

Life Coaching for Teachers: Happy Teachers for Better Students

NIZZA

08 agosto 2022 - 15 agosto 2022



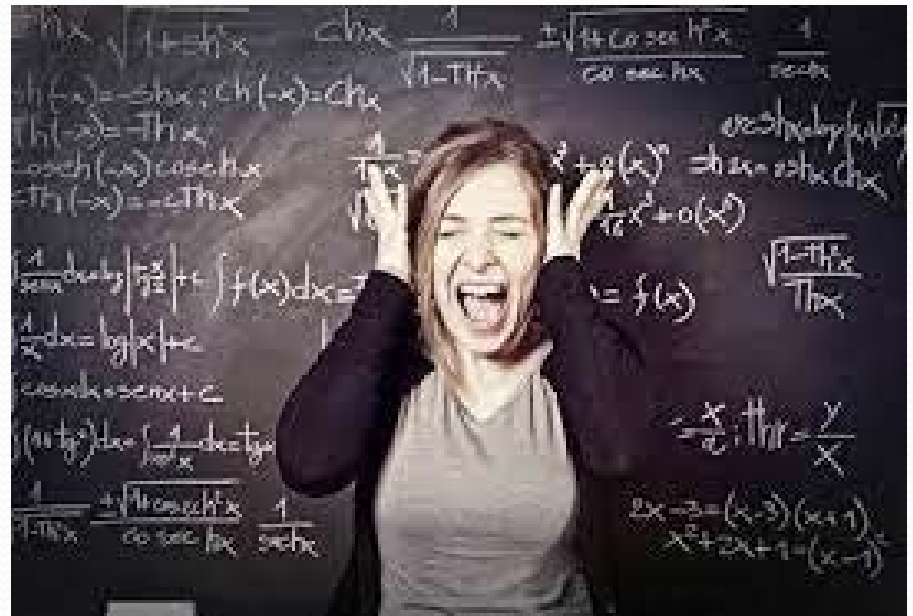
Erasmus+

Obiettivi del corso



Riflettere su se stessi come insegnanti, per acquisire un certo livello di **autoconsapevolezza** del proprio ruolo, del proprio approccio all'insegnamento, dell'essere parte di un team più ampio.

Al fine di prevenire lo stress e promuovere un sano equilibrio tra lavoro e vita privata, soddisfazione ed efficacia.

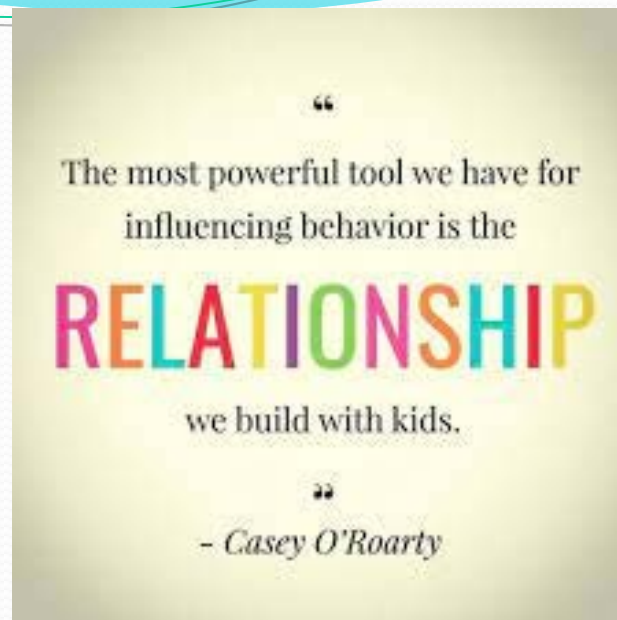


strategie per favorire il benessere degli alunni

Puntare sulla RELAZIONE

LO STRUMENTO PIÙ POTENTE DI CUI DISPONIAMO PER INFLUENZARE IL COMPORTAMENTO È LA RELAZIONE CHE COSTRUIAMO CON *BAMBINI, COLLEGHI GENITORI.*

Casey O’Roarty



The golden time



COS'E' LA FELICITA'

quando un bambino
è felice?

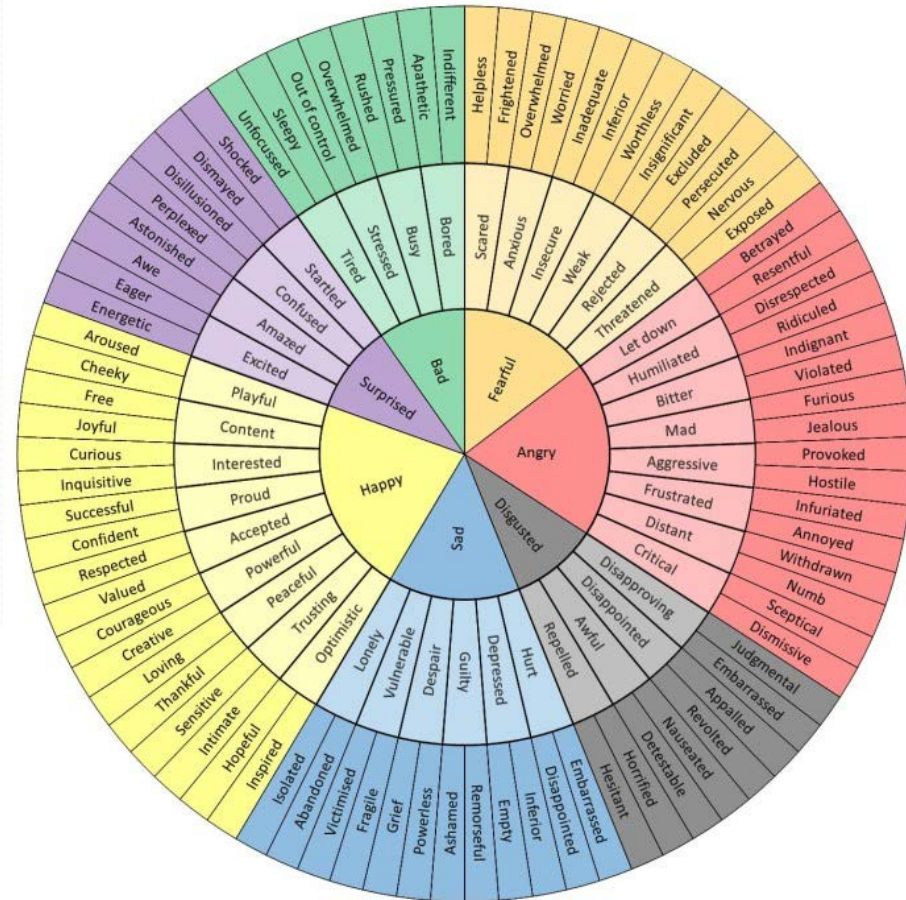


LA FELICITA'E' COLLEGATA E DERIVA DA UN SENSO DI SODDISFAZIONE DELLA PROPRIA VITA.

I BAMBINI SONO FELICI SE SONO SODDISFATTI DI QUELLO CHE hanno fatto, raggiunto, imparato, capito, creato deciso. . .

Insegnante fa da coach

LAVORARE SULLE EMOZIONI



ANGER

UNHAPPY
ANNOYED
AGITATION
POWERLESS
↓
THOUGHTS

OVERWHELMED
ANXIOUS
RESENTMENT
EXASPERATED
↓
FEELINGS/
EMOTIONS

CRUELTY
OUTRAGE
FURY
HYSTERIA
↓
ACTIONS

Tenere un diario



MINDFULNESS: STILE DI VITA BASATO SU SULLA CONSAPEVOLEZZA E CALMA CHE PERMETTE DI VIVERE PIENAMENTE IL MOMENTO PRESENTE.

MOTIVARE I RAGAZZI

MOTIVAZIONE ESTRINSECA

Premio,
riconoscimento
evitare una
punizione

**Gli altri hanno il
controllo del mio
destino**



MOTIVAZIONE INTRINSECA

Lo faccio per me stesso,
per ricompensa
personale.

**Io controllo il mio
destino**

STRATEGIE PER FAVORIRE IL BENESSERE DEGLI INSEGNANTI

Professionals learning protocol

PARLARE PER
CINQUE MINUTI
DI UN' ATTIVITA'
SVOLTA DI
RECENTE CHE HA
AVUTO
SUCCESSO.



Probing Protocol



Purpose: A protocol for exploring, examining and inquiring (6-10 participants)

Protocol Steps

Your Notes

Step 1: Introduction to Probing questions – "Probing questions are meant to help the presenter think more deeply, challenge his/her assumptions or consider ways to rethink some aspect of their practice. Probing questions are for the benefit of the presenter, not the one asking the question (i.e. challenging). They should be genuine questions, not judgement or advice, though sometimes ideas to consider are either implicit or explicit in the question."
Minutes

Step 2: Writing Dilemmas – Describe, in writing, a dilemma that is real for you. This dilemma can be school-wide or limited to the classroom. It can be about curriculum, instruction, assessment, or a particular student or colleague, as long as they are kept anonymous.
Minutes

Step 3: Sharing Dilemmas –
- a volunteer reads their problem or issue
- anyone in the group may ask clarifying questions for the presenter to answer (establish difference between clarifying and probing questions).
- anyone in the group may ask a probing question
- Presenter writes each question down without yet responding to any of them
- Presenter considers each probing question and decides which one was most on target in terms of deepening his/her thinking about the dilemma. Presenter may take a couple of minutes to reflect aloud on the meaning of the question in relation to the dilemma.

Probing Questions

Some examples of probing questions:

What do you think would happen if...?

How would X be different if...?

What's another way you might...?

What do you assume to be true about...?

What would need to change in order for...?

Why do you think this is the case?

What sort of impact do you think...?

The healthy mind platter. Dan Siegel

<https://youtu.be/3EQ2tzHl3Ks>



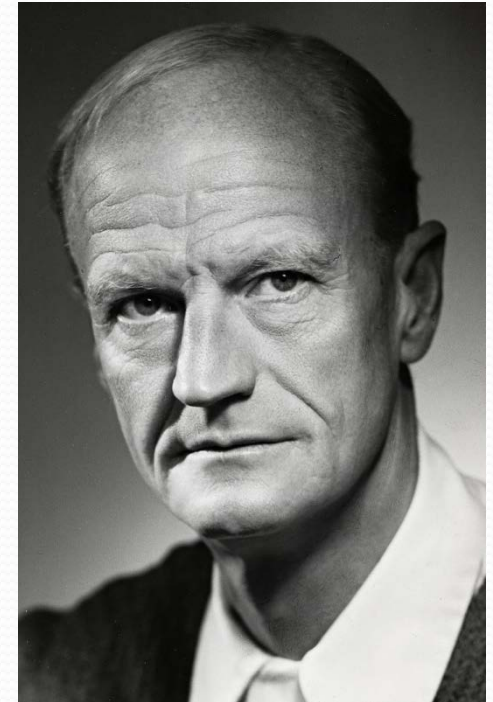
SOAR ANALYSIS per essere insegnanti felici

SOAR Model Analysis (Appreciative Inquiry)

S	Strengths: <i>What can we build on?</i> <ul style="list-style-type: none">• What are we most proud of as an organization?• What makes us unique?• What is our proudest achievement in the last year or two?• How do we use our strengths to get results?• How do our strengths fit with the realities of the marketplace?• What do we do or provide that is world class for our customers, our industry, and other potential stakeholders?	Aspirations: <i>What do we care deeply about?</i> <ul style="list-style-type: none">• <i>When we explore our values and aspirations, "what are we deeply passionate about?"</i>• <i>Reflecting on our Strengths and Opportunities conversations, who are we, who should we become, and where should we go in the future?</i>• <i>What is our most compelling aspiration?</i>• <i>What strategic initiatives (projects, programs and processes) would support our aspirations?</i>
O		
A	Opportunities: <i>What are our stakeholders asking for?</i> <ul style="list-style-type: none">• How do we make sense of opportunities provided by the external forces and trends?• What are the top three opportunities on which we should focus our efforts?• How can we best meet the needs of our stakeholders?• Who are possible new customers?• How can we distinctively differentiate ourselves from existing or potential competitors?• What are possible new markets, products, services or processes?• How can we reframe challenges to be seen as exciting opportunities?• What new skills do we need to move forward?	Results: <i>How do we know we are succeeding?</i> <ul style="list-style-type: none">• Considering our Strengths, Opportunities, and Aspirations, what meaningful measures would indicate that we are on track to achieving our goals?• What are 3 to 5 indicators that would create a scorecard that addresses a triple bottom line of profit, people, and planet?• What resources are needed to implement vital projects?• What are the best rewards to support those who achieve our goals?
R		

Indicare i GOAL
quello
che si può fare
S specific
M misurabile
A achievable
R relevant
T time based

Eisenhower motiv



	Urgente	Non urgente
Importante	DA FARE immediatamente Azioni non delegabili	DA PIANIFICARE Azioni da svolgere più in là nel tempo
Non importante	DA DELEGARE immediatamente Azioni che possono essere svolte da altri	DA NON FARE Azioni superflue