

LLP Comenius RESCUR Project
Second Consortium Meeting, University of Zagreb, Faculty of Teacher Education
1st to 3rd July, 2013

Revised themes

- 1. Developing a Growth Mindset**
 - a. Positive and optimistic thinking when facing challenges
 - b. Using emotions to promote growth and wellbeing (including hope, happiness, humour)

- 2. Building on Strengths**
 - a. Positive self concept and self esteem
 - b. Use of strengths in academic and social engagement

- 3. Developing Self determination**
 - a. Creative problem solving and decision making (includes dealing with peer pressure)
 - b. Empowerment/autonomy (sense of purpose, agency, self efficacy, self advocacy)

- 4. Enhancing Communication Skills**
 - a. Interpersonal communication
 - b. Assertive behaviour

- 5 Building Healthy Relationships**
 - a. Establishing and maintaining healthy relationships (including seeking and providing support)
 - b. Engaging in prosocial and ethical/responsible behaviour (including empathy).

- 6. Turning Challenges into Opportunities (toughmindedness)**
 - a. Developing courage in adversity and persistence in the face of failure and injustice, overcoming difficulties and setbacks (e.g. disability, sickness, discrimination) (Greece)
 - b. Dealing with rejection by teachers, peers and/or family members and managing related negative emotions (e.g. stress, anger, disappointment, frustration, sadness, sense of helplessness) (Greece)
 - c. Dealing with bullying behaviours in school (Croatia)
 - d. Dealing with obstacles such as family conflicts, divorce, poverty and parental high/unrealistic expectations (Greece)
 - e. Dealing with loss (Malta)
 - f. Dealing with change and transitions in life (Italy)

NB Mindfulness to form part of the methodology in each session

Revised Curriculum framework and activities

* The universal curriculum will be based on the needs of all children at risk, including targeted populations such as Roma, immigrants/ refugees and disabled/gifted; examples, characters and pictures to include examples from these targeted populations

* the needs of these populations will also be identified through the literature (eg *Portugal original optional presentation-included as Appendix*) (*NB the activities by the various partners will be put on google drive*)

* the pilot focus groups during the piloting will also help to identify the needs of children and include examples from children/parents/teachers in the curriculum

* the optional curriculum thus will be included in the universal curriculum rather than having additional activities

- Each of the first 5 themes will have 2 core subthemes only with activities as follows:

	Early Yrs	Early Primary	Late Primary
Basic	3	3	3
Intermediate	3	3	3
Advanced	3	3	3

Total for one subtheme: 27 activities

2 subthemes per theme: total 54 activities for each partner

Theme 6 to remain with 6 subthemes but 3 subthemes will be taken by Malta, Croatia and Italy in lieu of the original optional curriculum package.

Cross-curricular activities: List of tips on what the classroom teacher can do to infuse the resilience skills in the academic curriculum: tips for each subtheme for each age group

Activities:

- Learning goals and learning outcomes (instead of objectives)- see Portugal's activities as possible models
- activities should be the same/similar in all partner countries
- there will be more focus on caught activities in the early years
- activities: may take half an hour per week in the early years and 1 hour per week in the primary (2 sessions of half an hour each in the early primary)
- **Use of animals in the activities:**

Early years: animals

Early Primary: animals,

Animals to include stereotypical weak and normal animals who are successful despite their weaknesses eg. turtle/ snail/hedgehog; other animals giraffe, kitten, lion (?), horse, cow, dolphin, ants

Late primary: people

Parents' Manual

- 3 complementary manuals for parents
- activities in the manual for teachers and parents will be the same but with different approach; parents will be reinforcing the activities learnt at school
- there was no time to discuss parents' manual, but these will be developed once the teachers's activities are finalised and piloted since they will be based on the teachers's activities.

Teacher own resilience

The teachers' own resilience is a critical aspect of the curriculum and it needs to be reflected as such in our project (cv critical variables in our framework) and the curriculum. In practical terms, the curriculum needs to make provisions for staff training in

- implementing the curriculum
- developing own resilience (including dealing successfully with classroom management issues)

The manual will include chapters on implementation and teacher resilience as well, with a blueprint for a staff development session in both.

Training of trainers:

Training needs to focus on two key areas: implementing the curriculum and developing own resilience as an educator/staff. These could either be integrated in one session of two parts with one trainer or presented as two separate sessions of one day each with a different trainer. We have not yet agreed on this. Possible trainers include:

Terje Ogden (Norway)

Maurice Elias (USA) (curriculum implementation)

Bruce Johnson (Australia) (teacher resilience)

We need to decide on this in the coming weeks, maybe by the end of August/beginning of September as many people are presently on holiday.

Teachers' Manual Plan (online, pdf and hard copies)

Each of three manuals will include

Part 1: Guidelines for staff

- Theoretical Framework/Rationale
- Whole school activities/strategies
- Classroom climate strategies
- Parents' participation
- Community involvement
- Teachers'/staff's own resilience
- Training staff in implementation of the curriculum

Part 2: Curriculum Activities (including resources after each activity)

Glossary of resilience terms for staff, parents and kids (including stereotypical terms: what resilience is not)

Budget:

- Zagreb visit: 350 euros flight and daily allowance of 210 euros per person, maximum three days.
- ENSEC registration for one 1 person(350 euros) but second researcher may use funds from second ENSEC conference or other conference
Keep flight tickets (including a copy); allowance is per day not per expenses, but check with your own university as they may have different policies; it is better to keep all receipts
- Weekly timesheet of RESCUR work for your university
- Next visits: we have only two external visits for second researcher from each country; funding from university or other sources for extra visits.
- ***SEE THE EMAIL SEND BY DOROTHY ON BUDGET IN THE SECOND WEEK OF JULY***

Deadlines

- October 2013: Skype meeting
- Other meetings between partner and critical friend in writing the activities (August-December 2013)
- End of September 2013 identified trainer/s of trainers and made arrangements with him/her/them.
- By December 2013: Each partner will have completed at least one subtheme of its theme (27 activities) in collaboration with the critical friend
- End of December 2013 each partner will send complete list of activities for one subtheme to all partners (if possible both themes)
- Jan-March 2014: translation of subtheme activities for piloting
- March 2014: training of trainers in Greece (1 teacher trainer from each country), plus RESCUR meeting (3 days+ 3 days)

- Training of teachers by each respective partner : April-September 2014
- Piloting September-December 2014 :one partner subtheme and common subtheme with another partner (3 pairs of partners each doing 2 subthemes, early years and early/late primary)
- Piloting to include feedback from teachers, parents and children on definition and conceptualisation of resilience (to be included in glossary and examples used in activities, to publish comparative paper on meanings of resilience)
 - -the focus groups will have the same structure of questions for every country but consider cultural differences

Next visit:

Greece March 2014 (combined with training of trainers).

Carmel (thanks also to Marija for her minutes)
14th July 2013