

## EDUCATION FOR TOMORROW

### OBJECTIVES

Quality development is a key point in European education and one of the priorities of policy makers and educational authorities. In this course we focus on the fieldwork in classrooms and on the teacher as facilitator of quality education. The main methodology is researching future challenges to design today's education. This international course aims to provide answers to questions derived from future challenges such as demanding learners, diversity, individual approach to learners, demanding society, new technologies, bridging the gap between learners, ...

The seminar provides knowledge, methodology, insights and skills on the following key topics:

- Need for change
- Quality development
- New learning, new teaching
- Teacher skills for the future
- Professionalization as individual and as school organization
- Change processes

The course aims to contribute to the empowerment of individuals as change agents in schools becoming learning organizations.

The participants will:

- Get insights for new didactics and teaching methods
- Get motivated by inspiring good practice on new teaching
- Get knowledge and skills on implementation and innovation processes
- Build up awareness of the need of change in connection to educational quality
- Learn about theoretical background on teaching & learning and professionalization in connection to their own school context
- Build up awareness of the power of professional learning
- Learn to set up an operation plan imbedded in an holistic quality structure
- Expand their understanding of new teaching & learning methods to obtain higher educational quality
- Write an personal reflection log in a pre-designed document based on EFQM quality framework(portfolio)

### METHODOLOGY

The guiding methodological principle of the course will be 'theme centered interaction' based on the socio constructivist learning principles and methods of active and cooperative learning. The workshops will include instruction moments, presentations, discussions, reflection moments, active brainstorm moments, co-creation moments and individual work moments. Participants will be challenged to confront their individual mental framework with the newly acquired insights and strategies. Participants will be challenged to engage into multinational group work, allowing knowledge building from a diverse input of the group members. Permanent evaluation during the course will challenge the trainers to adapt methodology to the group feedback. (At the end of every day the trainers reflect in team and adapt the activities and methodology based on the feedback of the participants.) During the course trainers are also available before and after session time for individual consultation by the participants (questions, feedback and development of ideas).

A portfolio based on EFQM and an operational plan will structure the reflection and future activities of the participants.

#### FOLLOW-UP

A e-learning environments will be used for follow up activities.

Participants will be able to:

- Download all content information of the course (syllabi, additional information, pictures of produced information, websites, additional video material, templates, ...
- Put new questions to the trainers and keep in contact with the trainers
- Contact all participants of the course to network and set up bilateral activities and exchange data
- Engage in discussion forum

Participants will be invited to register on Skype, Facebook and LinkedIn to keep in contact. Participants will be invited to join the existing Facebook and LinkedIn groups connected to the course.

Trainers will provide further support using these groups.

#### PROGRAMME

Welcome (badge, syllabus, info,)

Registration and course documents

Icebreaking activity

Welcome, practicalities

Course program and course objectives

Overview, objectives, methodologies

Key note: EDU-SHOCK TSUNAMI

Group discussion

Personal goals

Welcome supper (20:00 – 22:30)

Theme 1: Rationale for change IS edu-quality development

What is quality in education for teachers/learners?

Future scenarios OECD

Methods for future planning

EFQM framework for Q-development

The power of having/using a plan

Human factor in change processes (transitions Bridges)

Personal reflection, start personal Q-plan

Theme 2: Into 3D learning and teaching.

What is deep learning?

Future skills for learners/teachers

Opportunities and challenges for new teaching

Cooperative learning

Active learning

Anytime anywhere learning

Diversity as standard

Co-creation knowledge

Threats and pitfalls

Demotivated learners/dropouts

Bridging gap between high/low performers  
Survey: the need for change  
Personal reflection, personal Q-plan

Theme 3: Future skills and values for teaching and learning.  
Connecting to the teachers personal education insights  
Core value connected teaching (Inghart-Welzel cultural map)  
Professionalization & effective teaching (Timperley)  
Teacher as practice researcher  
Personal reflection, start personal Q-plan

Theme 4: Realizing the power of professional learning  
Effective professionalization methods TALIS report  
Teachers Personal Professionalization Plan  
Focus on professional learning (Timperley)  
Connecting school organizational goals and personal goals (value based)  
Personal reflection, Q-plan  
Farewell supper at authentic restaurant (19:00 – 22:30)

Theme 5: Change agents as pilot innovators  
Criteria for 'good practice'  
Inspiring examples on strong professionalization/new teaching  
Change agents within internal professionalization processes (Red Monkey, J. Staes)  
My Q- plan on professionalization EFQM  
Wrap up course content  
Key note: A new mindset for teachers/leaders  
Follow up tasks/opportunities  
Course evaluation  
Farewell