Trainers and learners are encouraged to further elaborate especially on the topics of

- ✓ Emotional intelligence
- ✓ Active listening
- ✓ Cooperative learning

CLASSROOM LEARNING

Workshop duration

14 teaching hours

Training techniques

Technique

☒ Lecture (compulsory)

☐ Individual Exercise

☒ Group Exercise

☐ Role play

☒ Experiential workshop

☐ Group discussion

☒ Brainstorming

☐ Case Study

☒ Questions and Answers (multiple choice and open questions)

☐ Other (Please indicate)

Equipment and materials necessary

Equipment: <ul style="list-style-type: none"> ✓ A safe classroom ✓ Projector Materials: <ul style="list-style-type: none"> ✓ A4 white sheets ✓ Pens, pencils and markers ✓ Flip chart
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Workshop programme breakdown

No.	Theme/Content	Workload in minutes
1	Conflict Resolution <ul style="list-style-type: none"> ▪ Lecture [PPT_3.4_1] • Definition of conflict resolution • Conflict resolution techniques and types <ul style="list-style-type: none"> ○ Forcing ○ Win-win (Collaborating) ○ Compromising ○ Withdrawing ○ Smoothing • Power struggles between teachers and pupils and how to avoid them 	120 minutes
2	Emotional intelligence <ul style="list-style-type: none"> ▪ Lecture [PPT_3.4_1] • Definition of Emotional Intelligence <ul style="list-style-type: none"> ▪ Brainstorming: Emotional Intelligence [CL_3.4_4] • Skills entailed in Emotional Intelligence • How to develop Emotional Intelligence • 5 Key Elements of Emotional Intelligence (Goleman) <ul style="list-style-type: none"> ○ Self-Awareness ○ Self-Regulation ○ Motivation ○ Empathy ○ Social Skills • Emotional Intelligence and working with others • Emotional Intelligence in the classroom 	120 minutes
3	Team and team roles <ul style="list-style-type: none"> ▪ Lecture [PPT_3.4_1] • Tuckman's 5 Stages of Team Development <ul style="list-style-type: none"> ▪ Group Discussion: Tuckman's model in the school environment [PPT_3.4_1] 	120 minutes

No.	Theme/Content	Workload in minutes
	<ul style="list-style-type: none"> Team Roles Procedure for defining team roles Teams' roles and functions <i>Facilitator</i> <i>Recorder</i> <i>Presenter</i> <i>Checker</i> <i>Questioner</i> 	
4	Fostering cooperation <ul style="list-style-type: none"> <ul style="list-style-type: none"> Lecture [PPT_3.4_1] Definition of cooperative learning Criteria for cooperative learning Cooperative vs competitive learning Learning teams in the classroom <ul style="list-style-type: none"> Experiential workshop: Cooperating [CL_3.4_5] 	120 minutes
5	Active listening <ul style="list-style-type: none"> <ul style="list-style-type: none"> Lecture [PPT_3.4_1] Active listening in the classroom Use of active listening in classroom Steps for performing active listening Verbal and non-verbal signals of active listening <ul style="list-style-type: none"> Group exercise: Active Listening [CL_3.4_6] 	120 minutes
6	Building trusting relationships <ul style="list-style-type: none"> <ul style="list-style-type: none"> Lecture [PPT_3.4_1] Talk about trust in the classroom Give pupils responsibilities Develop a classroom atmosphere of trust <ul style="list-style-type: none"> <i>Be Tolerant</i> <i>Provide Structure</i> <i>Teach With Enthusiasm and Passion</i> <i>Incorporate Humor into Lessons</i> <ul style="list-style-type: none"> Open-ended questions [CL_3.4_2] Closed Questions [CL_3.4_3] 	240 minutes

Methodological tools

No.	Training Technique	Title of Methodological tool
1	Lecture	PowerPoint
2	Questions and Answers	Open-ended questions
3	Questions and Answers	Close ended questions

4	Brainstorming	Emotional Intelligence
5	Experiential workshop	Cooperating
6	Group exercise	Active Listening

SELF-DIRECTED LEARNING

Resources

No.	Title and Reference	Attachment (if applicable)
1	Liz Slater, "Teachers: building high-performing and improving education systems", <i>Education Development Trust</i> 2013. https://www.educationdevelopmenttrust.com/EducationDevelopmentTrust/files/04/04ca44b5-b70e-4775-82a0-645cfd6483b2.pdf	N/A
2	Ke Huang & Xianxuan Xu, "Developing Emotionally Intelligent Teachers", <i>TIE Online</i> 2019. https://www.tieonline.com/article/2549/developing-emotionally-intelligent-teachers	N/A
3	Hallam, Ireson, Davies, <i>Effective Pupil Grouping in the Primary School: A Practical Guide</i> , Routledge 2013. https://books.google.com.cy/books/about/Effective_Pupil_Grouping_in_the_Primary.html?id=9J9I3Y88KsIC&source=kp_book_description&redir_esc=y	N/A
4	McNaughton, Hamlin, McCarthy, Head-Reeves, Schreiner, "Learning to Listen: Teaching an Active Listening Strategy to Preservice Education Professionals", <i>Topics in Early Childhood Special Education</i> 27, 2008, 223-231. https://journals.sagepub.com/doi/pdf/10.1177/0271121407311241	N/A
5	Active Listening Teachers' Manual https://www.scribd.com/document/239092429/Active-Listening-1-TB	N/A
6	Gillies, Ashman, Terwel (eds), <i>The Teacher's Role in Implementing Cooperative Learning in the Classroom</i> , Springer 2008. https://link.springer.com/book/10.1007/978-0-387-70892-8	N/A