

# Empowering Teachers - Strengthening Competencies

Katharina Winkelmann, Berlin, Germany

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# Structure of presentation

1. Introduction
2. Approach
3. Competence Training Programme
4. Outcome aims
5. Outcome
6. Process Evaluation
7. Conclusions

# 1.1 Introduction: Research Project „Health Promotion for Teachers“

- Planned and implemented by the School Psychology Project Group, Berlin: Competence Training  
Dr. C. Nevermann, Dr. K. Winkelmann, M. Halle, U. Kreuzfeldt, I. Lenniger
- Evaluated by the Institute for Health and Research, (IGES), Berlin
- Financed and initiated by the Federal Ministry of Labour and Social Affairs
- Controlled and scientifically supported by the Federal Institute for Occupational Safety and Health

# 1.2 Introduction: Environmental factors creating emotional stress for teachers

## Behaviour problems within the school setting:

- **students' aggressive and disruptive behaviour**
- **students' lack of social skills**
- **students' lack of motivation**
- **students' individual psychological problems**
- **unfavourable learning/classroom conditions**

## 2.1 Approach: Target Group

### TEACHERS

- working in various secondary schools in Berlin
- who feel emotionally burdened by the behaviour problems of their students
- who agreed to take part in the research project

## 2.2 Approach: Problem Area

- Teaching takes place through **interactions** between students and teachers
- Critical incidences: **behaviour problems** within the school setting

## 2.3 Approach: Main Assumption

- Increasing Resilience
- Strengthening Competencies
- Empowering Teachers
- Enhancing teachers' mental well-being

## **2.4 Approach: Individual factors relating to teachers' emotional stress (1)**

- **Ways of dealing with behaviour problems**
- **Knowledge about types and causes of behaviour problems**
- **Ways of handling the dynamics of interaction and communication**

## 2.4 Approach: Individual factors relating to teachers' emotional stress (2)

- **Lack of conflict and problem solving strategies**
- **Lack of self-management and coping strategies**
- **Lack of non-traditional teaching methods**
- **Lack of principles of self-help**

# 3.1 Competence Training: General aims (1)

- **Ensuring knowledge about types and causes of behaviour problems, the social/emotional needs of children, intervention strategies and evaluation**
- **Enhancing and reinforcing pedagogical competencies especially in coping with classroom behaviour problems and social communication strategies**
- **Providing and reinforcing knowledge of teaching principles – classroom management strategies -**

# 3.1 Competence Training: General aims (2)

- **Strengthening the belief in positive self-efficacy and reducing negative self-efficacy**
- **Focusing on individual resources and aspects of self-management and stress-reduction**
- **Developing principles of self-help by building up cooperative networks**

## 3.2 Competence Training: Organisation

### Group Training

- 6 – 8 Teachers in various secondary schools
- 10 sessions each of 2 hours duration within half a school-year
- 1 – 2 video-observations within the classroom plus individual feedback sessions

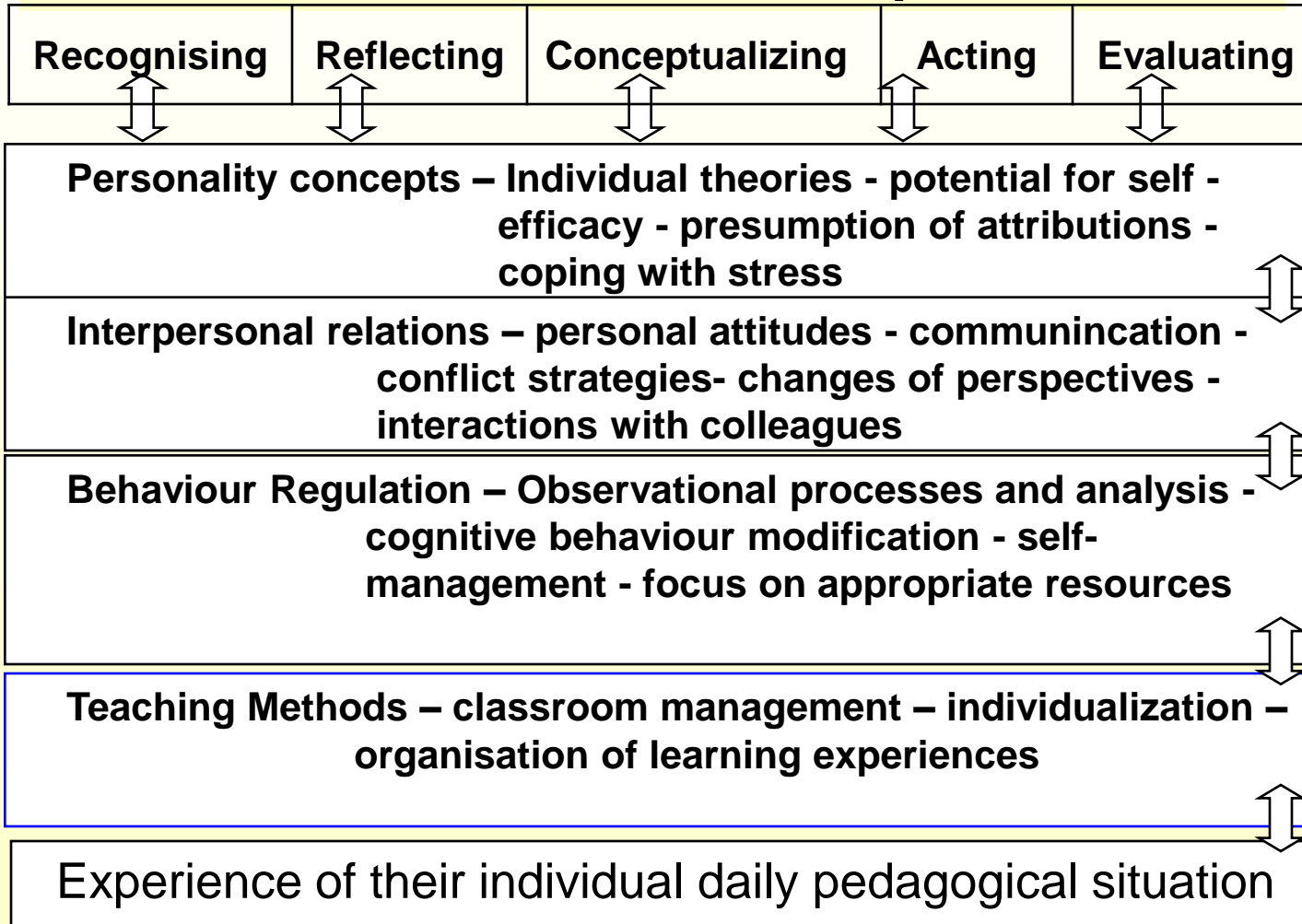
# 3.3 Competence Training: Basic Theoretical Concepts

- Theories of interaction and communication
- Cognitive theory with its concepts of self-efficacy (Bandura)
- Theory of self-management (Kanfer)
- Theory of learned helplessness and attribution (Seligman)
- Transactional stress model (Lazarus)
- Behaviour cognitive theory
- Behaviour modification principles

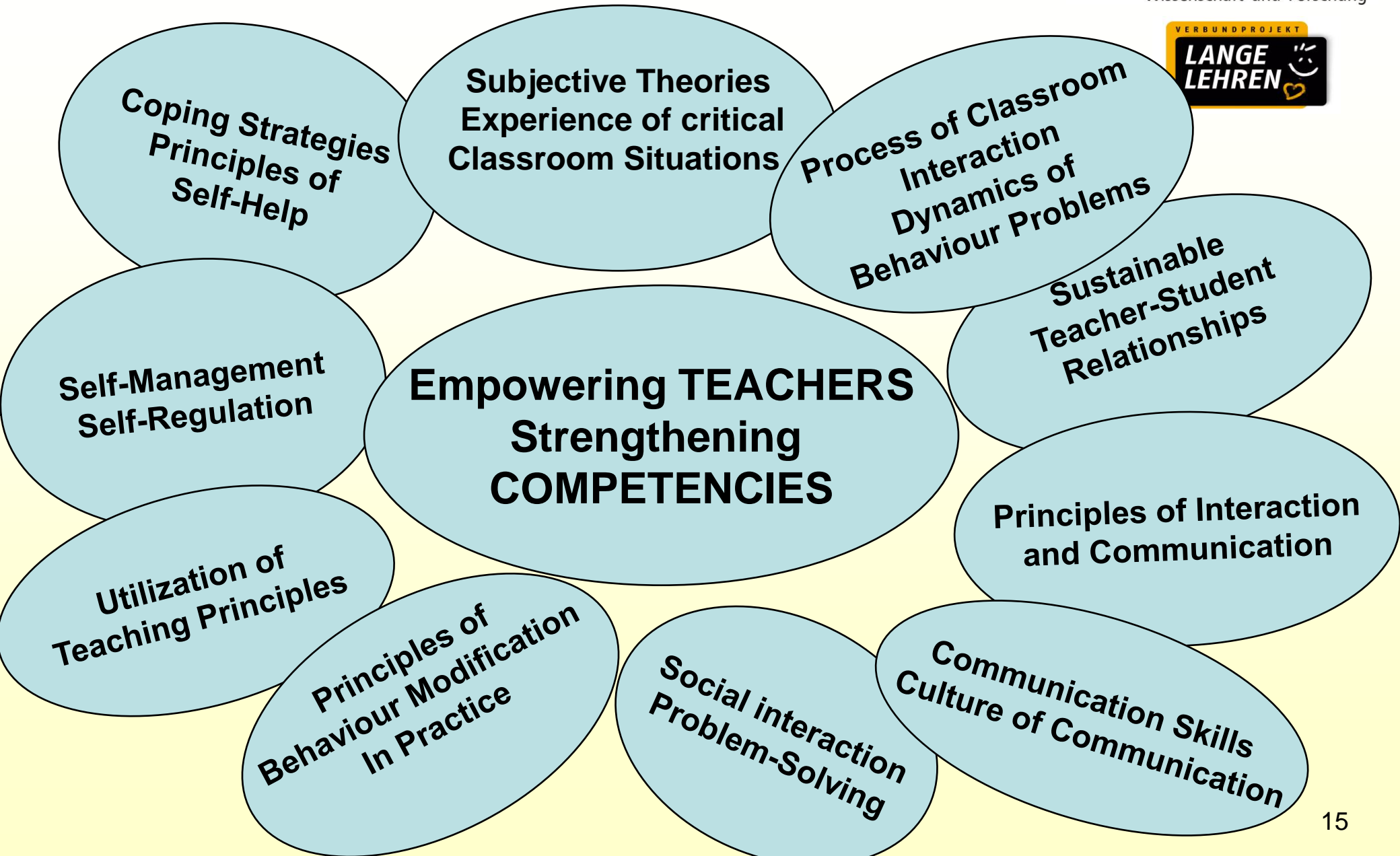
# 3.4 Competence Training: Basic Concepts - Teachingprocess



## Strengthening competencies in dealing with classroom behaviour problems



# 3.5 Central Themes of the 10 Modules



# 3.5 Competence Training: Structure

## Additional Module



**Re-Experiencing and Reflecting**

**Individual Classroom Interaction**

**Video-based observation**

**Individual Feedback**

## 3.6 Competence Training: Methodology

- Short lectures
- Analysis of case studies in small groups
- Tasks involving role play
- Tasks helping to reflect and analyze critical situations
- Group discussions
- Task-related periods of reflection
- Homework to strengthen various competencies
- Classroom observation, including videos and individual feedback sessions

# 3.7 Competence Training: Structure of each module

- *Welcome-Ritual*
- Analysis of homework
- Introducing and working on the themes
  - Short lectures
  - Task-related periods of reflection
  - Case-analysis
  - Tasks involving role-play
- Homework – structured tasks to use in the individual classroom setting
- *Closing-Ritual* and Feedback

## 4. Outcome aims: Sustainability

Supported by the following methods:

- Group discussions
- Individual Case-Analysis
- Exchange of best practice strategies
- Folder with hand-outs on specific psychological subjects, check-lists and addresses
- Network

## 5. Outcome: The Manual

contains a description of:

- the theoretical basis of the Competence Training
- the main assumptions about behaviour problems in the schoolsetting related to social changes
- the suggested structure and methods for each module
- Contains a CD with all the materials used: scripts, case studies, key-notes, tasks for role play, reflecting issues, homework, literature and addresses of important institutions.

# 6. Process Evaluation

## Process Evaluation

185 Teachers took part in the project and evaluated it.

## Positive Comments

**“I will use communication skills with greater awareness“**

**“I feel more confident about dealing with problems of interaction“**

**“I am more secure in analyzing critical incidences of classroom interactions“**

**“I will use strategies for stress reduction more often in my every day routine of teaching“**

## 7. Evaluation and Conclusions

**Most of the teachers would advice other teachers to take part in the Competence Training Programme in order to overcome feelings of stress and regaining confidence and initiative.**

**Supporting teachers is a most important issue for School Psychologists in helping them meet the considerable demands of societal transformation.**

# Thank you for your attention.

[www.langelehren-projekt.de](http://www.langelehren-projekt.de)

**Katharina Winkelmann, Berlin, Germany**

[\(katwinkel@gmx.de\)](mailto:katwinkel@gmx.de)