

Module "Personal Competencies" at the Studienseminar Helmstedt

The area of personal competencies was implemented in the Lower Saxony regulation on the training and examination of teachers in „Vorbereitungsdienst“ (APVO-Lehr) based on an initiative by the Conference of Ministers of Education of Federal Republic of Germany in 2010. This is considered a novelty in the German teacher training system, as this highly significant area for the professional action competence of teachers was explicitly included in official training curricula for the first time. Accordingly, there were hardly any educational-didactic experiences and traditions at the training institutions in this area to build upon. Even today, the area of personal competencies in the German teacher training system for the first and second phases is often still regarded as "in development."

The Studienseminar Helmstedt began its journey in 2010 and has qualified trainers in this area through internal seminars, trainer training, and workshops, subsequently developing its own training module, which has been scientifically evaluated in its core areas. Since 2016, the "Personal Competencies Module" has been a fixed part of the training curriculum of the pedagogy seminars at the Studienseminar Helmstedt and has since been continuously evaluated and further developed, incorporating mindfulness-based exercise elements. The following pages provide an overview of the genesis, basic structure, as well as the essential contents and methods of the module.

Principles that guided the development of the Module "Personal Competencies":

- **Enabling person-centered learning processes in a non-evaluative space**
- **Dissolution of traditional group structures**
- **Initiation of sustainable learning processes through sequential events**
- **Implementation of the training module with internal personnel resources**
- **Integration of the module into the mandatory seminar curriculum and the existing organizational and time structure.**

Genesis und Structure of the PK-Module

the roots:

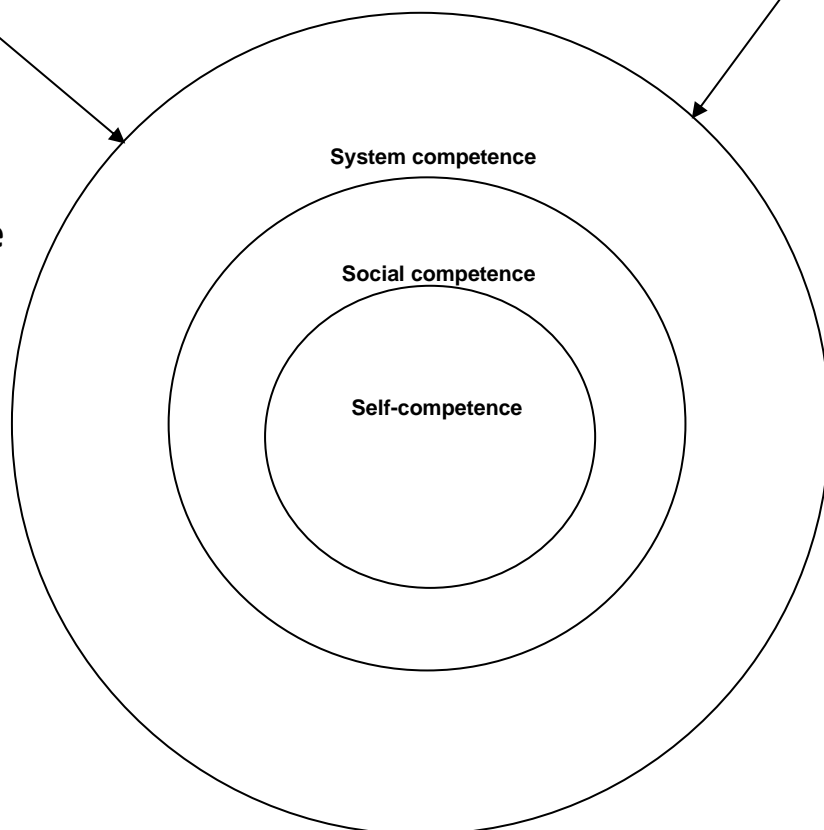
Lehrertraining LI Hamburg

- Participant-oriented, flexible combination of methods and content of the PK competence areas

Lehrertraining TU Braunschweig

- structured curriculum, scientifically evaluated

**PK-Module
StS
Helmstedt**



Content and methods of the Module "Personal Competencies"

Stress Management Seminar (Submodule Self-Competence)

Welcome 5 minutes	plenary		Introduction/Organizational matters/Procedure Attendance list, name tags Note on relaxation basics	Overview name tags, Eddings 'Clouds': BREATHE DEEPLY/ ATTENTION INWARD"
Introduction 15 minutes	sitting circle	theme-centered self-presentation	Everyone takes an image card and represents how their current stress level is.	Image cards for self-disclosure
Self-reflection 15 minutes	group work individual work	stress rounds	I get stressed when... Stress manifests in me by... in small groups of 4 participants work assignment: Everyone writes down their worst stress trigger.	Prompt cards 2 per group 1 blank sheet per participant (red)."
Intermediate relaxation 15 minutes	plenary	breathing exercise	participants sit comfortably on chairs and follow the instructions.	Breathing exercise from: <i>Kliebisch, Meloefski</i>
Self-reflection Evaluation oft the test 20 minutes	individual work	What are my stress drivers? My drivers Awareness of one's own drivers	Participants fill out the test individually. Participants evaluate the test for themselves and recognize their biggest driver. Self-reflection/Inner question: What does my driver have to do with my stress generator?	Worksheet on driver test: Schulte, Nikoleyczik Worksheet evaluation (A5) Note with stress generator (red)
BREAK 15 minutes		Hang up the wall newspapers distributed in the room		the 5 drivers on wall newspaper (A3) tape, push pins

Information about drivers 10 minutes	presentation		Excursion: Man as a social being - Basic needs: recognition, security, autonomy Where do humans get their drivers from? Positive aspects when drivers do not become a personal burden	Poster with social triangle Article: www.systemische-professionalitaet.de
Analysis of Drivers 20 minutes	Tour	Meaning of Drivers	Participants read the posters in the room. Participants find themselves in front of their biggest driver. participant exchanges strategies with each other on how to deal with this driver. Strategies are noted on A5 sheets and pinned to the poster. What helps?	The 5 drivers on the poster (A3) Blank sheets A5 - yellow 1 marker per group Push pins
Brainstroming 20 minutes	plenary	Weakening Drivers	What could be an antidote/enabler? name and attach 1-3 antidotes as examples → I-form, positively formulated examples for "antidotes"	Examples for „antidotes“ The 5 drivers on a poster (A3)
	group work		Participants go back to their driver and find antidotes. Note them on moderation cards and attach them. Participants write down their antidotes on a worksheet	at least 30 oval moderation cards, 1 marker per group, push pins work sheet on drivers/antidotes (table).
relaxing 25 minutes	plenary	Progressive Muscle Relaxation in a Sitting Position according to Jacobsen	Participants sit comfortably on chairs and follow the instructions.	Instruction: Progressive Muscle Relaxation
BREAK 10 minutes				
Stress in everyday school life 15 minutes	individual work	Reduce burdens in everyday life	Fill out the worksheet Possibly a short exchange in the plenary	Worksheet M5/M6 from Kretschmann
Conclusion 10 minutes	plenary	participants provide feedback on the seminar	What was helpful? Tips for alternative design (anonymous abbreviation, drop the paper)	Blank paper DIN A6 Eddings, ballpoint pens
Relaxing 15 minutes	plenary	guided fantasy journey, participation voluntary	Participants sit comfortably on chairs and follow the instructions.	Entspannungsmusik Fantasiereise

Self-Competence: Content of the Submodule Time Management

1. Analyze typical situations in the „Vorbereitungsdienst“ that can lead to the overwhelm of the trainee teachers.
2. Methods of time management:

"Where does it hurt?" (problem-solving interview)

Example:

The principal asks the trainee teacher to organize a sports festival.

1. *Describe the situation.*
2. *The interviewer helps to specify the problem.*
3. *Goal? What do you want?*
4. *Have you ever experienced a similar situation?*
5. *What did you do to solve it?*
6. *What competencies do you already have to resolve this situation in line with your goal?*
7. *Which ones do you still need to strengthen?*
8. *How could you do that?*

3. Get to know various techniques of work organization (creating folders, tidying up, filing systems, ensuring undisturbed time, etc.) and time management (punctuality, buffer times, free times, etc.), select the most helpful ones individually, and present them.

- This is what I already do/this is what I will take with me.

4. Learn about and present additional methods of time management: Pareto (80/20 rule), ABC (very important, important, and less important tasks), ALPEN (review tasks, estimate length, plan buffer times, make decisions, follow-up), Salami (break tasks into smaller parts), Eisenhower (prioritize tasks by importance and urgency).

5. Use the learned techniques and methods to find solutions for the situations analyzed at the beginning.

6. Evaluation.

Submodule Social Competence Procedure Plan

Group Training of Interactive Skills for Trainee Teachers

1. Training day (8:30 AM - 12:30 PM)

1.	Welcome/ Organizational matters/ Presenting the schedule and content of the training <ul style="list-style-type: none"> ➤ Trainers introduce themselves ➤ Presenting the main ideas and content of the training 	08:30
2.	Introduction: Competence Circles: <ul style="list-style-type: none"> ◆ What comes easy to me in school? ◆ What would I like to change? ⇒ Pair exchange (10 minutes) <ul style="list-style-type: none"> • Choose a relatively unknown partner! ⇒ Introduction in the first person, crosswise ⇒ Evaluation	08:40
3.	Explanation model: <ul style="list-style-type: none"> ➤ let them read ➤ brief explanation by the trainer ➤ Emphasis on the importance of self-verbalizations ⇒ Everyone should fill out the model once ⇒ Everyone briefly presents their situation in the plenary – regardless which side	09:00
4.	Collect characteristics of positive/negative self-verbalizations <ul style="list-style-type: none"> • Summary of the characteristics of +/- self-verbalizations • Angel and devil game 	09:20
	Break 10 minutes	09:30
5.	Differentiation exercise <ul style="list-style-type: none"> ◆ Read through and assess whether the described behavior is aggressive, insecure, or confident ◆ Discuss in the plenary and develop criteria ◆ Criteria for aggressive, insecure, and competent behavior 	09:40
6.	Situation Type I: Stopping, danger situations, setting boundaries, adhering to rules <ul style="list-style-type: none"> ⇒ Read through and assess the difficulty ➤ Discuss commonalities and characteristics ➤ Discuss strategies for competent behavior ➤ Model role play with video evaluation ➤ General information about the process in small groups and the role plays + feedback 	10:40
8.	Role plays in small groups <ul style="list-style-type: none"> ◆ Everyone should start with an easy situation ◆ Procedure: <ul style="list-style-type: none"> Clarify the situation What do I intend to achieve? / What should I pay attention to? Play out the situation (the player must "win," positive outcome) 	11:30

	Evaluation: What was good? First the player, then the teammates, then the rest. What could have been better/what would I do differently next time? Play the situation a second time, if necessary or desired.	
9	Conclusion in the plenary session: ➤ Exchange about the experiences in the small groups	12:10
10	Homework for the next training: ➤ Make the self-verbalization (SV) aware: Is there a favorite topic that the self-verbalization revolves around? ➤ Find a situation that went well; which student council members were involved?	12:25
	End	12:30

2.Training day (9:00 AM -1:00 PM)

1.	Greeting/ Organizational matters/ Presenting the schedule and content of the training.	09:00
2.	Discuss homework ➤ Wich self-verbalizations were there? ➤ When were they noticed? ➤ Were you able to 'switch' from negative SV to positive SV?	09:10
3.	Mindfulness Exercise „Labeling“ ➤ Explain the function of the mindfulness exercise (promote awareness for SV, facilitate 'switching') ➤ Introduction and Implementation of the Mindfulness Exercise ➤ Reflection: Exchange of experiences – Clarifying attitude during the exercise	09:20
4.	Situation type II: Mastering tipping situations, staying persistent ⇒ Read through, assess difficulty ➤ Discuss similarities and characteristics ➤ Discuss strategies for competent behavior ➤ Model role play with video evaluation	09:50
5.	Break – 10 minutes and room change	10:20
6.	Role plays in small groups ⇒ Everyone should play at least 1 (easy!!) situation.	10:30
7.	Conclusion in the plenary session Exchange about the experiences in the small groups	11:10
8.	Situation Type III: Inquiries ⇒ read through, assess difficulty ➤ Discuss commonalities and characteristics ➤ Discuss strategies for competent behavior ➤ Model role play with video evaluation	11:20
9.	Role plays in small groups ⇒ Everyone should start with an easy situation	11:45
10.	Distribution and discussion of the third handout ➤ short explanations ➤ clarify questions	12:30
11.	Final round ➤ What do I take away from the training? – Fill out evaluation forms!	12:45
	End	13.00

Submodule System-Competence

Content	Time	Comment/Step	Media
<u>Greeting (B)</u> <u>Impulse:</u> "The Treasure of My Training School" (Flashlight) (H) Course of the Module (B) Organizational Matters (B)	9.00 – 9.10	Entry Transparency Information	Stick/Laptop DVD "Customization" (A 0) PPP (F 1, 2)
<u>System competence & personal competence (B)</u> > My role as a teacher; exemplary work on heterogeneity, school of diversity	9.10 – 9.25	Theory/Practice Reference: APVO	Digital Presentation PPP (F 2-4)
<u>Marketplace Conversations (H)</u> Question Cards: "Good School & Heterogeneity"	9.25 – 9.35	"Thematic Introduction (changing partners)"	question card analog (A1) PPP (F 5)
<u>From Practice Video Sequences (H)</u> German Schools Award Winners/Nominees, Focus: Individualization, System Development Observation Points: <ul style="list-style-type: none"> Ideas, Values, Questions (own notes from LiVD) (Brief exchange; H/B)	9.35 – 10.00	Case studies (each 3 minutes) - GS am Dichterviertel - OBS J.-H.-A. Duncker - GS Op de Host <u>Brief exchange</u> - Eichendorffschule Erlangen (Mittelschule) - Havelmüller GS Berlin - Heinrich-Hertz-Schule Hamburg (Stadtteilschule) <u>Brief exchange</u>	PPP (F 6) deutscher-schulpreis.de/ mediathek
<u>Group Work</u> Core Task 1: Present/Explain (B) Step 1: Vision <u>Develop visions of a good school of diversity (B)</u> References: Marketplace discussion, videos, evaluation rubric	10.00 – 10.45	Conference tables 4-6 groups (possibly according to school type)	Creative presentation, e.g., house and shipbuilding method 4-6 posters, markers PPP AA (F 7)

<u>Organization</u> of the group presentation (H) <u>Presentation</u> as a <u>museum tour</u> (H)	10.45 – 11.10	Expert presents; mixed groups (consisting of one person from each work group) Change clockwise (5 minutes); 4-6 changes according to the time schedule / number of colors / group size	<u>Farbkarten/Zahlen</u> Gruppeneinteilung PPP (F7) <u>Timer</u>
Break	11.10 – 11.30	Time frame	PPP (F 8)
<u>Theory/Practice</u> Introduction to practical work on school development Explanation of the assessment grid (B) Development goal/Example (H) Transition/Assigning the task (B)	11.30 -11.50	Construction plans 4 committees/groups	Note on extracurricular advisors PPP (F 9-17)
<u>Group Work</u> <u>Core Task 2</u> <i>Case studie of a school</i> Step 1: Analysis of resources and obstacles in exemplary development fields Step 2: small steps, outline development goals (if possible SMART) Step 3./4.: Develop ideas/define measures	11.50 -12.40	4 groups (upon interests) blueprints	large blueprint, fictional schools <u>A2, A3, A4</u> PPP (18) <u>PPP AA complete (F 19)</u> accompanying
<u>Presentation</u> of <u>work results</u> / groups (rotating presentation of the results) (B/H)	12.40 – 13.00		<u>Poster presentation</u> (analog) or <u>photos of the construction plans</u> (Iserv, digital)

<p><u>Final reflection:</u></p> <p>What is my role in the school system?</p> <p>Open seminar evaluation (B/H)</p> <p>Query: evaluation of connectivity (Easy EVA)</p>	<p>13.00 – 13.15</p> <p>13.15 – 13.20</p>	<p>PPP (F 19)</p> <p>A5</p>
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