



Module 3 Professional Development for Teachers and Support Staff

Overview

This module will equip both teaching and non-teaching staff in schools to provide effective well-being support for children. It will equip staff to understand some of the possible causes of challenging behaviour in young people who are experiencing social and emotional difficulties and develop strategies, using a coaching approach, to improve the well-being and resilience of young people.

Objectives and Learning Outcomes (can do...)	Activities and duration	Resources
<p>How continuing professional development can be used to support the well-being of pupils</p> <p>Identifying differentiated staff needs</p> <p>Impact of COVID</p>	<p><i>We work on the basis of our Emotional Reinforcement Plan by collecting information from teachers, students and non-teaching staff during the confinement and the current school year.</i></p> <p>Teacher/Staff and Student Body surveys</p> <p>Starter</p> <p>Pass surveys (via google form or similar) to the three groups. The surveys differentiate between teaching and non-teaching staff and students in their questions. Some of these questions are:</p> <p>Student body</p> <ul style="list-style-type: none">• How did you feel?• What did you miss the most?• Did you have the means to follow the lessons and during the course?• Did you have help from your parents and during the course? <p>Teaching and non-teaching staff</p> <ul style="list-style-type: none">• Did you spend the confinement alone?• Did you have or have you had anxiety about online or blended learning?	<p>Annex 1</p> <p>https://docs.google.com/forms/d/1HK37DHL3vz-UHOyRIDDcvbTt3iqXdNNpPDi8i3ACFGE/viwwform?edit_requested=true</p>



	<ul style="list-style-type: none">• Have you had family losses? <p>Main The counsellor compiles the information obtained in these surveys to get a rough idea of the starting point of our teachers, non-teaching staff and students regarding their physical, emotional and mental health and emotional well-being during the pandemic at all stages. Then, create a map of the current situation of the entire teaching and student body, which serves as a starting point for training tutors.</p> <p>Reflection The counsellor reflects on the results with the goal of highlighting which well-being challenges needed to face as institutions and the best way to present to the rest of the staff.</p> <p>Duration A week to gather all the surveys together and analyse and present the data obtained.</p>	
<p>Identifying differentiated staff needs Impact of COVID</p>	<p>Data presentation to the board and heads of departments</p> <p>Starter With the data obtained, prepare a presentation with the points that should be emphasised within the school from the point of view of emotional well-being. For this meeting, bring together the school's management team and the heads of departments.</p> <p>Main Based on the data obtained from the surveys and processed by the counsellor, a presentation of the data is made. From there, identify the main needs of the centre in terms of emotional, physical and mental</p>	<p>Annex 1 and 2</p>



	<p>well-being of each professional family, taking into account the differences between the pupils of each one. With these needs identified and always under the guidance of the counsellor, create specific questionnaires for each family according to the needs observed. All the information gathered is presented to the staff in an extraordinary meeting at the beginning of the next academic year 2021-2022.</p> <p>Reflection In this meeting, reflect on the data obtained with the entire teaching staff, gathering feedback and opinions on future actions, training needs, ideas or any testimony or contribution you may wish to make. Take note of everything discussed with a view to creating a future working group for the centre.</p> <p>Duration 50' meeting with school management team and heads of departments 1 hour meeting with all teachers</p>	
<p>Use of diagnostic tools Using workshop sessions to build confidence Role and training needs of mentors</p>	<p>Creation of a transversal working group for all the professional families in the centre.</p> <p>Starter Create a working group composed of staff from all departments who, on a voluntary basis, want to get involved in the project and be trained in this aspect.</p> <p>Main This group works through regular meetings and training sessions in which we deal with aspects such as:</p> <ul style="list-style-type: none">• diagnostic tools on emotional intelligence, assertive communication, treatment of anxiety and disruptive behaviours	<p>Annex 3, 4 and 5</p>



	<p>among others. We will learn basic notions, their use and how to interpret the results obtained.</p> <ul style="list-style-type: none">• create a SWOT of the centre in which we will evaluate the strengths and weaknesses and how to face them.• have information sessions on the most emotionally and socially vulnerable students and how we can approach them, set limits, strategies for disruptive students or students with learning difficulties.• offer training in active methodologies and cooperative learning in order to improve the learning climate in the classroom by adapting to the type of students.• More... <p>Reflection The aim is to train our teaching professionals in areas in which they feel more insecure but which perfectly complement their teaching practice in order to be able to improve the emotional well-being and resilience of our students with the right tools. These presentations could be shared with other coexistence working groups in the area in order to enrich inter-centre work and share experiences, resources and ideas with centres with similar problems to ours, creating a space of dialogue and encounter.</p> <p>Duration 60' to 90' sessions, as required.</p>	
Role and training needs of mentors	Integration of all this training into the school's coexistence and equality plan.	Annex 6, 7 and 8



	<p>Starter Our school has its own coexistence and equality plan (as public schools should do by law in our region) for which all this training would be the ideal complement as it is one of the greatest demands of the teaching staff.</p> <p>Main Integrate into the coexistence plan everything learned in these training sessions as well as all the information gathered in the rest of the modules of this project. All the training carried out in these sessions serves as a starting point for a better tutoring action plan for the centre in the future.</p> <p>Reflection As part of a professional education, we feel that we have, in many cases, many gaps in the field of emotional education with our students and with our own colleagues. It is a perfect starting point to reflect on the importance of emotional well-being and integrate these lessons as part of our school's educational programme.</p> <p>Duration 60' to 90' sessions, as required.</p>	
Find resources that could be used in CPD	<p>Examine existing CPD strategies (DEPENDS ON EACH COUNTRY!!)</p> <p>Starter Currently, there are different official bodies, both at regional and national level, which are responsible for CPD and offer different courses and training, both face-to-face and online, in order to cover the possible educational needs of public schools.</p>	<p>https://web.catedu.es</p> <p>https://intef.es</p> <p>https://cifpa.aragon.es</p> <p>https://formacionprofesorado.aragon.es</p>



	<p>Main Some of these bodies are:</p> <ul style="list-style-type: none">• CATEDU• INTEF• CIFPA• Centros de Profesorado• UNED• Otros... <p>Reflection Sometimes, there is a lack of more tailor-made training for each school, taking into account the specific needs of each educational stage and school. We know that this is complicated, so the work of the training coordinators in each school is essential in order to adapt the training available to the school as far as possible.</p> <p>Duration As required by each course.</p>	<p>https://uned.es</p>
	<p>Explore external resources available e.g psychologists, counsellors</p> <p>Starter Combine peer learning, sessions guided by our counsellor and the use of external resources in the form of lectures, seminars or courses given by specialists in certain areas.</p> <p>Main A possible selection of specialists could be as follows:</p> <ul style="list-style-type: none">• Rafaél Bisquerra (expert in emotional intelligence)• Joan Vaello (psychopedagogy and teacher)	<p>https://www.rafaelbisquerra.com</p> <p>https://twitter.com/joanvaello?lang=es</p> <p>https://www.coralelizondo.com</p>



	<ul style="list-style-type: none">• Coral Elizondo (expert in inclusive education) <p>Reflection These trainings reinforce teacher training in aspects that are very necessary in the classroom, especially now with the pandemic but always important in the training of students. They also help to form a team trained in cross-cutting aspects of education.</p> <p>Duration 90' to 180', as required by the specialist.</p>	
	<p>Discuss levels of intervention and referrals</p> <p>We work at different levels of intervention. More directly with the members of the working group and all those members of the teaching staff who like to participate in the talks or training sessions. All the information and actions are presented, firstly to the management team and secondly, to the teaching staff at another level of intervention. Also, at a further level, work is carried out in conjunction with the schools in the area, either through their own coexistence groups or their educational guidance teams.</p>	
Time for reflection		