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TEACHERS TRAINING FOR TEACHERS

"THE CURIOUS AND FLOURISHING SCHOOLS"

The training goal is to prepare primary school teachers to introduce concepts of positive education, specifically concept of strengths through workshops.

At least 11 primary school teachers from every partner school should participate in the training. The training is led by primary school teachers from partner schools who took participation in the Training Program and Workshop Design activity in Novi Sad.

Duration of the training: 20 hours

Elements of the training:

Element:	Duration in hours:
The Curious and Flourishing Schools - video training (https://www.youtube.com/watch?v=y6uAQsYl8-o)	1.5 hours
Reading material from Google Classroom 1.1.TPWD About the project 1.2.Introduction and teams 1.3.Positive psychology and education 1.4.Positive emotions in the class 1.5.Positive education pillars 2.1. VIA strengths - teachers and students 2.2. Meaning and purpose 2.2. Worksheet: Meaning and purpose of teachers' work 2.2. Worksheet: Meaning and purpose of work in school 2.3. Template mapping of good practice 2.4. Template workshop design 3.1. Neuroscience and positive psychology 3.2. Creativity - flow 3.3. Fear of mistakes and enhancing empathy 3.3. Worksheets: Strengths and "problematic" behaviours 4.1. Worksheet Positive motivation – 6 difficult questions 4.2. Motivation and accomplishments 5.1. Self-assessment and external evaluation in Serbia and Slovenia 5.2. Self-assessment report - Elementary School Branko Radicevic, Serbia 5.3. Worksheet: Diamond 6. Draft manual eng/ser https://drive.google.com/file/d/1J_Y1RD9UHLjtB-8bxB_U47sGxMlcTJyS/view?usp=share_link	5 hours
Face to face training:	8 hours
<ul style="list-style-type: none"> discussion of the participants` VIA profiles and read materials from google classroom and from the video training Introducing workshops scenarios to primary school teachers Workshops 1 and 2 - Strengths: how to recognize them and apply 	



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<ul style="list-style-type: none"> • Workshops 3 and 4 - Strengths: how to use them optimally (reasonably) • Workshops 5 and 6 - Strengths and identity and how to save them https://drive.google.com/drive/folders/1TjcFRL0GTXy5tmC5PdGkEteo6TepOMTW?usp=share_link • Workshops activities trial • Introducing workshop realization monitoring and reflexive practice to primary school teachers (Excel table) • Agreement on the steps to follow – action plan for workshop realization¹ • Evaluation of the face to face training 	
Two workshops mentoring	1.5 hours
Online exchange of experiences and dilemmas with the project team members	1.5 hours
Reflexive practice of the primary school teachers: Workshop realization monitoring (filling in an Excel table)	2.5 hours

¹ The IPP team proposes that the trained primary school teachers should lead their workshops after they have taken participation in workshops you had led. If some of the trained teachers take participation in workshops, for example in the second half of the April, they can organize their own workshops at the end of April or in the beginning of May. We think that the project will not be affected even if the trained teachers start leading their own workshops in September.