

Erasmus+ project "Enforcement of schoolboards " 2019-1-EE01-KA204-051720

**TOPICS AND STRUCTURE OF THE THREE-DAYS
TRAINING PROGRAM
FOR SCHOOL BOARD MEMBERS:**

First day

1. **Building and maintaining relationships** for 1.5 hours
 - a. The relationship and the quality of life
 - b. Setting boundaries and assertiveness
 - c. Understanding one's own and others' struggles.
2. **Rules of Procedure and Other Community Agreements** 1.5 hours
 - a. Agreements regulating the work of the school board and school life
 - b. Group work "Rules of Procedure"
 - c. Prerequisites for the formation of the parents' council
3. **Implementation of the ideology of the organization** 1.5 hours
 - a. Value creation chain
 - b. Prerequisites for the formation of responsibility
 - c. Summary of the day and story circle

Second day

1. **Stages of development of a person and organization** 1.5 hours
 - a. Human development and its prerequisites
 - b. Human development cycles
 - c. Organizational development cycles
2. **Conflict as an opportunity** 1.5 hours
 - a. From disagreement to conflict
 - b. Types of conflict and behavior in the conflict
 - c. Escalation of conflict
3. **Conflict as a solution** 1.5 hours
 - a. Conflict resolution path
 - b. Case study
 - c. Summary of the day and story circle

Third day

1. **Creating of working groups** 1.5 hours
 - a. Introduction to the basics of collegial management
 - b. Group work "Mapping pressing issues"
 - c. Conclusion and arrangement of next meetings

2. **Development plan and curriculum design 1.5 hours**
 - a. Introduction by management and teachers
 - b. Brainstorm to pick up innovative ideas
 - c. Conclusion and arrangement of next meetings

3. **Create a budget and share a budget for 1.5 hours**
 - a. Introduction to the topic of educational institution budgeting
 - b. Brainstorm on implementing a shared budget
 - c. Conclusion and arrangement of next meetings

1. **The trainer's goal is to:**
 - a. create prerequisites for the formation of trusting relationships in the group;
 - b. help group members understand and formulate their own needs and those of their groupmates;
 - c. to help understand the functioning of the educational institution as a whole and the links between decision-making and responsibility;
 - d. create prerequisites that each participant understands his role in the formation of added value in the organization;
 - e. to help establish agreements directly related to the culture of the community, which frame successful cooperation on a daily basis;
 - f. help the participant understand the direct and indirect links between personal and organizational development;
 - g. to help understand conflict as an opportunity for a conscious leap in development;
 - h. teach the participant to understand himself and other parties in a conflict situation;
 - i. to teach to notice and recognize the escalation of conflict and to help acquire appropriate behaviors;
 - j. to support the personal and community initiative of participants in setting up working groups;
 - k. create prerequisites for finding and creating hitherto undiscovered opportunities in the basic documents of the educational institution;
 - l. create a prerequisite for achieving the potential financial capacity of the school community.

2. **Those who have completed the training:**
 - a. understands the need for trusting relationships and is able to create prerequisites for their formation;
 - b. is able to classify needs and knows the logic of the formation of stress and overload;
 - c. understands the functioning of the educational institution as a whole and its own role in this whole;
 - d. is able to relate their development as a member of the community and a person to the development of the organization;
 - e. understands how the disagreement develops into a conflict and knows what is in his power to prevent an escalation of the conflict,
 - f. knows how to find a reason or motive for taking personal initiative in one's own community;
 - g. is able to orient themselves in the basic documents of the educational institution;
 - h. knows the basic principles of budgeting in an educational institution.

3. **To ensure sustainability in cooperation between the Estonian Parents' Association and the Institute of Leadership Culture:**
 - a. Preliminary agreements have been made for the continuation of the program started by the project in the next academic year;
 - b. support the creation of parents' councils;
 - c. a nationwide support network(s) will be created;
 - d. training and consultations focused on a specific topic are provided;
 - e. joint discussions will be organised to share experiences.

4. **Methodically, the structure of the training day uses the** principle that before moving on to theoretical explanations, participants are able to gain relevant practical experience, which helps to understand the vital connections between practice and theory. A very important role in this format of training is played by group work and especially brainstorming sessions, which exclude criticism and allow new ideas to emerge in a creative atmosphere.