

# PROJECT

## E-MOTION - potential of hypersensitivity

Erasmus+ Program, KA2 – Strategic Partnerships, Sector: education

No.: 2018-1-PL01-KA201-051033

### TITLE OF DOCUMENT:

### SP-SCHOOL-EVENT - Short-term joint staff training events C1 ACTIVITY PLAN

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Author(s)/Organisation(s):				
<b>Date of final release: 9-13 February 2021</b>				
<b>Relevant Output/Management Process: C1</b>				
<b>Short Description:</b>				
the document organizes information and prepares an action plan for SP-SCHOOL-EVENT - Short-term joint staff training events				
<b>Type of document ( report, instruction, model, guide, ect):</b>				
plan and organizational assumptions of the activity				
<b>Key words:</b> short-term join staff training, event, training				
Revision history:				
Revision	Date	Author(s)	Status	Description
V01	21.07.2020	M.Baryła-Matejczyk, M. Janiak, M. Artymiak	for evaluation by the partners	
V02	02.08.2020			

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## I. GENERAL ASSUMPTIONS

### Assumptions developed in the project:

The aim of the activity is to discuss, evaluate and define possible way of the use of the tool by stakeholders and organisations responsible for early child education.

Training is aimed at people who have an impact on the content provided in schools and have the opportunity to implement the model.

The participants of the activity will be staff of the consortium members: pre-school, primary school teachers, psychologists, experts in pedagogy, therapists, teacher's supervisors, academic level experts in psychology and pedagogy, also teacher trainers influencing the content provided in schools<sup>1</sup>.

The following steps will be carried out to ensure an effective and smooth implementation:

### PREPARATION PHASE

Call for participants within the partner organisations: partners will opt for the most adequate channel within their entity to announce the call for participants in their entities and take the opportunity to inform about the project's preliminary results at the same time (e.g. internal meetings, email to staff members, etc.)

<sup>1</sup> E.g. representatives of the Education Development Center, the Educational Research Institute, agencies of the Ministry of National Education (in case of Poland).

Evaluation of applications and selection of participants: among the above mentioned target groups, each partner will select those staff members of their entities who will be the participants. The selection will be made based on **selection criteria**:

- the possibility of transferring knowledge (on the basis of cascade training)
- experience of the candidate in teaching,
- expectation,
- motivation,
- genuine interest and commitment to take part in the course and apply the learnt skills and approaches

Each partner will communicate the selection of participants to the selected staff and establish effective communication with them informing them about the next steps and the preparation for the training activity.

Other preparations will also be carried out: booking of the room for the training event, preparing resources (e.g. photocopies of material/video projector/internet connection); responding to participants' needs (e.g. nutritional, mobility); arranging for coffee and lunch breaks; ensuring participant safety/comfort.

#### IMPLEMENTATION PHASE:

Pre-reading of material/preparation

5 day-training course: The consortium member(s) with the most experience in the specific topic at hand will deliver the specific contents, and the knowledge will be transferred to those who are less experienced in the specific area (see description of the activity for the role of each partner).

Evaluation of the training course by the participants through a group discussion (results will be documented by task leader).

#### FOLLOW-UP AND VALIDATION PHASE:

The validation of the participants' knowledge and satisfaction from the training.

#### UP-DATING PHASE:

Based on the evaluations and feedbacks received from the participants, the activity leader, in close cooperation with other partners OIs Leaders, will include updates/improvements in order to finalise it.

The training activity will last **5 days** and will be carried out with **30 participants** (5 participants per partner).

The added value of this training activity is that it will assure the outputs meet the user needs. It will also contribute to achieving a higher impact within the consortium members since this peer-to-peer learning will stimulate the exchange of experiences between the consortium members and will positively influence in the effective adoption of the learnt into the partner institutions' methodologies. Additionally it will give different perspective and insights from perspective of: teachers - practitioners, academic teachers - working with to be psychologist and to be teachers (pedagogy studies) as well as organisations supporting development of high quality methods and materials supporting teachers' work.

The result of C1 + national workshops will be policy recommendations – prepared by project experts, but also based on questionnaires for project target groups.

## II. ACTIVITY DESCRIPTION

Assumptions developed in the project:

The sustainability of the tool/services/materials depends on how much appreciation the target groups will demonstrate not only throughout the project duration but also after the end of the project. This can only happen with a proper presentation of the service and the impact it can have on all target groups.

The event will be limited to 25 international participants(+ 5 from host organisation) and will be attended by executive members of the target groups as well as members of media. This activity will be based on the outcome of the Intellectual Output O5, namely IO5 Online support for teachers and parents and will bring added value for consortium partners and project target groups. Discussions on the current state of art in preparation of teachers in working with special care needs, as well as good preparation of their parents at international level, will bring added value and international context of innovation developed within the project.

Each partner will be responsible for signing the learning agreements with participants selected for the short term training activities. Monitoring will be assured by online surveys prepared by quality and evaluation leader. Transparency tools will be taken into account in recognition and validation of learning outcomes of training activities, like EQF and/or European guidelines for the validation of non formal and informal learning.

**Duration:** 5 days

**Location:** Lublin/Poland

**Participants:** 30

**Working Method Used:** Ppt or Prize presentation, non-formal presentation, peer learning, open debate. Active methods will be used, each part will contain theoretical foundations in the form of an open lecture, discussion, and then a training and / or workshop part.

**Specific Tasks:**

WSEI (P1) will be responsible for the logistic organization of the meeting (transportation, lodging and boarding).

The content of the training will be developed within IO5 part of works. P5 and P2 will be responsible for development of surveys for training participants, all partners - translation into national languages) then WSEI as leader of C1 will prepare integrated report of C1 activities.

Tutors: trainers will be selected depending on the competences and needs of the selected partner institutions.

Training program (draft)

Training title:

**MODEL OF SUPPORT FOR HIGHLY SENSITIVE CHILDREN IN PRESCHOOL AND EARLY-SCHOOL AGE**

**General assumptions:**

8 training hours a day, in blocks of 1,5 hours (4 blocks)

The plan includes 5 training days

Training language: English

Training date: February 9-13, 2021

**Participants of the training will gain:**

- the knowledge of high sensitivity (sensitivity of sensory processing and environmental sensitivity)
- the knowledge about the functioning of highly sensitive children in the school and home environment
- the ability to use the sensitivity identification tool

- the ability to support highly sensitive children and create conditions for their proper development
- the competences of conscious work for the development of children, especially highly sensitive children, both in the peer group and individually
- the competences in using tools and methods to support families, teachers of highly sensitive children

The participants of the training will be prepared to implement the model of support for highly sensitive children in their institutions (institutions they supervise). They will be familiarised with a formula of support for highly sensitive children and methods of work will be proposed.

#### Day 1

What is high sensitivity and how do highly sensitive children function in the home and school / preschool environment. The needs of a highly sensitive child. High sensitivity identification, use of identification tools.

#### Day 2

Education and Psychoeducation of adult caregivers of highly sensitive children. Getting to know the perspective of highly sensitive adults. Podcasts, videos and other supporting materials.

#### Day 3

Functioning of a highly sensitive child at home and in education (school, kindergarten, institution). An institution ready to work with a highly sensitive child, creating conditions for development. Good practices, functioning of the facility - a common standard.

#### Day 4

A support program for a highly sensitive child in the immediate environment. Work scenarios with the class and the kindergarten group - three-month program of activities. Home and school work supplies.

#### Day 5

Preventive strategies in working with a highly sensitive child. Training summary.

Application form to participate in the training: <https://forms.gle/aSJLMBdLUxF1DHoM6>