



# Pestalozzi Programme

---

## **Intensive trainer training course (ITT) Strasbourg March 2015**

*Pascale Mompoin-Gaillard*

The event was planned to offer intensive training for the pedagogy and methodology promoted by the Pestalozzi Programme (learner-centred, learning-by-doing, cooperative, inquiry based, explorative and task-based etc.). The training focused on the following areas/pedagogical and developmental approaches:

- Action research as a professional and personal development approach
- Competences based model of personal and professional development: Transversal attitudes, skills and knowledge (TASKs) for democracy
- Cooperative learning principles
- Alternative assessment and evaluation methods
- Online professional communities
- Peer-training (micro-teaching)

### Preparations:

In the second half of January 2015 a team of trainers was invited to start online preparation for the meeting: Branko Bognar, (Croatia); Miguel Ángel García López, (Germany); Ildikó Lázár, (Hungary); with Pascale Mompoin-Gaillard (France) as trainer and coordinator. The team met face to face the day prior to the meeting to finalise all preparations.

The activities for the participants started early February, with preparatory tasks on the online platform. Participants were divided into eight base groups, each containing three or four members. Each team member acted as mentor for two base-groups. Each participant was invited to join the discussion thread for his/her base group, greet peers and complete the needs assessment questionnaire to send to their mentor.

The needs assessment showed that participants were quite familiar with cooperative learning theory but not very experienced in practice; some were quite familiar with the TASKs model and some not at all; most participants expressed the wish to learn more about alternative assessment and a majority pointed out that they had little experience in action research. It was therefore decided to allocate quite some time to action research methodologies throughout the programme, in order to prepare for their inclusion within the Pestalozzi approach in the future.

## The meeting




During the three days, participants were involved in different activities at the same time they collected data and reflected on these activities within small-scaled action research projects that also served as a tool for continuous evaluation of the process.

A large part of the programme was devoted to peer-training: participants prepared and conducted their own 20-minute activities. After each activity they had 10 minutes for peer feedback. Some of these sessions were videotaped.

Apart from the labour-intensive activities, which were connected with cooperative learning, evaluation, education for democracy, and action research, some of activities provided opportunities for unstructured communication, building good relationships, a relaxed atmosphere and fun.

*“In fact Pestalozzi training sessions are nothing but **JUST** hard work... Lots of positive energy mixed with great fun in sharing knowledge.” (L. M. Lopes Santos Vicente, personal communication, March 3, 2015)*

The teacher hears the thinking of the low-achieving and middle-achieving students, not just the high achievers.



This gives the teacher an unbiased sample of the class.”

(Kagan, @2015  
[http://www.kaganonline.com/free\\_articles/dr\\_spencer\\_kagan/ASK28.php](http://www.kaganonline.com/free_articles/dr_spencer_kagan/ASK28.php))



### Guidelines to give feedback on Methodology issues

- The methods used promote the objectives
- The flow is coherent - the activities are in logical sequence
- The timing was good
- The instructions were clear
- The activities are interesting and motivating

At the end of each day, participants worked in their base-groups. They discussed and reflected on the data they gathered (through interviews, surveys, multi-media collections) related to their action research topics: learning, cooperation, critical reflection and creativity. They reported on these reflections and made plans for the next steps regarding their individual action research project. In addition, they kept online research diaries.

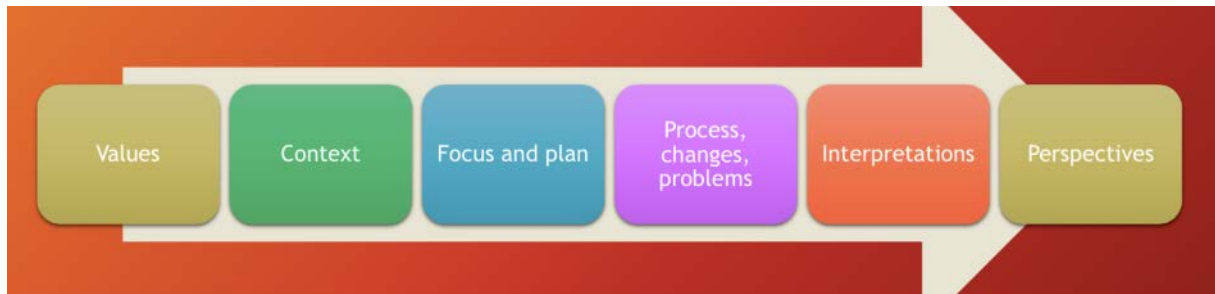


Figure 1: the process of action research followed during the training

### Results:

- The training event provided various topics important to participants' practice and offered opportunities to learn new methods.
- Participants were actively engaged in the realisation of all planned activities.
- Participants enhanced their facilitation skills through the preparation and facilitation of 20-minute activities, the feedback they got and the modelling of democratic principles, cooperative learning and learning by doing, at all stages of the training event.
- Through the alternation of work-intensive activities with less demanding and laid-back activities it ensured learning in a positive and relaxed atmosphere, new friendships were made at an international level.
- A body of very attractive and interesting teacher training and teaching activities are now available for the trainers of this group to use in the programme as well as in their own practice.
- A group of 27 trainers is now motivated and empowered to continue working within the Pestalozzi programme to further its goals.

*“I have experience from many different conferences, seminars, workshops, but you have to know that you are the most energizing and inspiring people I met last few years. This makes me a better person. Thank you for that.” (Ž. Burcar, personal communication, March 3, 2015)*

### Challenges:

This pilot training course gave the team, and the Pestalozzi Programme organisers, opportunities for learning and planning for the next *Intensive Trainer Training Course*. The approach of the Pestalozzi Programme is a complex one with many embedded threads. Conveying these various pedagogical approaches with enough depth requires an integrated approach that takes time and effort to develop: trainers should have previous experience working together, be willing to take shared ownership for the whole process and work very tightly together to tie in the various threads together. Such an endeavour is a big challenge and therefore requires time and planning to achieve as well as enough face-to-face work for the team and also with participants to develop fully. Only this effort and resource will allow for a balanced intensive training course involving all learners through their head, heart and hands.

### Follow up:

Participants are invited to upload their activity plans, with instructions for trainers, on the online platform. They are now receiving further feedback on their session plans. The possibility to publish these training plans - thus making them available for all members of the Pestalozzi Programme online Community of Practice - is envisaged. The videotaped sessions can be further exploited to continue individual action research, with critical friends from the group.

RAGNARSDÓTTIR Guðrún  
ESCOBAR Elsa  
ŽEGREC Ljiljana  
BURCAR Željko  
BOGNAR Branko  
SIURANA ALTABÁS Carmen  
KOZIORI Barbara  
FRANKEN Aart



MAREIKE Hachemer  
CHEYNUT Audrey  
PANAGIOTIDOU Anna-Maria  
SENKUVIENE Jurate  
CASSAR Charlot  
JEREMIC Miloš  
LAZAR Ildikó



RAJIC Visnja  
ANDICS Attila  
SIMOLA Mari  
MOMPOINT-GAILLARD Pascale  
SORIANI Alessandro  
PAPADAKI Irene  
VINCENTE Lilia  
SFETKOU Maria



MBEVE Liliyana  
MORRESI Rita  
ŽNIDAREC Ana  
DAVCHEVA Leah  
BILLA Cinzia  
GARCIA MONROY Manuel  
GAROUSTE Patricia  
HUBER Josef  
GARCIA LOPEZ Miguel Angel(off frame)

