

Friday 15 November 2019, 10h30-12h30

Parallel Workshops

Democratic and Participatory methods to foster the competence-based approach to teaching and learning

Workshop 3: RESCUR Surfing the Waves & Model CARE: Improving well-being and resilience at schools

Background

Teachers are widely recognised as key players in promoting students’ well-being. Positive student-teacher relations is one of the main elements that enhance students’ well-being. Therefore, it is a priority that schools invest in the training of teachers, with the aim of developing supportive relationships with teachers through stimulating collaboration and information exchange on critical issues as well as strengths concerning students.

1. This workshop will present techniques for classroom teachers on how to promote resilience and well-being amongst students, particularly those who are marginalised or vulnerable children. It will introduce RESCUR *Surfing the Waves*, a resilience curriculum for early years and elementary schools. The programme seeks to develop in learners the requisite competences needed to overcome social, economic and psychological challenges to achieve academic success and social and emotional well-being. It takes a developmental and inclusive approach, with activities reflecting the diversity of learners, particularly those from marginalised backgrounds. The key competencies promoted in the curriculum include developing a growth mindset, identifying and using one’s strengths, developing self-determination, developing effective communication skills, building and sustaining healthy relationships, and overcoming and dealing with challenges and obstacles. The workshop discussions will briefly focus on the framework of the curriculum. These will be followed by practical activities on classroom implementation of the curriculum.

2. This workshop is also designed to present a peer group support technique inspired by Akhurst and Kelly (2006) and already implemented in a project in Italy through application of the Model CARE. More than 1000 teachers of some 60 high schools will participate. The workshop’s approach is ‘learning by doing’. Participants work in small groups. Role-playing and case discussion by participants encourage the following skills: listening and observing with empathy, flexibility, adaptability, co-operation and conflict-resolution skills with tolerance of ambiguity. We would also like to focus on autonomous

learning, analytical and critical thinking, linguistic and communicative skills. This structured technique seeks to promote openness, a sense of responsibility and self-efficacy through respect, civic-mindedness and knowledge and critical understanding of self. This is done while facilitating free expression without fear of judgement by emphasising human dignity as a key value.

Main objectives

The main objective of this workshop is to offer participants methods suitable for the development of a cluster of the CDC for improving well-being at school.

Sub-objectives:

- To explore how resilience enhancing programmes and peer-group support approaches for teachers can help promote well-being and resilience within the school community.
- To give direct experience of an active and reflective learning technique that can reinforce a cluster of competences from the RFCDC in the context of promoting well-being at school.
- To discuss the connection between good practices among teachers and creating competences for democratic schools in order to adapt and meet the needs/opportunities of a specific context.

Expected Outcomes

- Awareness of the need for training and support to colleagues by being a key participant in promoting student welfare.
- Familiarity with techniques for equipping teachers with the requisite knowledge for a democratic school to deal with critical issues concerning students, classrooms and relationship management.