**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

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| --- | --- |
| **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
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| 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.
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| 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.
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***Tasks solved in the workshop: see on ppt***

**Participants**

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