**Improving Teaching and Learning Workshop**

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**Workshop summary**

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Improving teaching and learning is a complex issue influenced by external and internal, objective and subjective factors

* In general the aim of the project:
  + Improving the achievement of teaching-learning processes by systematic school management activities
  + Modelling the process of revealing problems
  + Striving to identify problems and find solutions together
  + Reflective and adaptive school management approach to supporting teaching-learning

1. **Aim of the workshop**

* introducing the process of analysis that our partner schools could try out in the project
* the main activities of the project were presented
  + recognizing problems
  + analysing them and
  + making suggestions
* Introduction of Central5 competency framework

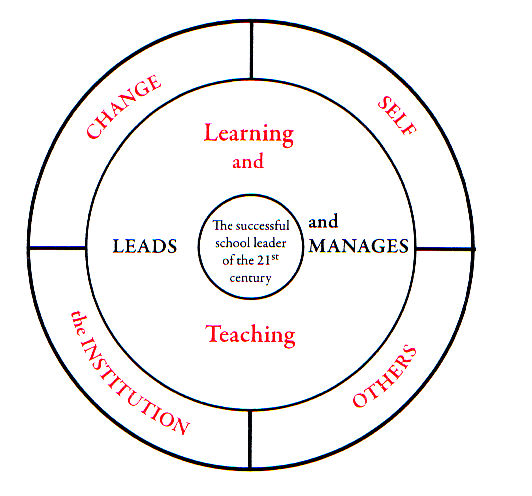
Team work: 3 tasks done focusing on classroom management, teaching-learning process

**II. Special focus of the workshop: Central5 hierarchy of the leader’s competency areas**

**Leaders’ competences** are said to be crucial in successful managing. And it’s an evidence that principals need certain competences and skills to be efficient leaders.

**In 2011-12 as a result of an international cooperation** among 5 countries, leaders’ standards were accepted it came to be known as **the Central5 competency framework** and has been applied to evaluate leaders and school leaders since 2014.

And the Institute of Educational Sciences at the University of Debrecen **has been using this framework in their school leader** and mentor in-service trainings, too.



**The picture shows the structure of the Central 5** competency areas: **it suggests that if a leader** and a school leader **wants to be successful** in the 21st century then he/she has to lead and manage at the same time. In terms of a school: managing teaching and learning are in the center as **these are the core activities** of a school.

1. **Conclusions:**

* Problem lists from teacher’s and leader’s aspect were similar, with common elements:
* unmotivated students
* discipline problems
* lack of family commitment / disadvanteged family background

**From the students’ point of view**:

* Less motivating material
* Boring classroom environment
* Teacher centered lessons

|  |  |
| --- | --- |
| **Most freequently mentioned problems** | **Solutions suggested** |
| unmotivated students | * varied methodology, * peer learning, * peer coaching, * rescheduled (student-friendly) timetable, * more flexible curriculum with more optional subjects for students |
| behavioural/discipline problems | * self reflection should be enhanced, * adaptive school environment. * school as a learning community |
| Uncertified absence/vagary | * developing whole school culture, * involving parents * 21st C classrooms and environment * school is not only a place for learning, but recreational activities, too. |
| Unmotivating material | * in-service trainings for teachers, * IT devices, gamification, * project work, * interdisciplinarity, * everyday topics that raise students’ interest and motivation. * Teaching-learning should take place in a modern environment that eliminates frontal work and enhances other innovative, creative ways of learning * original teacher-student roles should be replaced by tutorial type of system. |

***Tasks solved in the workshop: see on ppt***

**Participants**

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