



"Preventing teachers' burnout in primary schools"

2023-1-PL01-KA210-SCH-000152158




DETERMINING OWN RESOURCES AND
DEFICITS IN TERMS OF TEACHING
COMPETENCES
AS WELL AS SETTING APPROPRIATE
PROFESSIONAL AND PERSONAL GOALS



Co-funded by
the European Union

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**BASIC
INFORMATION
FOR THE PERSON
CONDUCTING THE
TRAINING**

THE AIM OF THE TRAINING

To acquire the ability to diagnose existing resources and deficits in the field of teaching competences, as well as to set professional and personal goals adequate to the available resources

SHORT DESCRIPTION

- The training focuses on assessing one's own strengths and weaknesses in teaching competencies.
- Participants will learn what are the competences of a modern teacher and how to evaluate their competences and identify areas for improvement.
- The training also covers setting meaningful professional and personal goals, helping individuals align their development with both career aspirations and personal growth.
- Participants will receive tips how to work on goals effectively.

PARTICIPANTS WILL GAIN KNOWLEDGE ABOUT:

- Teacher competences definition,
- Modern teacher competences
- SMART methodology, which is used to set clear, actionable, and achievable goals
- Methods of achieving goals

PARTICIPANTS WILL ACQUIRE SKILLS IN:

- recognizing one's resources and deficits in the area of teaching competences
- building goals based on the SMART methodology
- effective work on goals

TRAINING RECIPIENTS

Teachers who wish to evaluate and enhance their teaching competencies and are interested in setting and achieving goals for both their career and personal development.

The training is designed for teachers who are open to self-reflection and are committed to improving their skills to better adapt to the needs of today's school.

TRAINING METHODS:

- lecture with presentation,
- discussion,
- individual and group exercises,
- **The training is conducted as workshops.** The form of a workshop requires conducting classes in an interactive way. Participants should have the opportunity to ask questions, clarify doubts and conduct discussions. As far as possible, it is recommended that the instructor refers to examples from the participants' lives during classes
- **The training can be delivered in a hybrid, on-line or stationary form.**

PROGRAM

1. Increasing knowledge about competences

- Definition of teaching competences
- Modern teacher competences
- Recognizing one's resources and deficits in the area of teaching competences

2. How to set goals

- SMART methodology
- How to set „SMART” goals

3. How to achieve goals

- How to work on goals to achieve them

How to present the knowledge and exercises?

The module: Increasing knowledge about competences contains issues related to both knowledge about competences and elements such as exercises motivating reflection on the competences of the teacher needed by today's schools. Participants will also perform an exercise that will encourage them to diagnose their own resources and deficits in these competences.

Before you start the presentation you can ask participants what are their expectations from the training. Then, you can present the information included on the slides in the form of lecture. Then divide participants into groups and ask them to perform exercise. When they finish discussion ask the representatives of the groups to present the conclusions. Then, you can continue presenting the information included on the slides in the form of lecture and at the end of the Module ask participants to do a group exercise and then individual exercises. Encourage participants to present to the group the conclusion from the exercises.

Time: 2 hours

You can implement this module on-line or on site.

The module: Setting goals presents theoretical knowledge about creating goals based on SMART methodology which is a widely used framework for setting clear, actionable, and achievable goals.

After presentation you are asking the participants to do one group and one individual exercise. Both exercises aim to practise how to set SMART goals. Give participants enough time for doing the exercises and after finishing them arrange discussions about conclusions.

Time: 1 hour

You can implement this module on-line or on site.

The module: How to achieve goals aims to present tips how to work on goals to achieve them. You can present the information included on the slides in the form of a lecture with the possibility for discussion. Next ask participants to do the exercise which aims to make assumptions about how they would work on achieving the goal defined in the individual exercise (module 2,) using the tips received in module 3. Give them enough time for doing the exercises and after finishing it encourage them to discuss. They can present to the group the conclusion from the exercise.

Time: 1 hour

It is recommended to implement this module on-line or on site.

TIPS FOR THE PERSON WHO IS CONDUCTING THE TRAINING

Presentation is divided into 2 parts:

First part describes the assumptions of the training

Second part, including 3 modules, is the material to present to the training participants

You can divide the training into the number of parts which fit your and participants' schedule, but remember that we don't recommend to divide the particular module, but to realise the whole content of each module the same day.

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MODULE 1

INCREASING KNOWLEDGE ABOUT
COMPETENCES

INCREASING KNOWLEDGE ABOUT COMPETENCES - DEFINITIONS

In a teacher's work, competences are identified with his or her qualifications, necessary to effectively perform this profession [Hyžak, 2005, p. 297].

We can therefore talk about competences as certain individual abilities and competences as qualifications, i.e. the abilities one should have a person in the position of teacher (then it is called professional qualifications)

INCREASING KNOWLEDGE ABOUT COMPETENCES - DEFINITIONS

Competence is:

- ability and readiness to perform tasks at a specific level (according to O. H. Jenkins),
- a learnable ability to do things well, necessary skills to deal with problems (according to D. Fontana),
- a special quality expressed in demonstrating, at the level set by social standards, the ability to adequately behavior (according to Czerepaniak-Walczak)

INCREASING KNOWLEDGE ABOUT COMPETENCES - DEFINITIONS

According to pedeutology,

the scope of qualifications of teachers
body includes:

- knowledge of the subject taught,
- pedagogical preparation and skills enabling optimal teaching and educational work,
- social communication skills,
- psychological knowledge about the needs of children and young people in the field of sociology and history of education (according to Szempruch)

according to the Teacher's Card Act

(Article 9.1)

“the position of teacher may be occupied by a person who has higher education with responsible appropriate pedagogical preparation or completion of "teacher training institute"

INCREASING KNOWLEDGE ABOUT COMPETENCES



Today's primary school needs teachers who are not only well-prepared substantively, but also flexible, open to pedagogical innovations and ready to work in a changing educational environment.



GROUP EXERCISE – WHAT TEACHERS’ COMPETENCES ARE CRUCIAL IN A SCHOOL?

1. Discuss in the group what competences a teacher should have to meet the requirements of today's schools.
2. Representative of each group will present results of discussion.

INCREASING KNOWLEDGE ABOUT COMPETENCES OF A MODERN TEACHER

Pedagogical Competence

A modern teacher should:

- understand the stages of intellectual and emotional development of children and adolescents and, based on this knowledge, adapt teaching methods to students' needs.
- be able to use a variety of teaching methods, both traditional, e.g., lectures or group work, and modern, e.g., project-based methods or case studies, so that lessons engage students.
- be able to adapt teaching methods to students with special needs, e.g., ADHD, gifted students, or those with learning difficulties.

INCREASING KNOWLEDGE ABOUT COMPETENCES OF A MODERN TEACHER

Digital literacy and technological competence

A modern teacher should:

- be able to use digital tools, e.g. educational platforms, online work tools
- be able to create multimedia materials, e.g. presentations, quizzes, interactive tasks
- be open and ready to learn new teaching tools and methods

INCREASING KNOWLEDGE ABOUT COMPETENCES OF A MODERN TEACHER

Cultural competence

A modern teacher should:

- be aware of the cultural differences that exist among students
- understand the problems that may arise due to students coming from different cultures
- promote an attitude of respect and understanding of cultural diversity among students

INCREASING KNOWLEDGE ABOUT COMPETENCES OF A MODERN TEACHER

Emotional intelligence and social skills

A modern teacher should:

- be able to recognize students' emotions and respond constructively,
- manage their own emotions,
- create positive relationships with all members of the school community,
- find constructive solutions in conflict situations

INCREASING KNOWLEDGE ABOUT COMPETENCES OF A MODERN TEACHER

Adapatability and lifelong learning

A modern teacher should be:

- able to adapt to new teaching methods, technological solutions, and other changes in the school environment,
- ready to learn new methods of teaching, and tools based on new technologies

INCREASING KNOWLEDGE ABOUT COMPETENCES OF A MODERN TEACHER

Collaboration and team work

A modern teacher should be able to collaborate with members of the entire school community, e.g., students' parents, the headmaster, and other teachers.

INCREASING KNOWLEDGE ABOUT COMPETENCES OF A MODERN TEACHER

Critical thinking and problem solving

A modern teacher should think critically and be able to find solutions, because he or she should teach the same to his or her students, for whom these skills become crucial in a world that is so dynamic and requires processing a lot of information.

INCREASING KNOWLEDGE ABOUT COMPETENCES OF A MODERN TEACHER

Communication skills

A modern teacher should:

- be able to listen actively and express his/her thoughts clearly
- be able to solve difficult interpersonal situations and conduct mediation
- adapt the way of communicating to different groups of recipients, e.g. children, adults

INCREASING KNOWLEDGE ABOUT COMPETENCES OF A MODERN TEACHER

Assessment and feedback

A modern teacher should:

- assess student learning progress on an ongoing basis and adapt teaching methods accordingly
- systematically summarize the learning process
- provide constructive feedback that motivates students to improve their knowledge and skills

The list of competences	Characteristics and skills of a person with a high level of competence	
Pedagogical competence		
Digital literacy and technological competence		
Cultural competence		
Emotional intelligence and social skills		
Adaptability and lifelong learning		
Collaboration and teamwork		
Critical thinking and problem solving		
Communication skills		
Assessment and feedback		

**GROUP EXERCISE
– COMPETENCES OF A
MODERN TEACHER**

1. Discuss and define the characteristics and skills of a person with a high level of a given competence
2. Representative of each group will present results of discussion

The list of competences	Rate the level of competence on a scale of 1-5, where 1 means very low and 5 means very high	Do you think that you need to increase the level of this competence?
Pedagogical competence		
Digital literacy and technological Competence		
Cultural competence		
Emotional intelligence and social skills		
Adaptability and lifelong Learning		
Collaboration and teamwork		
Critical thinking and problem solving		
Communication skills		
Assessment and feedback		

INDIVIDUAL EXERCISE – MY COMPETENCES

Assess the level of your competencies as a teacher and consider whether you are satisfied with this level or you would like to develop this competence.

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MODULE 2

SETTING GOALS

THE SMART METHODOLOGY

is a widely used framework
for setting clear,
actionable, and achievable
goals.

SMART stands for:

- Specific,
- Measurable,
- Achievable,
- Relevant,
- Time-bound



THE SMART METHODOLOGY

- 1. Specific** - understanding of a goal should be straightforward, and the goal should be clearly defined and leave no room for interpretation.
- 2. Measurable** - a goal should be formulated so that the degree of goal achievement can be expressed numerically, and it should be easy to verify.
- 3. Achievable** - a goal that is too ambitious undermines confidence in its achievement and therefore the motivation to pursue it.
- 4. Relevant** - a goal should be an important step forward and at the same time must represent a specific value for the person pursuing it
- 5. Time-bound** - a goal should have a precisely defined time horizon within which we intend to achieve it.

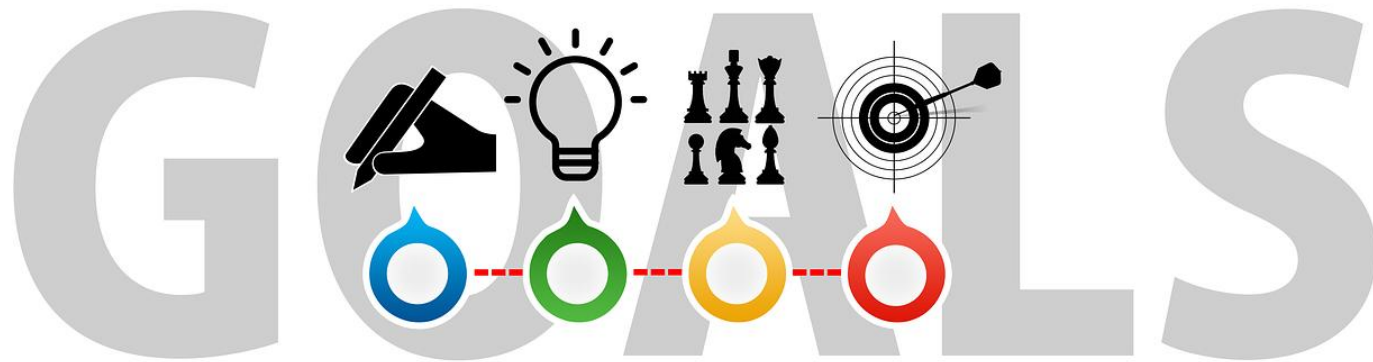
EXAMPLES OF GOALS

NOT SMART

- Work on stress management by implementing new technics focused on coping with stress
- Be more assertive in a year
- Improve my communication skills by attending special cources

SMART

- Attend a personal development workshop focused on stress management and implement 3 new techniques of coping with stress in my daily routine over the next month
- Increase my assertiveness by practicing saying "no" in different situations at least 5 times per week for the next 6 weeks
- Improve active listening skills by asking students open-ended questions at least twice a day for 2 months



GROUP EXERCISE -DETERMINING SMART GOALS

1. Determine 2 goals connected with personal or professional development based on SMART methodology
2. Justify why these goals are consistent with the smart principle (refer to Specific, Measurable, Achievable, Relevant, Time-bound)
3. The representative of the group will present the goals and justification



INDIVIDUAL EXERCISE – DETERMINING OWN GOALS

1. Determine your goal based on SMART methodology connected with development of the competence which you would like to improve. You can use the conclusions that emerged when you completed the exercise assessing your competences in Module 1.

2. Analyze all SMART elements and consider whether your goal meets these requirements.

4. Participants, who are willing, will present their goals to the group and describe why their goal meets the SMART requirements.

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MODULE 3

HOW TO ACHIEVE GOALS

HOW YOU CAN WORK ON GOALS?

On your own



With a specialist, eg. burnout expert, coach, psychologist



HOW TO WORK ON GOAL ON YOUR OWN TO ACHIEVE IT?

- Define the goal according to SMART methodology

Example: To improve my skills in using AI in working with students by participating in training and implementing at least 3 learned methods in the next year

HOW TO WORK ON GOAL ON YOUR OWN TO ACHIEVE IT?

- **Divide the goal implementation into steps and define the implementation schedule**

For instance:

I step – to check the offer of trainings – 1 month

II step – to sign up for training – 1 month

III step – to attend the training – 2-7 month

IV step – to check individual methods in practice - 2-7 month

V step – to choose 3 methods which are the most useful – 7 month

VI step – to use these methods in practice – 8-12 month

VII step – to evaluate effects of implementation – 12 month

HOW TO WORK ON GOAL ON YOUR OWN TO ACHIEVE THE IT?

- **Regularly review your progress toward your goal.**

Reflect on what's working and what's not, and consider why and how you can change your approach to achieving your goal. Remember to take actions that boost your motivation. For example, you can celebrate when you've achieved something.

HOW TO WORK ON GOAL ON YOUR OWN TO ACHIEVE IT?

- **Keep in mind that taking on the challenge of achieving your goals may involve some difficulties.**

Be aware that difficulties may appear, but don't afraid of them. Think about them as opportunities to learn that you need to change something.

HOW TO WORK ON GOAL ON YOUR OWN TO ACHIEVE IT?

- **Be consistent.**

Remember that even the smallest actions you take matter, because they are the next steps to achieve your goal.

HOW TO WORK ON GOAL ON YOUR OWN TO ACHIEVE IT?

- **Learn and be flexible.**

If, based on the knowledge or skills you gained, you find your goals need to be changed, don't hesitate to adjust your goals and actions.

HOW TO WORK ON GOAL ON YOUR OWN TO ACHIEVE IT?

- **Be responsible for your goal.**

Ask yourself regularly if you are closer to achieve your goal. Ask someone, who you treat trustworthy, to support you and provide feedback.



INDIVIDUAL EXERCISE

Make assumptions what you are going to do to achieve the goal defined in the exercise done in module 2, using the tips received in module 3.

In particular:

- plan individual steps and create a schedule
- specify how you will monitor progress and how often
- describe how you will celebrate small successes
- describe how you will motivate yourself to be consistent
- specify with whom you can share your progress towards achieving your goal



GROUP EXERCISE TO SUM UP

Discuss in a group:

- Do you want to continue working on the goal which you set during the training?
- Do you prefer to work by yourself or with an expert? Explain why.
- Is it possible that you can support each other in working on the goals after the training?
- How can you organise the support group?