



ABC Teachers Training workshop

Project title	European Anti-Bullying Certification (ABC) project
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About	ABC PROJECT TEACHERS TRAINING
Partner	ACCESophia

Introduction

This training programme is intended for use in training European Anti-Bullying Certification (ABC) project who will, in turn, train the staff in their schools

The guide is offered as a framework which trainers can adapt to suit their circumstances. The purpose is stated at the beginning of each activity and trainers may prefer to use an alternative way of achieving that purpose.

As participants will undertake activities in groups throughout the workshop, it is important that the accommodation allows them to be seated in groups of 6 to 8 around tables.

Before the final session, participants complete the self-assessment again and compare the results with the self-assessment they made before the workshop in order to see what they have learned.

They complete a personal action plan to help them to continue to develop their knowledge and skills when they return to their schools. They also make an outline action plan for the implementation of the anti-bullying programme in their schools.



(to bring duly filled in the day of the Teachers workshop)

Teacher's initial self-assessment of knowledge, understanding and skills

Name _____ Date _____

Guidance for completing the self-assessment

Please complete this self-assessment of your knowledge, understanding and skills related to this training workshop. You may be asked to share your self- assessment with others as part of the training. The overall results for the group as a whole will be collated to help monitor and evaluate the programme.

The purpose is to help you to recognise your strengths as an ABC teacher . It is essential to do this and to realise how much you bring to your role. The assessment will also identify any areas that you could improve and it will help you think about what is required of ABC school leaders.

The questions use a solution focused approach and are based on the objectives of the training workshop. You are asked to score your competencies on a scale of 0-10 and then to think:

- why your score is not one point lower – to recognise your strengths
- what you could do to make it one point higher – what achievable steps you could take to improve your competencies.

Although a great deal is expected of you as an ABC teacher, and you should show the highest standards of professionalism, it is important for us all to recognise our own limitations. You are not expected to be perfect or to solve all the difficulties you encounter. You are expected to be human and to do your best.

So, when you answer the questions below, be realistic. Do not be too modest. The more accurate your assessment is, the more you will be able to build your confidence in your abilities and identify the specific skills that you could improve. Doing this now will help you to gain maximum benefit from the training by focusing on the aspects that are most significant for you.

When you have completed the training, you will be invited to answer the same questions again. You will be able compare your answers and see how much you have achieved. This will help you build on your achievements and plan for your continuing professional development.

PLEASE KEEP THIS SELF-ASSESSMENT WITH YOU DURING THE TRAINING



ABC teacher initial self-assessment

Using a scale of 0-5, with 0 being no ability at all and 5 being the highest ability that an ABC teacher could demonstrate, please answer the following questions:

0	1	2	3	4	5

	Rating 0-5
1. How do you rate your knowledge and understanding of what is meant by 'bullying'?	
Knowledge and understanding of the meaning of the term 'bullying'	
Awareness of the bullying and other forms of violence that cause concern in schools	
Knowledge and understanding of the term "convivência" (living together in harmony) and the factors that influence the creation of a non-violent ethos in schools	
Total	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	
2. How do you rate your knowledge and understanding of ways of reviewing the levels of bullying and other violent behaviour in a school?	
Knowledge and understanding of ways of constructing a review of bullying and other violent behavior and the ways in which the school acts to reduce it	
Knowledge and understanding of ways of implementing a review, involving stakeholders so that they are aware of the school's action to reduce bullying and are motivated to help	
Knowledge and understanding of the use of data from a review to inform an action plan School Anti bullying Action Plan	
Total	



<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	
	Rating 0-5
3. How do you rate your ability to create and implement policies and strategies to reduce bullying and other forms of violence in a school?	
Ability to write a policy to reduce bullying and other forms of violence	
Ability to plan strategies based on the policy to reduce bullying and other forms of violence	
Ability to implement strategies to reduce bullying and other forms of violence, securing the commitment of stakeholders	
Total	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	
4. How do you rate your ability to lead an anti-bullying programme?	
Ability to lead and manage change	
Ability to use appropriate leadership styles to reduce bullying and other forms of violence and create a safe environment for learning	
Ability to share leadership tasks and responsibilities	
Total	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	



	Rating 0-5
5. How do you rate your knowledge and understanding of how social and emotional learning takes place, through both the formal and informal curriculum?	
Knowledge and understanding of teaching social and emotional skills	
Ability to create an ethos that develops students' social and emotional skills	
Ability to model social and emotional skills for staff and students	
Total	
<i>Why is your total rating not one point lower?</i>	
<i>What would you need to do to raise your total rating by one point?</i>	
6. How do you rate your ability to create a safe environment for learning?	
Knowledge and understanding of ways to keep students safe on their journeys to and from school	
Knowledge and understanding of possible danger spots in schools and ways to make them safer	
Knowledge and understanding of the ways in which staff behaviour influences student behavior in creating a non-violent environment for learning	
Total	
<i>Why is your total skill rating not one point lower?</i>	
<i>What would you need to do to raise your total skill rating by one point?</i>	
	Rating 0-5
7. How do you rate your ability to support staff to reduce bullying and other forms of violence?	
Knowledge and understanding of staff training needs for reducing bullying and other forms of violence	
Ability to plan an appropriate training programme to meet these needs	
Ability to ensure that the training uses methods which maximise staff learning	
Total	



Why is your total rating not one point lower?

What would you need to do to raise your total rating by one point?

8. How do you rate your ability to involve students in reducing bullying and other forms of violence?	Rating 0-5
Knowledge and understanding of ways of involving students in decision making	
Knowledge and understanding of peer-led student involvement in reducing bullying and other forms of violence	
Ability to create a climate in which students' voice is heard and they are enabled to take a full part in creating a non-violent environment for learning	
Total	

Why is your total skill rating not one point lower?

What would you need to do to raise your total skill rating by one point?

	Rating 0-5
9. How do you rate your ability to involve parents and families in a school's anti-bullying programme?	
Knowledge and understanding of ways of informing parents and families about the school's work	
Knowledge and understanding of ways of involving parents and families in the school's work	
Ability to work in partnership with parents and families	
Total	

Why is your total skill rating not one point lower?

What would you need to do to raise your total skill rating by one point?



10. How do you rate your ability to involve the local community in a school's anti-bullying programme?	Rating 0-5
Knowledge and understanding of ways of informing the local community about the school's work	
Knowledge and understanding of ways of involving the local community in the school's work	
Ability to work in partnership with the local community	
Total	
<i>Why is your total rating not one point lower?</i> .	
<i>What would you need to do to raise your total rating by one point?</i>	



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Targets for development during the training

Looking at your answers as a whole, what do you think are:
your three greatest strengths in relation to this training workshop?

1.

2.

3.

the three aspects that you most need to improve?

1.

2.

3.

Please bring this assessment with you to the training

You will also want to refer to it when you are completing your personal assessment at the end of the training. You will compare your ratings before and after the training so that you can judge what you have achieved.



ABC project General Objectives

1. Create more safety in secondary schools on the level of students, including socially marginalized groups
2. To support teaching staff in developing competences to deal with conflict, bullying, social exclusion and discrimination
3. To support school managers to guide and facilitate a school innovation process towards these ends
4. To start a discussion in EU Member States on more effective ways to make schools safer and to ameliorate citizenship education
5. To develop a sustainable way to continuously stimulate and support anti-bullying and social inclusion policies on the European level.

Teacher Training Objectives

1. Helping participants to gain a full knowledge and understanding of strategies for reducing bullying and other forms of violence in schools.
2. Modelling training styles and techniques that are appropriate for anti-bullying programmes
3. Developing the skills of participants so that they are confident leaders for the next steps of the anti-bullying programme
4. Providing opportunities for participants to practise, and receive feedback on, the skills they need to lead an anti-bullying programme in school.
5. Creating a team of the facilitators and school leaders of the anti-bullying programme who will form a learning community, supporting each other as they share their experience and good practice and continue to develop their skills.

A key element in the Certification Procedure is an interactive exploration by schools staff and students into the school situation and trainings to give them guidance on how to make sense of superficial findings and connect findings to realistic recommendations for school improvement.

The **school "visitations" are interactive one-day events**, during which a group of staff or students explore the school safety and inclusion by scrutinizing the school environment, the formal policies, by doing interviews with mainstream and potentially marginalized students, and by observing lessons on themes like school safety, citizenship, conflict resolution or controversial issues. Combined with the statistical results of the School Safety Survey, these more hands-on concrete experience provide useful insights on how safety at school really functions.



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The general framework aims at:

- Analysis of the different types of bullying
- Enabling the participants to understand bullying and cyberbullying and look at it from a young person's viewpoint.
- Developing participant's skills in the areas of diversity and youth empowerment, active listening and solution based problem management.
- Increasing participants knowledge and awareness of the values underlying European non-formal education.
- Developing the participant's leadership skills.



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DRAFT TRAINING PROGRAMME FOR 4 HOURS SESSION

1 hour	<p>Introduction</p> <p>Awareness of the effects of bullying and other forms of violence on students amongst all stakeholders (students, staff, school leaders and families) - Review of outcomes of initial investigations of current situation with the film vision (Annex 1 and Annex 2)</p>
1,5 hours	<p>Antibullying Strategy in Schools - Regular school self- reviews of bullying and other violent behaviour and the school's organisation for intervention (Presentation - Part 1) (Annex 3)</p>
15 mins	Break
1,5 hours	<p>Antibullying Strategy in Schools - Effective whole school policies and strategies for creating a non-violent learning environment and addressing the causes of bullying and other forms of violence (Presentation - Part 3) (Annex 3)</p>
½ hour	<p>Awareness of the effects of bullying and other forms of violence on students amongst all stakeholders (students, staff, school leaders and families) - Review of outcomes of initial investigations of current situation –</p> <p>Analysis of School Visitation results and Guide Peer Training for preventing bullying (Annex 4 and Annex 5)</p>
15 mins	Review of the day's learning



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ANNEXs

1. IO3 Teacher Workshop introduction
2. IO3 Teacher workshop introduction Bullying film
3. IO3 Antibullying strategy teachers workshop presentation ABC
4. IO3 ABC Visitations Interviews
5. IO3 Guide Peer Training for preventing bullying