

## RESCUR combined training and consortium meeting

28<sup>th</sup> April-3<sup>rd</sup> May 2014

University of Crete, Rethymos

### Programme:

28<sup>th</sup>-30<sup>th</sup> April training workshop by Prof Terje Ogden (Norway) and Dr Sue Beltman (Australia)

1<sup>st</sup>-3<sup>rd</sup> May: third RESCUR consortium, including 3<sup>rd</sup> University of Crete conference on Resilience (3<sup>rd</sup> May)

Participants Present 28<sup>th</sup> April-3<sup>rd</sup> May:

Carmel Cefai, Malta (Coordinator), Anastassios Matsopoulos and Mariza Gavogiannaki (Greece), Valeria Cavioni (Italy), Renata Miljevic Ridicki and Mirjana Milovonich (Croatia), Birgitta Kimber (Sweden), Celeste Simoes and Paula Lebre (Portugal).

### Feedback on activities writing by each partner

- Each partner described the writing of the activities in the past months, including the progress made, the difficulties encountered, the challenges ahead and the way forward. All the activities for Themes 1-5 have been completed, including feedback from the respective critical friends, and uploaded on the project's google drive. These are not the final version as they still need to be edited to ensure there is continuity and consistency across the themes, cutting down on overlap and repetition, and correcting English.
- **Theme 6:**
  - the first two subthemes by Greece have been presented, but they still need to be finalized in line with the format agreed by the consortium in July 2014 during the second consortium meeting Croatia; **Greece is to see to this in the coming weeks by the end of May 14.**
  - the four other subthemes of theme 6 are still being developed by some of the partners (Malta, Greece, Italy and Croatia): an extension has been granted so that all the activities will be ready, including feedback by respective critical friends, and uploaded on the google drive by the **end of June 2014 at the latest.**
  - subtheme Rejection by Teachers: rather than focusing on the classroom teachers as such which might put the children in a vulnerable position, it was suggested that this theme would be still included but in a less personal way, namely how to respond to rejection by significant adults like teachers in general; the story will not be focused on the classroom teacher.

- A key issue relates to **cultural issues**, namely, the need of the final product to be in tune with the cultural diversity in Europe. It has been agreed that while the programme as a whole will address the issues of vulnerable groups in Europe as originally planned, namely Roma, refugees, migrants, disabled and gifted children, these will be underlined more in the translated versions according to the needs of the particular countries.
- **Drawings, music, and mascots:** Croatia presented a CD with musical tunes, a booklet with drawings and a manual cover page for consideration of the team. It was agreed that:
  - The music will be included in the manual: a CD of the musical tunes will be included with the final versions of the manual in all languages.
  - Book cover: the book cover by Antonja was accepted with some modifications; Renata to relay the modifications to Antonja who will send us the modifications later on (eg next consortium meeting).
  - Mascots:
    - the squirrel will be simplified to look more like a squirrel (not too powerful), also it will be in an unusual colour (not grey or brown)
    - The hedgehog will have a stitch where on spike is missing
  - Pictures: instead of the picture booklet there will be a postcard for each of the story in the three manuals (about 20 posters) reflecting the theme of the story and including the squirrel and the hedgehog for the first two manuals (early years, early primary years). Antonja will be asked to do the revisions. The posters will be included in the manual itself but there could be a digital version of the posters as well which the classroom teacher may use as a teaching resource
  - The posters and the music will be used during the piloting to get feedback on them as well
  - Antonja's contributions will be acknowledged in the first pages of the manuals

### **Streamlining and formatting of the activities and manual**

A long discussion followed on the streamlining and formatting of the activities in view of producing one coherent and integrated programme rather than a set of disparate themes by different partners, with a particular view to cut overlap, reduce length where appropriate, particularly in view of translation, and present a common framework across the themes. Following a long discussion on the word length and the translation efforts needed, an examination of the total projected number of pages of the manuals as well as the budgeting for translation (60 days of translation for each partner), it was decided that the main focus of the editing process will be to focus on streamlining the activities into one coherent whole and avoid unnecessary repetition/overlap. It was finally agreed that:

- Celeste and Paula are to review the whole set of learning goals for each theme for overlap and repetition and send feedback to the coordinator by **the end of May**

- Each partner is also encouraged to have a look at all the activities re repetition and overlap and send any feedback to the coordinator
- The leader of the respective WP (Malta) in collaboration with the respective CF (Greece) will review the activities on the feedback from Portugal and others and decide where to cut overlap/repetition, informing the respective partners involved about this.

### **Formatting and streamlining:**

- **Formatting of activities and learning goals:** Each partner is to see that the activities follow the same format as agreed in the second meeting in Croatia in July 2013; **Celeste is to send the agreed upon template to all participants as soon as possible.** The learning goals for each theme for each manual are also to be reviewed by each partner to ensure these are developed as planned: each partner is to upload all the revisions by the **end May 2014** (Katya will help with google drive upload if necessary).
- **TIPS for Teachers:** Birgitta and Valeria are to examine the tips for teachers in the 6 themes and revise the tips as an Appendix in the Manual; **task to be completed by the end of May 2014**
- **Mindfulness activities:** a set of 10 mindfulness activities are to be prepared by Birgitta as an Appendix to the Manual (titled: Mindfulness: Calming and relaxation activities) by the **end of May/mid June**; partners are to send any mindfulness activities to Birgitta directly; **Katya will be sending five activities from Malta to Birgitta by mid May.**
- **Handouts for students:** there is a great divergence in the amount of pictures, drawings and handouts in the activities with some themes hardly having any; those partners with no or limited handouts will be working on having a number of such handouts, ideally one for each set of activities (B/I/A) where appropriate. Valeria is to help in the development of the handouts and partners are to contact Valeria directly if they need help in developing the handouts; **handouts need to be ready by the end of July 2014** so that they could be included in the translations for the pilot study. Material needs to be inspiring, attractive, user friendly, relevant (Terje)
- **Introductory part of the manual:**
  - the framework prepared by Croatia for the Early Years Manual will serve as a basis for the development of the Introductory sessions.
  - The manual will include planning and implementation templates and other practical suggestions for the classroom teachers and schools on how to plan and implement the programme, but ideally teachers using the manual will receive training in programme implementation; issues of fidelity will be explained as well.
- **Assessment:** there will be formative assessment activities completed collaboratively between teachers and students to monitor the student learning of the skills being taught,

the assessment rubric will be developed in the 4<sup>th</sup> Consortium meeting in September 14 before the implementation of the pilot

- Programme will also include a progress checklist on each theme/subtheme

## **Piloting**

- Each country will pilot the two subthemes from its own theme at two age groups, namely at Early Years and at Early Primary or Late Primary.
- The translation of the subthemes to be piloted will start in June 2014 and be concluded before the training of teachers start
- The piloting will take place in 4/5 schools, with 5 teachers from each school (20 in total) participating in the training and piloting.
- **Budget:** each partner will get:
  - 4 days to organize the training of teachers in own country plus 500 euros for expenses involved (photocopying, logistics, etc)
  - 4 days to organize the implementation of the pilot implementation in own country
  - 4 days to coordinate the evaluation of the pilot
  - 4 days for overall coordination of piloting
  - 60 days for translation of curriculum, parents manual, evaluation questionnaires, report of evaluation, and website
  - 20 days for data collection and analysis
  - 15 days to train the 20 teachers, including mentoring and coaching during the implementation
- **Selection of schools:**
  - at least one school will be Kindergarten and the rest primary schools (2 Kindergarten and two primary schools are also possible); schools will be selected on the basis of their being motivated and receptive to the programme and having supportive administration, “champion advocates” (Terje). The focus is on choosing schools where the programme is likely to be successful.
- **Selection of classes and teachers**
  - Participation would be on a voluntary basis (in this case it’s important not to go for very small schools where you may not have enough teachers to participate, and would thus be constrained to include more schools).
  - Teachers would be told beforehand that the programme will be evaluated at the end of the implementation.
  - Preferably teachers would have had some experience in social and emotional learning and resilience building if possible
  - Mixed representation of classes eg at least two different year groups from the primary, avoiding having the classes from the same year group
  - Parents are also receptive and notified of the piloting

- **Training of teachers**
  - Training will take place over three days with about 15 hours of training in total and will be led by a trained trainer (one who attended the Crete training programme or who has been trained by the colleague who attended the Crete training of trainers and also watched the video recording of the training **(Anatassios to provide a copy of the training DVD by end of May –this may be uploaded on google drive and then copied by interested partners)**)
  - Each partner will be responsible for planning and organising the training session in his or her country, including selecting the teachers and schools participating in the pilot according to agreed criteria, gaining access and making arrangements for the teachers' release from classroom if necessary, providing the required training material in home language, and seeing to the effective implementation and evaluation of the training programme.
  - Programme of training: training needs to be held ahead of the implementation of the pilot during the first term of 2014-2015 scholastic year
  - Where possible Head of school may be invited for the training or parts of the training programme
  - Each participant will be provided with a copy of the translated curriculum to be implemented in his/her own language
- **Training programme:**
  - Objectives of the training
  - Defining resilience and the need for a resilience curriculum in school
  - Introducing the theme and subthemes to be implemented: rationale
  - Activities: various activities from the two subthemes within the manual will be adapted for teachers and then role played in the group (eg one activity from each set of activities), and then processed (how relevant is this activity to the students in your classroom, what challenges might there be in implementing it successfully, etc); the training focus is experiential (cf SAFE approach)
  - Issues of implementation (implementation index to be supplied with the manual) **(this will be supplied by Carmel in June)**
  - Evaluation (1 hour at the end) to include checklist on what have we learnt, recommended modifications to the programme **(evaluation sheet to be supplied by Carmel in June)**
  - Programme theme will be revised according the feedback by the teachers and the trainer in collaboration with the rest of the consortium members
- September 2014 consortium meeting will be dedicated to the piloting particularly implementation and devising the pilot project evaluation instruments
- **Implementation:**
  - implementation will take place during the first term of the 2014-2015 scholastic year and concluded by the end of December 2014 at the latest

- implementation will consist of 6 weeks programme with one 45 minutes session every week (or two 20” sessions particularly with the early years)
- the teachers will focus on activities in line with the developmental level of their students (eg. avoid using advanced lessons when the year group is still at the basic level- the three year age band within each age group may be used as indicator of the age of the children eg Early Primary : 6, 7, 8 years: a class of six year olds may thus focus more on the Basic activities within each set)
- during the implementation, teachers will receive coaching and mentoring by the trainer
- **Evaluation**
  - evaluation of the piloting will be made by the researcher from each respective country within one month from the end of the piloting (Dec 14-Feb 15)
  - Because of the ethics issues being envisaged by some of the partners, the pre and post evaluation design is being replaced by peri and post evaluation as follows:
    - A classroom behaviour and relationships checklist on the whole group completed by the classroom teacher (not on individual children) at the end of the pilot (**permission will be asked from the commission about this change**).
    - Qualitative data on programme process and outcomes based on interviews, focus groups and questionnaires with teachers and students, at the end of the pilot
    - Reflexive journal of observations kept by the teachers (optional, but strongly recommended)
    - These instruments will be developed collaboratively in the September 2014 consortium meeting
    - Data analysis and report writing by each partner will take place in Jan-March 2015; the report in English will be submitted to the coordinator by 15<sup>th</sup> March 2015 by each partner. These will be discussed in the fifth consortium meeting in Italy in March 2015.

### **Authorship and Dissemination:**

- RESCUR Manuals (Teachers and Parents manuals):
  - **Authorship** in all languages: these will be authored by all those involved in the project, with the RESCUR coordinator’s name first, followed by list of countries in alphabetical order (with the researchers in each country led by the leading researcher in that country followed by others in terms of work input)
  - **Editors** of the translated manuals: the respective research partners involved
  - Journal papers, book chapters and conference presentations on the whole package/project with text largely based as above: same criteria as above

- Journal papers, book chapters and conference presentations based on the project and/or related to one particular aspect of the project as contributed by one particular partner (eg. data collection in one particular country): the person/s involved in writing the paper/chapter/presentation followed by RESCUR coordinator
- Each country will have two to three researchers as authors in the manuals and publications.
- Research papers on the piloting: these could take the form of both papers at individual partner as well as one collaborative paper on the collective piloting in the 6 countries.
- **Conferences:**
  - Paris conference by Renata and colleagues summer 2014
  - ENSEC 2015 conference, July 2015 Portugal (symposium and individual papers)
  - Cyprus conference November 2014

### Website

The website will be ready in the coming months and the homepage will be sent for the partners' comments by the coordinator in May 2014; **it will be translated in all languages of the consortium before the 4<sup>th</sup> consortium meeting in September 2014.**

### Parents Manual

- The Parents Manual will not be a Parenting Manual but a guide for parents on how they could promote their children's resilience in the age groups and in the areas and themes found in the curriculum. This will help to systemically reinforce the competencies being learnt at school, encouraging teachers and parents to provide resilient enhancing classrooms, schools and families, and equipping children with resilient skills both at school and at home. The teachers' manuals will include a section on how to collaborate with parents in skills development, with parents being provided the Parents Manual by the schools, and encouraged to collaborate with the schools and teachers on the areas to be developed simultaneously at both school and home.
- There will be one manual for the parents for the three age groups
- The manual will include the following sections:
  - Rationale of the activities, explaining resilience and its importance in young children's development, and the role of the parents in fostering resilience in their children
  - 6 Themes, with one section/chapter on each theme and subthemes as follows:
    - Rationale for the theme and subthemes (developed from the teachers' manual)

- Practical strategies for parents on each subtheme within each theme (how parents may help their children develop...)
    - Strategies would be general but with specific examples; would be culture-friendly reflecting different cultures; and would be developmental with examples from early years (eg 5 years old) and late childhood (eg 11 years)
  - Resources for parents (further readings, guides, internet links,...)
- One model template will be provided later on this year
- Each partner will work on its respective theme and subthemes as in the Teachers' Manuals, including rationale and practical strategies, with the same critical friends.
- Deadline for submission of final draft by each partner : **15<sup>th</sup> March 2015 before 5<sup>th</sup> meeting in Italy**

### Next consortium meetings

- Fourth consortium meeting will be held in Stockholm, 15<sup>th</sup> -18<sup>th</sup> September 2014; Birgitta will coordinating the organization of the visit, including meeting venue, accommodation, etc. Agenda to include training of teachers, assessment rubric of skills, theme progress checklist, piloting.
- Fifth consortium meeting Pavia, March 2015: agenda will include the revision and finalizing of the curriculum and parents manuals, translation and planning of dissemination.

### Crete meeting timesheet suggestions:

WP 5 (Piloting) 24 hours (3 days of training) + another 3 hours from consortium meeting

WP 2 and 3 (curriculum development): 8 hours

WP 4 (Parents Manual): 6 hours

WP 7 (Dissemination): 5 hours

Carmel Cefai

16<sup>th</sup> May 2014