



Newsletter Special Edition



Students Arena



Training "Development in Soft Skills for the benefit of education skills in VET"

The first five-day training for teachers from Montenegro was held from October 24 to 28. 13 teachers attended the training, which contained as many as 26 assignments. A lot was learned, and in the coming period the teachers will show how they will apply the acquired knowledge. What is certain is that they will make an effort to spread the acquired knowledge to their colleagues so that the students will benefit the most.

Vision

We applied the rules of the Golden Circle of Education - Why, How and What and designed a plan for a shared vision of learning and education in our school. That was one of the main common goals.

As our coaches well noted - our harmony gives us wings, so we firmly believe that in the coming period, everyone in the school together will aim to apply the new Vision on learning.



INTRODUCTORY VISIT IN ORDER TO PREPARE SOFT SKILLS TRAINING

26. and 27. 9. 2022.



MONTENEGRIN PERSPECTIVE

In order to better prepare for the announced Soft Skills training, trainers from the Netherlands, Monique Hanekamp and Peter van Engen visited the “Vaso Aligrudić” school for two days on 26. and 27. 9. 2022.

After several online meetings, the trainers and school coordinator and project manager Marina Braletić and Danka Markuš agreed on the details and agenda of the visit.

On the first day, in addition to getting to know the school administration, through a one-hour presentation they heard all the necessary information about the educational system of Montenegro, not only about the educational programs that are implemented in secondary vocational schools, but also about the way they are created and implemented, formal and informal education, differences between diplomas and certificates, obligations of all parties involved in the education system, etc. Then they spent a little over three hours visiting the vocational and general education classes. They had the opportunity to see how the teachers of the School of Electrical Engineering conduct their lessons, what methods they use in teaching, but also talk to the students in order to gather as much information as possible



They visited the school premises and then they were introduced to the ways of keeping and fulfilling in the Teacher's Register. It was explained to them what all the obligations of the Head teachers are and which of the other teachers.



At the end of the day, they summarized their impressions with the school coordinator and project manager and agreed on a few details for the next day.



INTRODUCTORY VISIT IN ORDER TO PREPARE SOFT SKILLS TRAINING

The second day started with a meeting with the school pedagogue. In addition to a short presentation, she explained to them in detail what her obligations are and how she fulfills them. They received all the necessary material and answers to all questions. They saw how much administration is filled by teachers and pedagogue. Together with the school coordinator and the project manager, they came to the conclusion that the presence of the school pedagogue in the training would be of great benefit.

As previously agreed at the project management level, the participants of this training will receive certificates.



After talking with the pedagogue **Selma Šabotić**, they held a meeting with the students who were involved in the first mobility, who will be involved in the next, but also with the students who showed interest in this project. According to the agreement, the teachers, the school coordinator and the project manager did not attend this meeting. The students talked very openly about the virtues and flaws of the education they receive at the "Vaso Aligrudić" Electrical Engineering School.

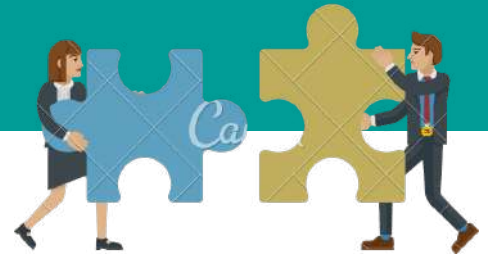


After the students, they met 12 teachers who will actually attend the mentioned training. By agreement, the pedagogue joined them. At this meeting, in addition to a brief introduction of themselves, the teachers presented not only their expectations from the training, but also the problems they face during the implementation of teaching, as well as the positive aspects of their profession. This meeting was of great importance for the trainers to prepare for the training. The main conclusion of the meeting is that all participants are looking forward to the training with great enthusiasm.





INTRODUCTORY VISIT IN ORDER TO PREPARE SOFT SKILLS TRAINING



REFLECTION

As one of the most important goals of the training is the direct implementation of everything learned, but also the spread of knowledge to other colleagues, it was agreed that at the end of the training, all teachers will be given the task of providing evidence of the implementation of the learned skills in a certain period of time, and after that, with the support of the pedagogue, transfer knowledge to other colleagues about everything learned. Upon completion of the task, they will be presented with certificates of completed training.

Discussions were initiated with the VET Center about the recognition of certificates through the Catalog for Teacher Training approved by the National Board of Education, in order to extend the teachers license.

The second day ended with an online meeting of the trainers, school coordinator, project manager, Advisor for international affairs from Landstede Udo Lut and the main project coordinator Bodil Mygid Madsen from the SOSU center from Denmark.



Bodil and Udo received all the information about the visit and the dates of the training were agreed – from October 24. to 28.

The general conclusion is that this visit was of great importance for the best possible preparation of the training organization both for partners from the Netherlands and for partners from Montenegro.

Due to the school excursion with the graduating students, during the two days of the visit, the school director Ersan Spahić was absent, but because their flight was at the afternoon, the trainers managed to meet the director on the third day. At the meeting, they discussed very important topics such as the director's expectations not only from the training itself but also from the implementation of the acquired knowledge that should follow after the training. His main expectation from the training is to spread the acquired knowledge to as many teachers as possible, and the main expectation of the project itself is to be the initiator for many similar projects in the coming years.

REPORT

THE FIRST DAY

24.10.2022.

20
22



Agenda

Date : 24.10.2022.

9.00-10.30

The explanation of the program and the goals of the training

Assignment 1: The Landstedeclips

Assignment 2: A creative introduction of yourself and the vision you have on the education (system)

Break: 10.30-10.45

10.45-12.30

Introduction about an vision of education.

- The WHY-HOW-WHAT
- The meaning of education and the systems we have.
- Talent development (vision of Landstede)

Assignment 3: Whats your interpretation of educational vision?

Lunch: 12.30-13.00

13.00-14.30

What is our shared vision on education

Assignment 4: Categorizing and merging the different opinions

Break: 14.30-14.45

14-45-15.45

Assignment 5: the Feedback game (what are your qualities?)

15.45-16.30

What did we learned today?

Assignment 6: Evaluation of the day



REPORT OF THE FIRST DAY OF THE TRAINING

The first day of training titled "Training soft Skills" took place at Electrical Engineering School "Vaso Aligrudic" in Podgorica on the 24th October 2022. Project attendance are teachers from the school and pedagogist. The trainers are Monique Hanekamp and Peter van Engen from Netherlands.

The explanation of the program and goals of the training

At the beginning of the meeting our trainers Moinique and Peter gave as more details about the program and the goals of the training. Participants had pre-training assignment, they should prepared creative presentation about themselves, so in second assignment teachers presented their presentations which helped participants learned more about each other.



The expectations that we have of the training

They also asked participants to share their expectations regarding training through web form called on menti.com address. The task consisted in filling out an online questionnaire about what our expectations are from this training, what we expect in a professional sense, then what personal expectations we have and what is the best thing we think we will get from this training. All the answers were shown on the board in the form of a mentimeter, which we then discussed.

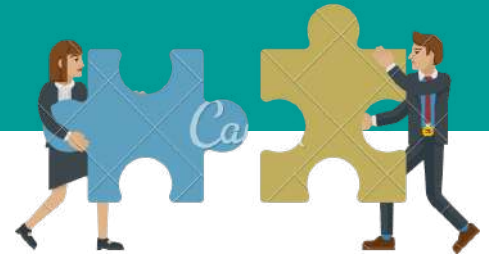


Introduction about a vision of education

After completing previous task, the participants were introduced to the meaning of education in the systems we have and had the opportunity to learn more about the vision of Landstede as a whole. The trainers briefly presented their school and their educational system through one video. They also played a very creative animated video about the education system throughout history, emphasizing the need to change this state in education systems. Their presentation was instructive, fun and we liked it. After their presentation we had a break for lunch.



REPORT OF THE FIRST DAY OF THE TRAINING



Categorizing and merging the different opinions

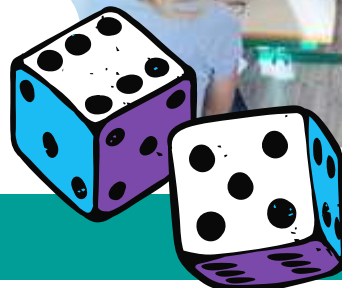
In the fourth task, each participant needed to answer on seven questions about their interpretation of an educational vision through making hexagons. First independently where we all honestly answer 7 questions, wrote it on little hexagons papers and put them on different tables, depends on question, then we combined common items and assembled a hexagon from those items (the main item in the middle, surrounded by other items that complete it) and came to common ideas and visions. Through expressing different opinions, agreements and disagreements, discussing it, we came to joint vision.

The goal of the game is to determine priorities, strengthen team cohesion, joint actions and applying these visions in implementation of teaching.



Feedback game

After a short break, we continued with education in a fun style in the form of another card game. Fifth task was about expressing our opinions about our colleagues through card. Finding a card with traits that we feel describe our colleagues is a nice way to bond between ourselves. We rarely have the opportunity to give each other compliments or express personal opinions about each other, so, for a change it's nice to hear what your colleagues think about you and why.





REPORT OF THE FIRST DAY OF THE TRAINING



Evaluation

For the last activity in the sixth task participants played another game with a dice in which everyone from the group should answered in one question from the list about first day of the training as a retrospective. The most challenging question was number 2, about which we thought a lot. That was to give one tip about this meeting

In the last session trainers make groups for writing reports about training each day. It was a fun and productive day and we look forward to tomorrow`s new challenges.



REPORT

THE SECOND DAY

25/10/2022

20
22



Agenda



Program of the day

Program of day 2	
9.00-9.30 uur	Assignment 7: Check in. WHY – HOW – WHAT – evaluation of the vision
9.30-10.30	Theory of pedagogical relationship. Assignment 9: Game of discussion
10.30-10.45	Break
10.45-11.30	Assignment 8: Draw a boat Theory of motivation Competence-relationship-autonomy Assignment 10: Become an expert - casus
11.30-12.30	Assignment 11: Learning from success -
12.30-13.00	Lunch
13.00-15.00	Teambuilding: Scale walking collaborative assignments And a lot of other assignment that make you happy.



REPORT OF THE SECOND DAY OF THE TRAINING

Host: Electrical Engineering School "Vaso Aligrudic" in Podgorica

Date: 25/10/2022.

Attended by: 11 teachers and school pedagogist teachers

Trainers: Monique Hanekamp and Peter van Engen from Netherlands.

CHECKING-IN

"Checking-in" by answering the questions displayed on the spinning wheel was used as a warm-up activity for the upcoming sessions.



EVALUATION OF THE VISION

The prototype of a learning vision of "Vaso Aligrudic" was presented by Peter and key features were discussed. The first impressions of the teachers were very positive, and it was concluded that it presented a great summary of the conclusions and ideas that the participants came up with during the first day of the training. The visual reference of the prototype to the school's logo was considered very appropriate. Yet, it was concluded that the vision still needed some polishing-up, in terms of terminology and possible merging of the given element. The teachers remarked that the section Dreams should also be pointed out in the prototype, since it is directly related to setting up the identified goals.

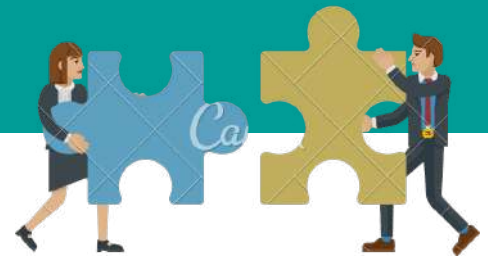
THEORY OF PEDAGOGICAL RELATIONSHIP

The session led by Monique started off by discussing the personal examples that the participants shared related to their pedagogical relationship with their teachers. Several elements related to building a good pedagogical relationship in a school were addressed: the importance of a good relationship, motivation, cooperation, and the teacher's role. Two video clips were presented that triggered answers to the questions what/why/ how / of the importance of improving the relationships with the students. The Pygmalion Effect was mentioned as an example of how to boost students' confidence. The follow-up activity set for further thinking: Teach what you preach.





REPORT OF THE SECOND DAY OF THE TRAINING



MOTIVATION THEORY

Upon watching the video on SDT, three pillars of the Self-Determination Continuum were discussed (autonomy, competence and relatedness). The chart representing the stages and elements of motivation was analyzed and viewed through the prism of the examples from the teachers' professional experience in the classroom. Group assignment followed. Each group was presented a situation from the teaching practice in our school (prepared by the pedagogist Selma), and the members of each group were asked to discuss finding solutions for the identified problems in a manner that would address the students' needs. The participants shared great ideas. Video "The Wisdom of Geese" was shown in the end of the session, as a reminder and summary of the benefits of team work.



TEAMBUILDING

After busy, interactive and productive morning sessions, the participants and trainers had numerous team building activities as well as a lunch break in an outdoor campsite near Podgorica. The school principal was present as a guest at this stage. Various collaborative tasks, games and workshops were carried out successfully, in an excellent mood. Holding the stick as a team, trying to untie a "human knot", awarding medals to colleagues/identifying their strengths, racing to pop each other's balloons, blindfolded walking, etc. reminded us of many essential features of teamwork (trust, confidence, active listening, self-reflection, leadership, problem-solving...).





REPORT OF THE SECOND DAY OF THE TRAINING



REFLECTION

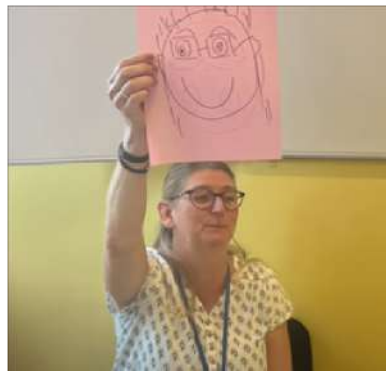
Last activity of the day consisted of reflecting upon what had been done so far and what we learned. We wrote our ideas/tips/conclusions/questions on paper planes and let them fly. The trainers shared their feedback as well. Overall conclusion of both teachers and trainers was that it was a great, interactive, exciting, and engaging day!



REPORT

20
22

THE THIRD DAY
26.10.2022.



Agenda

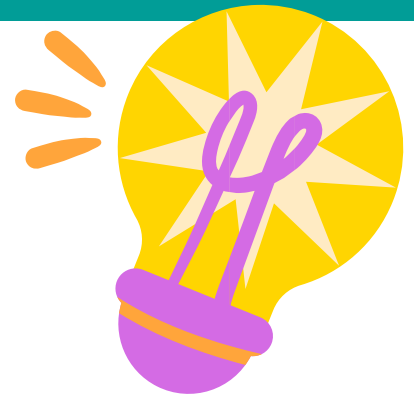
Date: 26.10.2022.

9.00-09.30 uur	The explanation of the program and the goals of the day Assignment 12: How do you feel about it? What is the interim score: Who is leading the game?
09.30-10.30	Assignment 13: Let's build that tower! Assignment 14: <u>Movieclip</u> Ray Charles
10.30-10.45	<u>Coffeebreak</u>
10.45-12.30	<u>Theory</u> in feedback Assignment 15: giving feedback and ask questions
12.30-13.00	Lunch
13.00-14.30	Assignment 16: <u>didactical</u> coaching
14.30-14.45	<u>Coffeebreak</u>
15.45-16.30	Assignment 17: $1+1=3$ How much is there to do with a paperclip Assignment 18: The learning Pit What did we <u>learned</u> today Assignment 19: Evaluation of the day



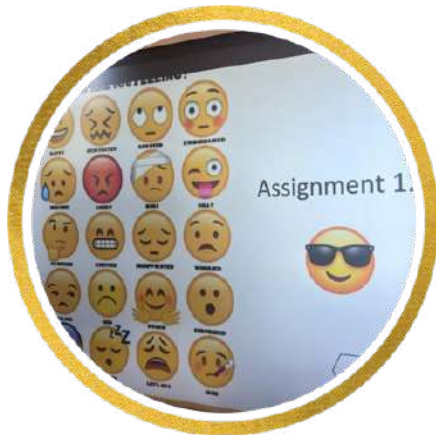
REPORT OF THE THIRD DAY OF THE TRAINING

The third day of training titled “Training soft Skills” took place at Electrical Engineering School “Vaso Aligrudic” in Podgorica on the 26th October 2022. Project attendance are teachers from the school and pedagogist. The trainers are Monique Hanekamp and Peter van Engen from Netherlands.



Start of the day

The training started with an exercise in which the participants had to draw an emoticon and thus show how they feel and then explain why they feel that way.



After a short break, we continued with education in a fun style in the form of another card game. Fifth task was about expressing our opinions about our colleagues through card. Finding a card with traits that we feel describe our colleagues is a nice way to bond between ourselves. We rarely have the opportunity to give each other compliments or express personal opinions about each other, so, for a change it's nice to hear what your colleagues think about you and why. After the task being completed each group had a discussion session in order to wrap up activity.





REPORT OF THE THIRD DAY OF THE TRAINING

The most important issue of the activity is to show and point out how and why encourage and support is important in given situation, so that we had a video 'Ray Charles goes blind and calls for help'. Group had so many different and great opinions about the video. We all were talking about how to find appropriate way to support our students, how to facilitate students and give them all possible autonomy they could get. To support the idea we have all been given several methods, and all of us had different perspective and approach to complete it.

Feedback

The didactical coach :

- Wants to get students actively and motivated to learn by starting from concrete learning goals
- to ask questions of one of the four dimensions
- give feedback of one of the four dimensions
- And give as few directions as possible, but ask follow-up questions!

Is specific, purposeful and not too long "Good!" is an example!

Has a past, a present and a future. Focuses on progression and/or discrepancy relative to the target.

Positive and negative feedback in a ratio of 3:1

POSITIVE
NEGATIVE
POSITIVE

Feedback activity was one of the many activities we had. We were discussing about the importance of feedback, in both ways, students to teacher and vice versa, the way we are giving and receiving it. The aim was to improve current situation in classes. We learnt that positive and negative feedback should be in a 3:1 ratio.

After discussion we had the tower game again and to assess these 4 fields: content/task, approach/strategy, learning mode/mood and quality. The aim of this activity was to show direct feedback between student and teacher in these fields mentioned above but this time without observers.





REPORT OF THE THIRD DAY OF THE TRAINING

Didactical coaching

The session starts with basic points about didactic coaching, some tips and activities. The main activity was to write as many usages of paper clip as we can remember. After completing activity we made a conclusion how much didactic coaching have positive influence on the learning process.

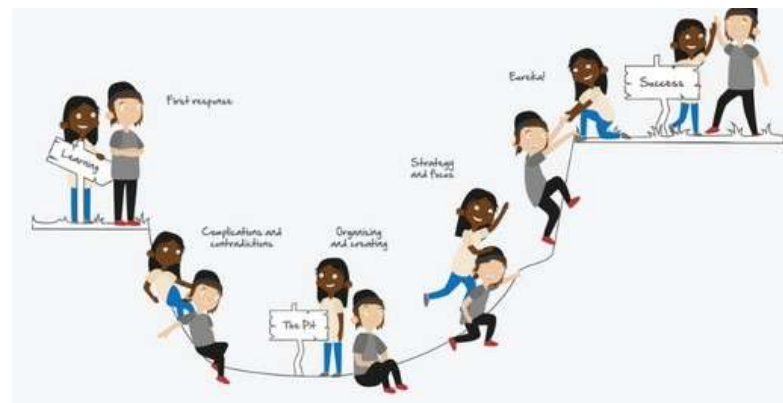
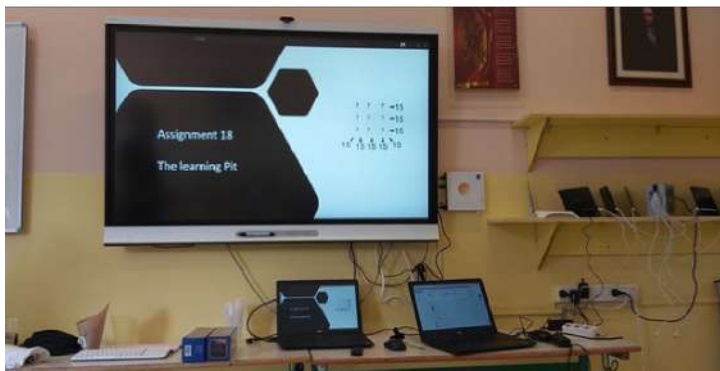


Learning pit

Peter has shown us a short video from a new website learningpit.org, where we could see the process of learning step by step, analyzing and correcting mistakes in order to compete the task. We were given a task to come up with a solution by brainstorming, by making mistakes and using step by step methodology in order to come to a required solution.

The last task was to evaluate the whole day answering the questions that were marked in different colors using M&M candies.

The winner of our little paper clips game, started on Monday, was Jelena Babić.

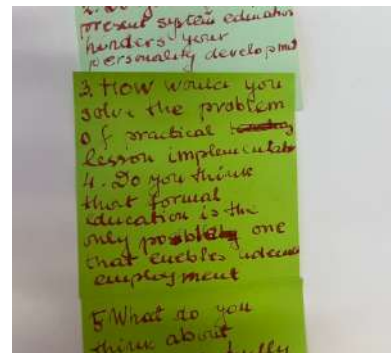
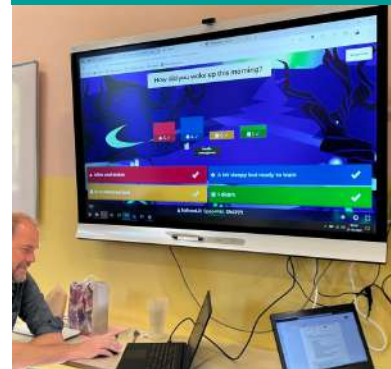
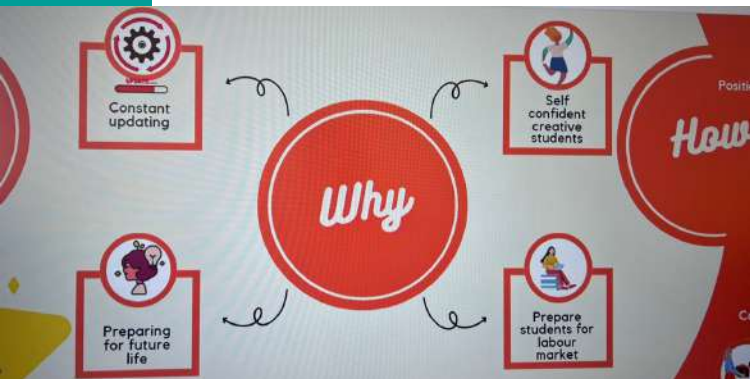


REPORT

20
22

THE FOURTH DAY

27/10/2022



Agenda

program of the day

	Program of day 4
9.00-9.30 uur	how are you today?
9.30-10.30	Assignment 20: crossing the line Theory - Agile - scrum
10.30-10.45	Break
10.45-11.15 11.15-12.30	Assignment 21: Scrum – start with product backlog – Sprint planning – sprint backlog Start with the sprint –
12.30-13.00	Lunch
12.30-13.00 13.00-14.30	Start with a daily – check how far you are? Do we have to go on further with the sprint or do we have to do a sprint review
14.30-14.45 14.45-15.30	Break Sprint review. (show what you made and give feedback)
15.30-16.00 16.00-16.30	process the feedback and make new agreements about the task Assignment 23: Scrum – Retrospective



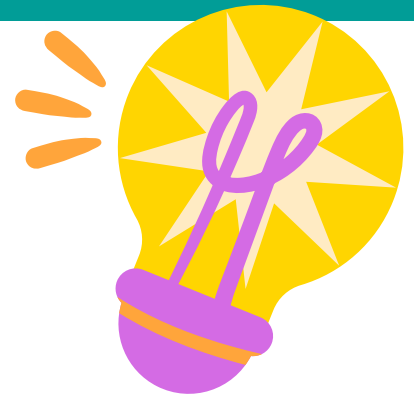
REPORT OF THE FOURTH DAY OF THE TRAINING

Host of the training "Soft Skills": Electrical Engineering School "Vaso Aligrudic" in Podgorica

Date: 26/10/2022.

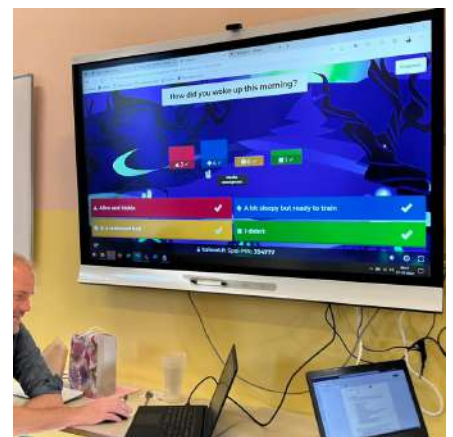
Participants: teachers from the school and the pedagogist.

Trainers: Monique Hanekamp and Peter van Engen from Netherlands.



CHECK-IN

The opening session was carried out using popular application "Kahoot". Participants and trainers answered interesting questions about their feelings and thoughts this morning. It was a great and interactive warm-up. Marina challenged all teachers to create a Kahoot game for their first upcoming class.



CROSSING THE LINE/ THE THEORY ON SCRUM

Crossing the line game was used as a lead-in to the theoretical examination of the concept of agile learning and SCRUM. The participants answered couple of questions by stepping on the chosen side of the line, supported their choices, and agreed upon several issues (e.g. related to teachers' confidence, reaction to authority, trust issues in team-work, etc.). After the game, Monique pointed out the goals of the day. The video on the basic concept of SCRUM followed., whereby teachers were introduced to 3-5-3 principle. Monique stressed how the framework can be implemented in education (three stages, roles, etc) and another video was shown to support her explanation ("SCRUM in 2 minutes"). Concrete examples of how SCRUM can be implemented in VET context were provided. The teachers emphasized that the focus on product/student and the role of a teacher who is guiding and coaching instead of teaching can be very beneficial for vocational subjects and practical classes. Very productive discussion followed, which resulted in the list of how the concept can be implemented in our classes of It, programming and development of web applications. Marina stressed out that the workshops that our students have in the company "Cortex" contain similar framework.

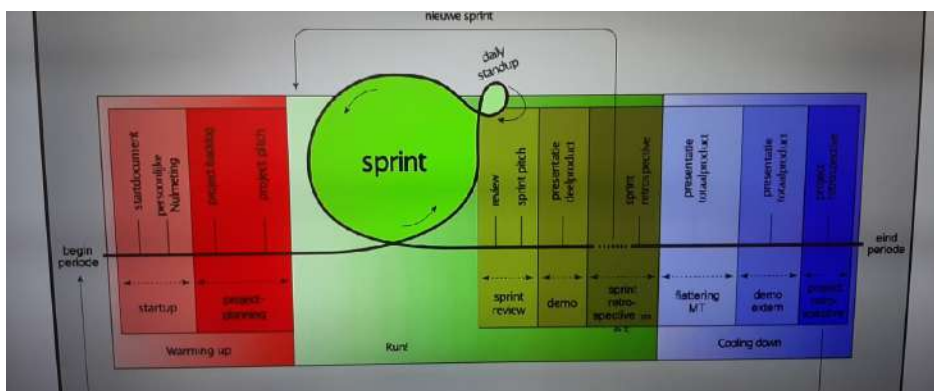




REPORT OF THE FOURTH DAY OF THE TRAINING

IMPLEMENTING SCRUM INTO PRACTICE

The focus point of the afternoon session was the implementation of all stages of SCRUM framework into practice (backlog, planning, sprint, part of product, sprint-retrospective). The participants were divided into four teams, Group task was to choose one of the given assignments and go through all stages until the final retrospective. Each group focused on a specific assignment, individual roles within the groups were assigned, and each member of the group decided on specific activities/steps to be taken in order to achieve final goal - finished product. After the first stage of assigning tasks, and defining steps, groups performed the second stage of processing and carrying out the undertaken tasks, discussing the what/why/how of the process. Each member of the teams completed their tasks and discussed the final outcomes (PPT, Kahoot game, reports, instructions, etc.) within groups. The trainers provided guidance and support during the work, as well as additional explanation for the segments the teachers found challenging and misleading. With that aim, Monique showed a motivational video to the teachers after the coffee break in order to boost teachers' confidence and provide additional support. The final sprint retrospective revealed that the teachers had made progress and managed to complete the task successfully.



Review on the prototype of the school vision

Team masters were invited to polish up and report on the prototype of the school vision. Mileva, Selma and Ana presented the suggested design, and the teachers discussed making several more terminological adjustments and merging some elements. However, the overall impressions on the vision and the feedback were positive.



REPORT OF THE FOURTH DAY OF THE TRAINING

Reflection

Monique pointed out the the goals set at the the beginning of the day were achieved. After completing the SCRUM task, teachers have listed five questions that were directed to the students, and the list will be used for the Friday activities. In addition, teachers have made a specific self-evaluation by choosing their position on the learning scale and consequently writing a question they would ask themselves and make it their goal/task for next week.

To sum up, all participants of the training agreed that it was a rather engaging and exhausting, but very productive day.



REPORT

THE FIFTH DAY

28/10/2022

20
22





Program of day 5

9.00-9.30 uur	Startup day 5
9.30-10.15	Assignment 24: Making impact Dissemination of the project
10:15 – 10:45	Looking back @ reports
10.45 - 11.00	Assignment 25: Message in the fiber group
11:00 – 11:15	Coffee break and preparing the classroom for arena
11.15-12.00	Assignment 26: Student arena Listening to students
12.00-12.30	Official end of training Reflection on day and total training What's next? Certificate and questionnaire



REPORT OF THE FIFTH DAY OF THE TRAINING

Host: Electrical Engineering School "Vaso Aligrudic" in Podgorica

Date: 28/10/2022.

Attended by: 12 teachers and school pedagogist teachers

Trainers: Monique Hanekamp and Peter van Engen from Netherlands.



DISSEMINATION OF THE PROJECT

We started the day with "Look at new ideas as a movement". With Peter, we developed some of the Mindset phrases from the study by Dr. Suzanne Verdonshot, such as: Start small Start experimenting To innovate is to learn Everybody joins the process Build the movement and let it grow bigger Stop anchoring. Start building a neverending progress We also talked about the ways of Broadening the movement, where Peter vividly showed us with the help of colors what the current situation is and what we have to work on in order to reduce dark colors as much as possible...

MESSAGE

After Peter and Monique showed us how to draw a distribution network among school employees, they set the wheel in motion themselves. They sent a strong message to our colleagues in the school viber group. Apart from their feedback, this is an important first step we have taken towards other teachers, as an announcement that this training is just the beginning of what we want and plan to do.



REPORT OF THE FIFTH DAY OF THE TRAINING

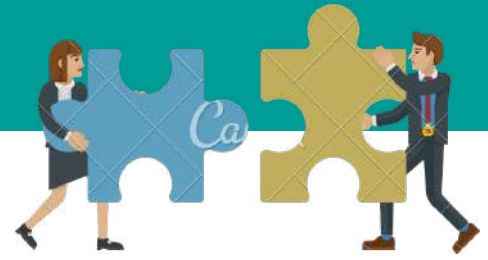


STUDENT ARENA

Perhaps one of the most important parts of the training was the assignment with the students. Apart from the fact that this way of working was completely new to us, it left a strong impression on both us and the students. We understood the importance of listening to students, their needs, praise and criticism. Immediately after the Arena, there was a very important discussion by the teachers, which showed us how important it is to continue using the Student Arena.



REPORT OF THE FIFTH DAY OF THE TRAINING



REFLECTION

We started each day with a booster game and ended it with evaluation and feedback. Through a total of 26 completed assignments, some easier and some a little more difficult, we learned a lot not only about ways to upgrade our skills, improve the way we teach, raise cooperation with colleagues to a higher level... we learned a lot about ourselves and that is one of the main goals. During the entire training, the game "The Landstadeclips" continued, in which we shared clips with each other whenever we felt that someone deserved it because of what they did, said, fulfilled and the like. In this way, we actually encouraged each other and showed how much we value each other.



We marked the end of the training with a short trip to Biogradska Gora National Park, through which we once again showed the importance of team building. Through socializing with our trainers, the director and teachers realized that only by working together we can achieve all goals

This is actually just the beginning and we hope that there will be more such trainings.



The Partnership



CDEa:



Authors

Aleksandar Obradović, Alen Adilović, Ana Delić, Danka Markuš, Jelena Babić, Jelena Bogičević, Marija Žeželj Kitaljević, Marina Braletić, Milanka Stanišić, Mileva Lučić, Radmila Čogurić, Radovan Božović and Selma Šabotić.



The European Commission's support for the production of this publication does not constitute an endorsement of the contents, which reflect the views only of the authors, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

