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E:BOP

# **Empowerment: Burn Out-Prevention**

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*Győr-Moson-Sopron County Institute of Pedagogy*

## **Report of Module IV. Seminar-design**

**HUNGARY**

*E-BOP International project  
Constructive change in behaviour*

***Győr, 2003, December 3-5***

## **A Preface**

In the course of the training we are preparing the teachers for applying a model, which offers various kinds of approach and several ways of development to shape the co-operative behaviour of the students. The teacher can be prepared for perceiving the problems, reducing the appearance of problematic behaviour, enhancing in a healthy way the development, operation and efficient progress of the most important social and emotional abilities.

## **B Aims/Targets of Module**

- It is the aim that the teachers get to know the social-emotional abilities, which are indispensable in school-life.
- The teachers should get to know the model of consistent change in behaviour, and both the theoretical and practical knowledge thereof.
- It is also the aim to make participants capable of establishing, developing 15 social-emotional abilities indicated in the program and perceiving the ability deficiencies, revealing and analysing the motives, and applying the development of abilities.

## **C Persons involved**

### **1. Participants:**

- Number of participants: 13 persons
- Women
- By type of institute: nursery: 7 persons, elementary school: 4 persons, high-school: 2 persons
- Average time spent in education: 20 years

### **2. Trainers/Referents:**

- Ferenc Annási – pedagogical senior associate, lecturer, trainer
- Göröcsné Viktória Muzsai – pedagogical senior associate, lecturer, trainer
- Dr. Szakácsné Katalin Foki – pedagogical senior associate, lecturer, trainer

## **D The seminar**

### **1. Date/ Place/Duration:**

- Date of the course: 2003. December 3-5. Wednesday-Friday
- Venue: Győr-Moson-Sopron County Institute of Pedagogy (Győr, Bajcsy-Zsilinszky u. 80-84.)
- From: 8.30 to 16.40 daily

### **2. Contents:**

- Appearance of globalisation, necessity of differentiating, importance of creating prospects in public education
- Special interpretation of concept of competence in terms of general and social.-emotional abilities.

- Determination, features of the social-emotional abilities necessary in school-life and chances for developing them.
- Process of consistent changes in behaviour, strategies, techniques, phases and practical exercises of making changes.
- Developing programs and possibilities in preventive and curative, intervening forms.
- Evaluation, closing

### 3. Invitation:

- Győr-Moson-Sopron County Institute of Pedagogy information magazine – news, Program Calendar
- Information Sheet for every participants

### 4. Programme:

	<i>Description of curriculum units of the course, explanation of the content of some partial topics.</i>
1 <sup>st</sup> day Dec. 3. 8.30-16.00	<p><b>I. Preface, introduction</b></p> <p><b>II. Globalisation, differentiation, competence, social-emotional aptitudes</b></p> <ol style="list-style-type: none"> <li>1. Globalisation, differentiation</li> <li>2. Diversity, minority <ul style="list-style-type: none"> <li>- questionnaire</li> </ul> </li> <li>3. The competence and the social-emotional abilities</li> <li>4. Interpretation of competence <ul style="list-style-type: none"> <li>Teacher's competence / student-teacher competence</li> </ul> </li> <li>4. Meaning of social -emotional ability development, <ul style="list-style-type: none"> <li>- determinant factors</li> <li>- case studies</li> </ul> </li> <li>5. General presentation of the model of consistent change in behaviour</li> </ol>
2 <sup>nd</sup> day Dec. 4. 8.30-16.00	<p><b>III. Model of consistent change in behaviour</b></p> <ol style="list-style-type: none"> <li>1. Model of consistent change in behaviour phase 1-2 <ul style="list-style-type: none"> <li>- motivating (applying chat leading techniques in practice – motivation chat with Simon)</li> </ul> </li> <li>2. Phases of changing</li> <li>3. Part II. of model of consistent change in behaviour <ul style="list-style-type: none"> <li>Phase 3-5</li> <li>Page A , Page C</li> </ul> </li> <li>4. Exercises to apply the model, the strategies and the techniques <ul style="list-style-type: none"> <li>Action plan for the case of Simon</li> </ul> </li> </ol>
3 <sup>rd</sup> day Dec. 5. 8.30-16.00	<p><b>IV. Teacher's competence</b></p> <p>The reflective teacher Self-development</p> <ol style="list-style-type: none"> <li>2. Presentation of the program-package of social-emotional education</li> <li>3. Development programs and possibilities</li> <li>4. Consultation</li> </ol> <p><b>V. Evaluation, closing</b></p>

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|  | <ol style="list-style-type: none"><li>1. Filling in the evaluation questionnaires</li><li>2. ICT-Evaluation</li><li>3. Filling in BOSE-test</li></ol> |
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## **E Learning package: Methods**

In Module IV the participants of the program could get acquainted with one of the possible models of constructive change in behaviour.

When starting the topics, the trainers first lectured and then applied process in practice and controlled monitoring. By consulting, the participants could collect more information about the issues they are mostly interested in.

The trainers helped the participants by initiating situation exercises, discussions, argumentations, taking a stand for some certain cases to enhance the deep identifying ability and group cohesion.

Also a questionnaire was used for getting acquainted with the attitude to diversity, this questionnaire could be used also for students in the future.

When presenting the features of the abilities the trainers relied upon the individual experiences, however at the same time used case studies also. The problem, situation analysis were completed by planning, illustration and presentation.

Working method for individuals, doubles and small groups was also applied. The participants could use also the techniques acquainted with during the previous module.

The participants received such subject-materials, which are useful for their teaching practice, too.

## **F Qualitative Evaluation**

### **1. Qualitative methods:**

- Evaluation questionnaire at the end of the module

### **2. Results:**

What were liked:

- Theory and practice were complementary to each other
- Active participation
- Acquirements can be used well in pedagogic work
- Provided possibility for development in the field of personal contacts, too
- Well organized programs
- Opinion of participants was listened, their requirements were inserted in the programs

What were not liked:

- Not enough preliminary knowledge, experience were presumed by the trainers
- The participants could not enter into the spirit of each statement

Further remarks:

- Such courses should be open for every teacher.
- Thank you for organizing the course.

Based on the evaluation worded we can tell that the teachers are satisfied with the summary of lectures of module IV. The program provides practical assistance in their work.

However, preliminary trainings and experiences of the teachers should be better taken into consideration and relied upon them during the trainings.