

INSTRUMENT 4 - MODULE 3



MODULE 3

Training modules for teaching staff
and specialists

**Vocational pedagogical
professionalism and personal
social-emotional skills**

- Annexes -

Developed by:
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THESES ON WORKING ALLIANCES

Theses on work alliances

- 1.) The concept of the pedagogical working alliance seems suitable to develop further and accentuate existing positive pedagogical approaches and courses of action.
- 2.) The pedagogical working alliance is familiar with the unresolvable paradoxes of pedagogy, for example, proximity - distance; self and external determination; help - autonomy; voluntariness - compulsion; specific - diffuse roll form; individuality - community; symmetry - asymmetry.
- 3.) The pedagogical alliance knows that every action makes sense individually. We have to understand the meaning of the actions if we want to work with the trainees in a resonant manner, that is, socially and emotionally competent. It is also about understanding case structures. However, understanding does not mean that the actions are accepted.
- 4.) Case understanding encompasses the threefold dimension of the concept of understanding:
 - Understanding as intellectual comprehension
 - Understanding as communication
 - Understanding in the sense of ability (understanding each other ...)
- 5.) The pedagogical working alliance is based on the unity and contradictory nature of the educational process which is to be designed together. On the basis of a basic agreement, which does not always have to be obtained in every situation, superordinate and subordinate relationships are also formed. The professional workers become “instruments” in the development of the trainees. The common direction can be specified in the aid/rehabilitation planning. The instrumental character of the educators includes the highest possible demands on clients,

THESES ON WORKING ALLIANCES

both in terms of education and in terms of training.

- 6.) The success of the working alliance is based on the successful design of the relationship between the trainees and the educators. Relationships require trust and reliability. The professionals have an obligation in this regard.
- 7.) The working alliance in the training process relates to the acquisition of the necessary skills and qualifications.
- 8.) The working alliance strengthens the responsibility and self-efficacy of both the trainees and the educators involved. This requires a resource-oriented approach as well as the courage to involve the trainees fully:
 - in the organisation of the daily routine
 - in the development and design of the pedagogical structures
 - in establishing and formulating objectives for their individual educational process (within the framework of the training requirements).
- 9.) The pedagogical working alliance recognises resources in the specific actions of the trainees and is based on the principle of “strengthening strengths”.
- 10.) The pedagogical working alliance knows the fundamental difference between the relationship with individual trainees and the relationship with a group. It uses specific tools and procedures to do justice to these special features.
- 11.) The pedagogical working alliance needs an open culture of criticism (on and between all levels, both in terms of the formulation of criticism and its acceptance).

FORMING WORKING ALLIANCES

Forming working alliances



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1.)

A trainee already has a high number of absences. The talks with the training manager have unfortunately not had results. The first and second warnings obviously also had no effect. You have a good relationship with the trainee. Again, the trainee does not come for three days in a row. When he returns, he wants to speak with you, the trainer. He explains to you that he is actually no longer interested and wants to drop out of the training. How do you initiate the conversation? In this specific case, how can you proceed to establish a working alliance once more?

2.)

A conflict between two trainees almost leads to physical assault. This can only just be prevented by your intervention. The two face each other a few metres apart and hurl insults at each other. "What a spastic. What a cripple", says one of them. The other turns to you and swears: "What a shitty foreigner. He should have stayed where he came from. What is he doing here anyway?"

Can you still hope to achieve any kind of working alliance with such statements? If so, how do you go about it?

3.)

As a trainer, you are not satisfied with the situation in your group. Time and again there are taunts, mobs and little community spirit. You have tried both being kind and strict - but apparently nothing seems to help.

How could the concept of the working alliance help you to achieve a better culture of interaction and better cooperation?

Peer case consultation



- | | |
|----------------------------|--|
| Getting started | <ol style="list-style-type: none"> 1. Clarifications <p>Who is the moderator? Who is involved? What is the time frame?</p> <p>Confidentiality! Who will make presentations?</p> |
| Report | <ol style="list-style-type: none"> 2. Presentation, report of a group member <ul style="list-style-type: none"> - no questions during this phase! 3. Flash from the group <ul style="list-style-type: none"> - speak personally, no analysis, no criticism - summarise - my feelings / spontaneous impressions |
| Development | <ol style="list-style-type: none"> 4. Ask, get the idea <ul style="list-style-type: none"> - Understand the situation - no solutions 5. "If I were you..." empathetic role assumption <ul style="list-style-type: none"> - important: Empathy - no instruction - no analysis 6. Feedback from the presenter regarding the statements of the group members <ul style="list-style-type: none"> - did the matter or issue get through - does he/she feel understood |
| Attempted solutions | <ol style="list-style-type: none"> 7. Factual clarifications |

PEER CASE CONSULTATION



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- Who else is involved / must be involved?
 - Gather information about the problem (activate the knowledge of the group members)
 - Gather possible solutions
8. "If I were you..." personal solutions by means of empathetic role assumption in the group
 9. Feedback and evaluation of the proposals by the presenter
 10. Flash
 11. Agreements for further work

Conclusion

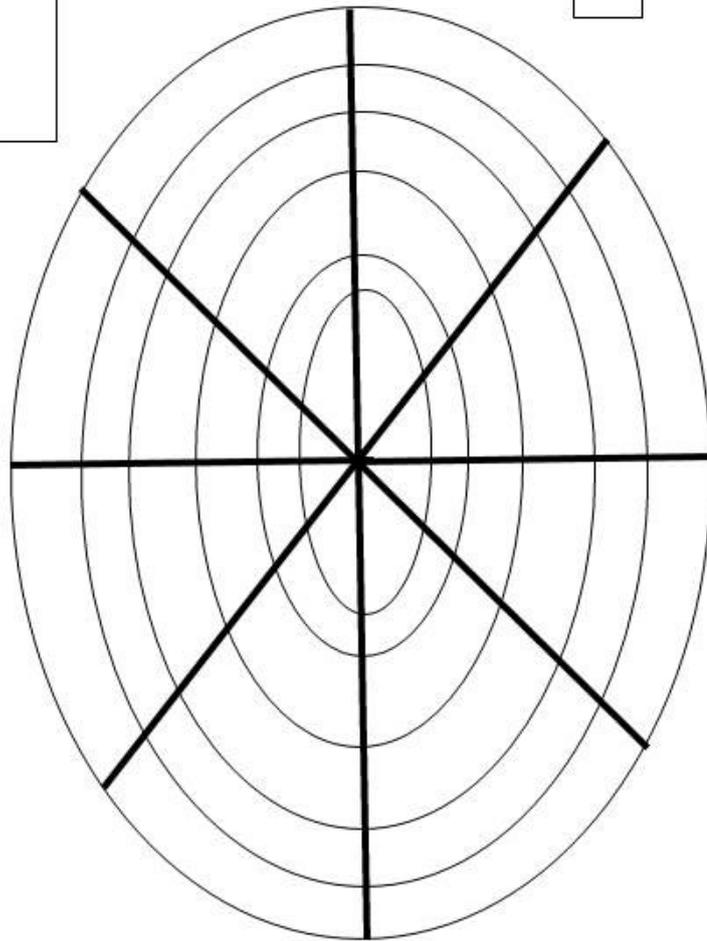
According to Botho Priebe, among others in: Pedagogy, 12/1991, 21 (and Rainer Steen, Practice Office Health School Health Office Rhein-Neckar, modified moderator group Mariaberg)

Mariaberg)

COMPETENCE SPIDER



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THE TRIAD OF PROFESSIONALISM



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The triad of professionalism (according to Biermann/Weiser)

Principles	Tasks / objectives	Instruments / measures