

Educational Material with Sample Activities

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The following intellectual output (103) aims at enhancing the knowledge and skills for the career development of educational staff. The analyses of national and international policies, strategies and documents (101) led to the conclusion that there was no systematic capacity building of teacher career development. In order to address the existing void, a curriculum for teachers' career development (102) was developed. The target group of the curriculum ranges from preschool teachers to headteachers and should also involve other members of educational staff. The main aim is to encourage and motivate participants to use the theoretical and practical knowledge about career development to their personal benefit. All educational staff members are encouraged to provide information about the importance of career development to their students in order to motivate them to create and plan their own professional path early and systematically. The educational material is intended to help with the implementation of the curriculum.

Keywords: lead career, modules, educational material, sample activities

The following educational material with its sample activities serves as an example that can be used by trainers to create similar material, be creative and flexible in following and achieving the aims of the curriculum. Trainers are free to tailor the activities to participants' professional needs. It is recommended that the maximum number of participants in a group is 20. This ensures active involvement of all participants within the group. The optimal time for each activity is proposed, but trainers remain free to adjust the length of the activities depending on participants' professional experiences and needs. Three sample activities are presented for every module. The material covers all the aims but the first (to introduce the participants to the curriculum). The five modules with the names and aims of sample activities are presented in table 1.

Each module consists of three sample activities. The structure of each activity is the following: activity name, aims, description, time frame, resources and an example of a tool. The activities include, when appropriate, reflective questions for participants to deepen the understanding of the learning process.

Module 1: My Career – My Dream

Activity 1: Looking Back

Aim. To enable participants to reflect on their own career paths.

Description of Activity

Part A:

1. Each participant mimes what they wanted to be when they were a child. Other participants try to guess what it was. In small groups, they discuss what has happened to their wishes, why they have or have not changed.
2. Participants are encouraged to close their eyes and try to recall the reasons why they decided to become teachers. They discuss the topic in small groups. Participants put the reasons on five large size papers and are invited to tick what still motivates them.
3. The trainer invites participants to describe what has happened to their motivation in the course of time, and how that is related to their career.

Part B:

1. Each participant will draw a comic book of the 'Story of My

TABLE 1 Modules, Activities, Aims, and Topics

Module	Name of activity	Aims and topics
My Career – My Dream	Looking Back	To enable reflection on participants' own career paths.
	In My Shoes	To encourage reflection on participants' own career competences and career management skills.
	Take a Look Further!	To create a career vision.
I Am the Leader of my Career	I Am the Manager	To get basic knowledge about career management skills.
	Me, Myself and I	To be informed about national career guidance policies and the labour market. To assess own career management skills. To be able to relate the personal career development to career management skills.
	Happy Ending Story – Creating a Career Vision	To build on future directions.
My Personal Mastery	Challenging Life Incidents	To identify and analyse the most influencing factors in career planning.
	Affecting Factors	To link the identified factors to career competence.
	Transferring Tools and Techniques	To familiarise oneself with the tools and techniques needed for the identification of influencing factors in career planning.
I Plan my Career	Find Your Way	To help participants design/come up with different career goals.
	Boost Your Self-Esteem	To foster a resilient attitude towards unexpected events and show a variety of strategies.
	Time to Make a Change	To get introduced to job applications, assessment tools and techniques.
My Learning Process	My Learning Path	To reflect on and assess the learning process.
	Use of Career Knowledge and Skills, and the Role of the Headteacher	To analyse the gained knowledge and skills related to career development.
	The Role of the Headteacher	To identify possible future career scenarios.

Professional Life.' The trainer explains that the emphasis should be on symbols (expression of emotions).

2. Each participant receives crayons and a blank comic book template with three to five sequences.
3. The comic books are exhibited on the wall and discussed.

Part C:

1. Participants choose a picture of vehicles that reflects their career journey. They discuss their choices in small groups.

2. After the discussion, they contemplate on whether or not they want to change this picture and explain the reasons why. The trainer can help with questions, such as: Do you think that your career needs gas or brake or should continue at the same pace? Do you think that you have the power to change its speed? How could you do this?

Suggested Time. 120 minutes.

Resources. Maps, papers, scissors, toy vehicles, working sheets, crayons, markers.

Tool. Comic book template.

Activity 2: In My Shoes

Aim. To encourage participants to reflect on their own career competences and career management skills.

Description of Activity

Part A:

1. Explain how to use the satisfaction thermometer to all participants. They have to indicate their level of satisfaction with their current job, using the following scale: 0 – extremely low level of satisfaction (I hate my job); 5 – moderate satisfaction; 10 – high level of satisfaction (I love my job).
2. Participants measure the levels of their satisfaction in their current jobs.
3. They discuss their satisfaction levels in small groups.

Part B:

1. Walk & Talk activity – participants take a walk in different directions within the room. When they meet another participant's eyes, they have to speak up about one problem they have at work (in one sentence), without discussion.
2. Discussion in small groups about the activity follows.
3. Participants brainstorm about the possible consequences of the different levels of satisfaction on the quality of life, stress levels, health ... Working in small groups, they write down the notes. The noted consequences are discussed. The trainer asks participants to think about what they could do in order to be more satisfied and less tense regarding their jobs, and to share their thoughts.

Part C:

1. The trainer introduces the term ‘career competences.’ Participants discuss in small groups and write down basic career competences. After the presentation of each group, all competences are written down on a large piece of paper. Participants then make a list of competences they have and competences they would like to have or develop.
2. The trainer introduces the term ‘career management skills.’ Participants are encouraged to think about and discuss what allows some people to manage their careers effectively. They group factors into two rows – internal and external factors – and discuss them.
3. Participants are encouraged to find a way to raise their level of satisfaction at work using their existing competences and career management skills, as well as planning to develop new career competences and career management skills. They create free form diagrams and discuss them in pairs.

Suggested Time. 60 minutes.

Resources. Working sheets, crayons, markers, large size paper.

Activity 3: Take a Look Further!

Aim. To create a career vision.

Description of Activity**Part A:**

1. In small groups, participants discuss whether their careers simply happened or whether they actively planned their careers. The trainer stresses the importance of career planning.
2. They put on imaginary/paper ‘future reading glasses,’ and imagine where they see themselves in the future.
3. They write down their ‘dream jobs’ on a piece of paper. The trainer asks questions: Do you think it is possible to make your dream come true? Why would you like to do your dream job? What could you do to make your current job a dream job?
4. Place all the pieces of paper in a bag. Participants each take one piece of paper from the bag, read someone’s ‘dream job’

and try to figure out whose job it is. They answer questions: Would you like to keep your current job or trade it for the job written on the piece of paper? Why?

Part B:

1. Participants are encouraged to brainstorm about the ways of making their dream careers come true.
2. They write the ideas down and discuss them in small groups.
3. Group representatives recap the ideas. All the different ideas get written on a large piece of paper. Participants discuss the ideas and the potential to use them in real life.

Suggested Time. 60 minutes.

Resources. Small pieces of paper, large size paper, markers, bag and glasses.

Module 2: I Am the Leader Of My Career

Activity 1: I Am the Manager

Aim. To gain basic knowledge about career management skills.

Description of Activity

1. Put yourself in others' shoes. The presentation of five national and/or international famous career stories (written story or video) follows.
2. Participants work in small groups. Every group gets one career story and participants have to analyse the career path – what led to the success, which career competences and management skills they can recognize in a specific successful person, and try to find similarities and differences in comparison to themselves. Group representatives present the 'personal profile analysis' of the successful person to all participants.
3. After hearing all personal profile analyses, the groups deliberate on what the key career management skills are.
4. Group representatives present the key career management skills that participants named and key competences for career development.
5. The trainer writes down the different career management skills and competences, and guides participants to add one more important aspect they did not mention.

- Participants compare career management competences with their own and discuss the possibilities to improve the shortcomings.

Suggested Time. 60 minutes.

Resources. Video or written materials, large size paper, crayons.

Activity 2: Me, Myself and I

Aims. To be informed about national policies regarding career guidance and the labour market; to assess career management skills; to be able to relate their personal career development to career management skills.

Description of Activity

- In small groups, participants discuss important personal characteristics for career development. The trainer adds those that participants have not mentioned. He or she invites them to think about their personal strengths and weaknesses for career development.
- Each participant notes their own top three to five personal attributes, and three to five potential weaknesses.
- Participants discuss their values: Why am I working? What is important to me about work? What do I value most?
- Participants discuss their interests: What would you be willing to do for free? What causes do you really care about? If you could do anything to earn money, what would it be?
- They complete the online 'Skills Assessment' at 'Employability Skills 2000+' and analyse their results.
- The trainer provides information about national strategy, labour market and useful national documents.
- Participants are encouraged to think and discuss how the national strategy and labour market characteristics could influence their career development, and how to overcome potential barriers.

Suggested Time. 120 minutes.

Resources. Worksheets, papers, markers, questionnaire.

Activity 3: Happy Ending Story – Creating a Career Vision

Aim. To build on future directions.

Description of Activity

1. The trainer encourages participants to use the insights, information and knowledge they received during the activities until now, in order to develop their own career vision.
2. On a large piece of paper, participants make their career visions materialize in the form of a mental map: they draw symbols and directions, write steps, positive affirmations, reminders ...
3. Career visions are shown and discussed.

Suggested Time. 120 minutes.

Resources. Worksheet, papers, markers.

Module 3: My Personal Mastery

Activity 1: Challenging Life Incidents

Aim. To identify and analyse the most influencing factors in career planning.

Description of Activity

1. Each participant lists their key career information and incidents on the horizontal axis from their birth onwards. The distance between individual bits of career information/incidents should be as great as the participant feels or knows it should be. The career information and incidents are not necessarily related to participants' work life, but also include personal data and information that participants see as connected to their work life.
2. Participants are paired. They present and explain their career paths to each other and discuss them. They describe in detail to each other what they meant under each career incident – e.g. key people, associations – and what they notice in their career paths.
3. On the vertical axis (emotional curve), participants mark how they felt at that particular incident. These emotions are graded from 1 to 5 (1 meaning very bad, 5 meaning really well). Each incident should be accompanied with the key name of emotion. Participants are paired again to discuss the picture (e.g. Which incidents are emotionally potent/weak?).
4. At the final stage, each participant draws the incidents they would like to happen in the future on their career path (horizontal axis). They can include the timeframe component or

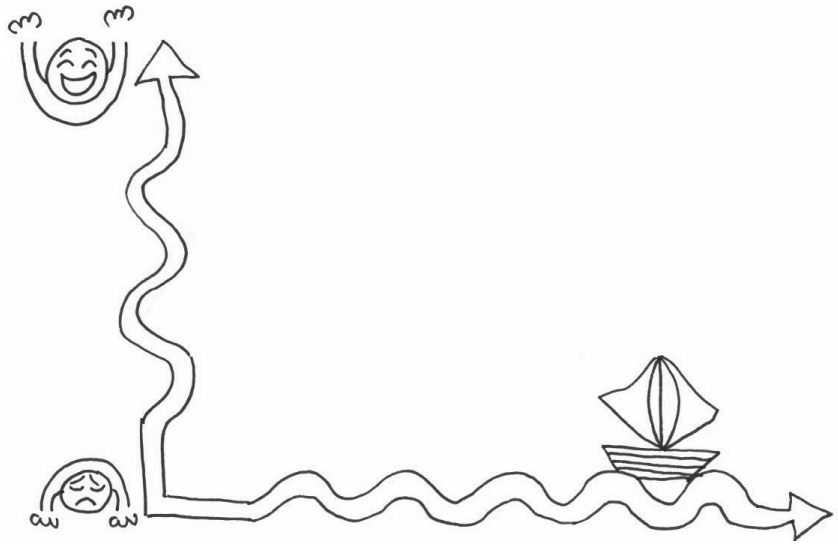


FIGURE 1 Career and Emotional Curve

not. Participants also indicate the level and type of emotion regarding the incident (vertical curve).

Suggested Time. 120 minutes.

Resources. The career and emotional curve tool.

Tools. Career and emotional curve (figure 1).

Activity 2: Affecting Factors

Aim. To link the identified factors to career competence.

Description of Activity.

1. Each participant chooses 3 career incidents that have influenced his or her life the most.
2. For each of the incidents, the participant completes a spider grid, labelling the 4 influencing factors (1 being not influential at all, 7 being the most influential).
3. The participant connects the identified factors and colours the grids.
4. At the final stage, participants compare the grids of all the incidents. They look for differences and similarities to find explanations.

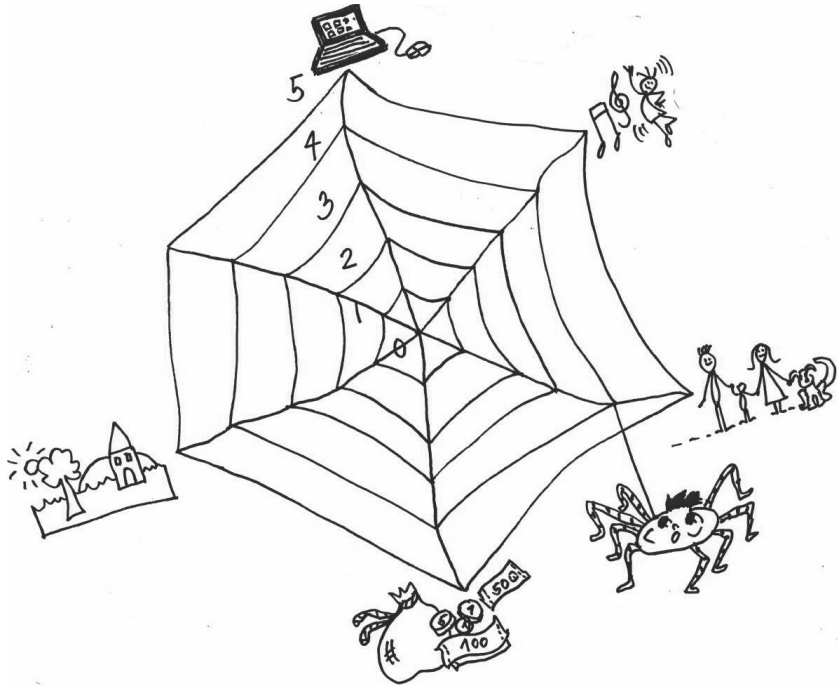


FIGURE 2 Spider Grid

Suggested Time. 90 minutes.

Resources. Spider grid (see inserted tools below).

Tools. Spider grid (figure 2).

Activity 3: Tools and Techniques

Aim. To familiarise oneself with tools and techniques for the identification of influencing factors in career planning.

Description of Activity

1. Participants assess and evaluate the tools (career and emotional curve, spider grid) used for the identification of influencing factors in career planning for potential use in practice (with their students or clients). They strive to find the answers as to where and how the tools can be used in their everyday practice.

Suggested Time. 30 minutes.

Resources. The tools (career and emotional curve, spider grid – from activities 1 and 2).

Module 4: I Plan My Career

Activity 1: Find Your Way

Aim. To help participants design or come up with different career goals.

Description of Activity

1. The trainer explains the term ‘goal’ and what qualities a goal should have. Participants are introduced to the concept of ‘SMART’ (Specific, Measureable, Achievable, Realistic, Time-Bound).
2. The trainer gives one good goal example and one bad one and lets participants discuss which goal is formulated well and why. This shows how goals ought to be formulated.
3. Then it is participants’ turn to formulate goals – at least 5 short term and long term goals.
4. The goals are presented in groups of four people. Participants give each other feedback on the quality of their goals.
5. This step is optional and depends on the time available: In small groups, the actions that need to be taken to achieve a certain goal can be identified and also discussed.

Suggested Time. 120–140 minutes.

Resources. No special material needed.

Activity 2: Boost Your Self-Esteem

Aim. To foster a resilient attitude towards unexpected events and get to know a variety of strategies.

Description of Activity

1. In order to come up with (new) coping strategies for unexpected events, participants are invited to have a look at their past and how they dealt with similar situations, by answering the following questions:
 - What kinds of events have been the most stressful for me?
 - How have those events typically affected me?
 - How was I able to overcome those events?

- To whom have I reached out for support in working through such an event?
 - What have I learned about myself and my interactions with others during difficult times?
2. In a Think-Pair-Share procedure, participants first reflect on these questions on their own. Then they share their thoughts with another person and later present one of the examples that they have been talking about to the plenum.
 3. After the presentations, different coping strategies are identified from the given examples and, if necessary, the strategies that have not been mentioned are added.

Suggested Time. 120 minutes.

Resources. None needed.

Activity 3: Time to Make a Change

Aim. To get introduced to job application and assessment tools and techniques.

Description of Activity

1. This part can be very extensive and, keeping timeframe limitations in mind, the trainer has to focus on one specific topic. It is possible to ask participants upfront which topic they are interested in and then focus on the chosen field of interest. In our example, we focus on writing an application letter.
2. After a theoretical introduction to the application process (finding a job ad, designing a cv, writing an application letter, getting a job interview, ...), participants will be confronted with a well written job application and a job application that is improvable.
3. In the first step, each participant goes through both applications and tries to find examples of good and bad practice. After correcting the improvable application, participants discuss the results of these application reviews in groups.
4. In the final step, each participant searches for one job advertisement on the Internet or in a newspaper and formulates an application for the job.
5. Applications are collected and the trainer gives a written feedback.

Suggested Time. 240 minutes.

Resources. Two applications, access to the Internet or newspapers.

Module 5: My Learning Process

Activity 1: My Learning Path

Aims. To reflect on and assess the learning process, analyse the gained knowledge and skills related to career development, and identify potential future career scenarios.

Description of Activity The trainer explains to participants that they will take a look at their career path as a whole, as seen through all the modules they have attended, from their personal and professional points of view (the trainer emphasises the importance of this). This will help them analyse their learning process and acquired knowledge in order to identify potential future career scenarios. Steps:

1. Participants individually draw a tree as a symbol of the learning process. Each branch is a symbol of new or gained knowledge or skills. They name each branch according to the knowledge they gained or received. They mark the activities already put into practice with green colour, and those that are still waiting to be integrated into their professional lives with black colour.
2. Participants complete the following task: Identify the 'dry' or 'wild branches' in your career tree. Which are they and was there any possible way to avoid them?
3. According to the picture of a tree, participants identify at least 2 possible future career scenarios (individual work).
4. At each table, participants present the identified career scenarios to each other. They discuss these scenarios, with the emphasis on gained knowledge and skills. At the end of the activity, the team choose at least one scenario that seems the most likely and present it. (pair work, 20 minutes).
5. A discussion about presented scenarios follows. The moderator is shadowing the presentation by putting the main ideas on a flipchart. Based on this, the moderator and participants draw conclusions together (group work, 20 minutes).
6. Conclusions made will be taken into consideration later, when putting together a model of support.

Suggested Time. 90 minutes.

Resources. A roll of paper (A3 paper) for each participant, flipchart, green and black markers.

Activity 2: Use of Career Knowledge and Skills, and the Role of the Headteacher

Aims. To reflect and assess the learning process, analyse the knowledge and skills gained in relation to career development, identify potential future career scenarios.

Description of Activity

1. In groups, participants brainstorm about potential career action steps.
2. They decide on the main, most important action steps – based on the agreement of the entire group (10 minutes).
3. Each group put together the guidelines that will help participants further develop their career (45 minutes).
4. The guidelines are presented and put on the learning wall. Time is accorded to look at the guidelines and reflect on them (30 minutes).
5. In groups, participants discuss these guidelines and each of the individuals reflects on their possible use (20 minutes).

Suggested Time. 115 minutes.

Resources. Worksheet, completed previous activity.

Activity 3: The Role of the Headteacher (Expectations, Experiences, Best Practices, Suggestions and Influences on Teacher Career Development)

Aims. To identify participants' (teachers') expectations and experience regarding headteachers' support for their career development.

Description of Activity

1. Before attending the module, participants write down a description of the support they have received from their headteachers so far. Is there anyone else in your life who can help you with your career decisions? This work is done at home.
2. Participants are divided into groups according to the school level. Each participant presents their description.
3. A discussion in groups follows. Each group make their own model (derived from their description) of the best practice as they perceive it (20 min).
4. Each group present their model (20 min).

5. A group discussion takes place. The main points for developing headteachers' support for teachers' career development are decided on.
6. Will you be able to incorporate these changes into your future career?

Suggested Time. 90 minutes.

Resources. Paper, pencils.

Izobraževalno gradivo s primeri aktivnosti

Opisana intelektualna spoznanja (1S3) so namenjena krepitvi znanja in veščin za karierni razvoj strokovnih delavcev v vzgoji in izobraževanju. Analize državnih in mednarodnih politik, strategij in dokumentov (1S1) so pripeljale do sklepa, da ni sistematičnega razvijanja kapacitet za razvoj kariere učiteljev. Za zapolnitev obstoječe vrzeli smo oblikovali kurikulum za karierni razvoj učiteljev (1S2). Ciljna skupina kurikula so strokovni delavci od predšolskih učiteljev do ravnateljev in drugih vzgojno-izobraževalnih delavcev. Glavni namen je spodbosti in motivirati udeležence, da uporabijo teoretično in praktično znanje o razvoju kariere sebi v dobro. Vse strokovne delavce spodbujamo, da svojim učence zagotavljajo informacije o pomembnosti razvoja kariere, da jih motivirajo k oblikovanju in načrtovanju lastne poklicne poti zgodaj in sistematično. Izobraževalno gradivo je mišljeno kot pomoč pri izvedbi kurikula.

Ključne besede: LeadCareer, moduli, izobraževalno gradivo, primeri aktivnosti

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