



Instrument 4 Modul 3

Pedagogical professionalism and personal social-emotional skills

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Project number: 2017-1-DE02-KA202-004136

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- Welcome
- Warm-up
- Expectations
- Project presentation

Programme

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Evaluation

Introduction

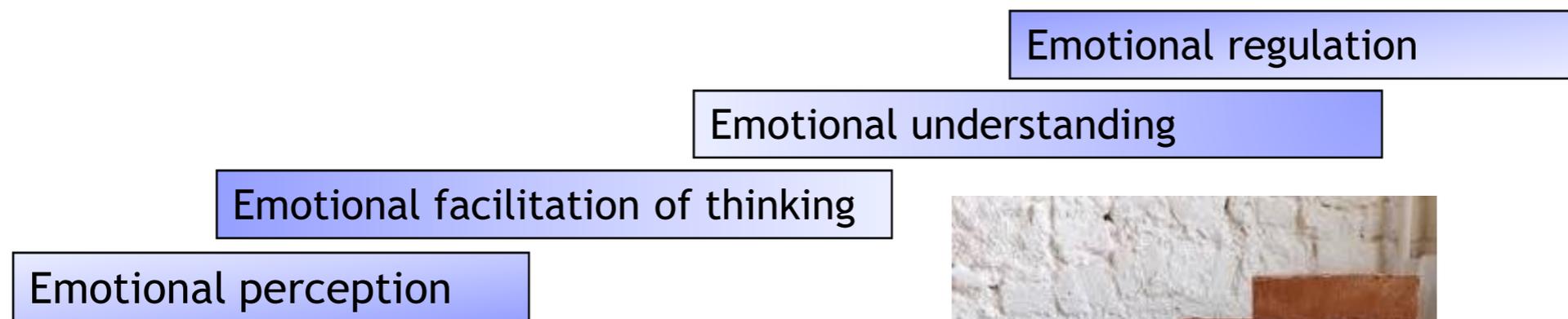
- Welcome
- Warm-up
- Expectations
- Project presentation
- Getting started with the content

➤ Personal experiences:

- Where have I encountered professional pedagogical behaviour?
- Where have I encountered unprofessional pedagogical behaviour?
- Step 1: Take notes **individually**
- Step 2: Analyse in **teams of 3**
 - Why do we consider certain ways of behaving to be professional?
 - Why do we consider certain ways of behaving to be unprofessional?
- Step 3: Plenary session
 - Presentation of selected results

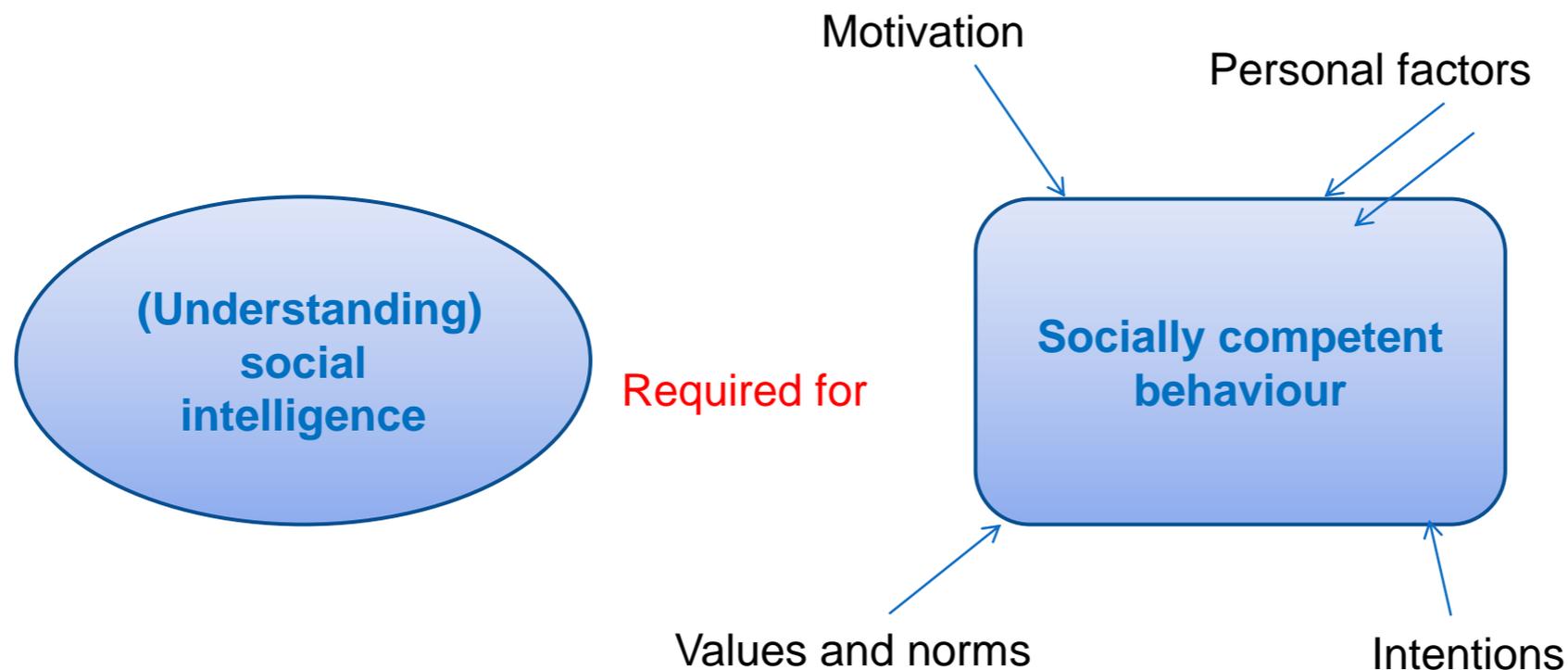
Four-facet model of emotional intelligence

(Mayer & Salovey, 1997)



Magdeburg model of social intelligence

(Weis, 2008)



Thorndike (1920): Social intelligence is "the ability to understand others (cognition) and to act wisely in human relations (behaviour)."

Social-emotional competences

- Distinction between intelligence and competence
- We talk about social-emotional competences as they can only be separated through analysis
- We emphasise the instrumental nature of social-emotional competences:

mood cannons, soul comforters, emotional refrigerators, bigamists and impostors

Unit 2 Professionalism in vocational / rehabilitation pedagogy

Models of professionalism – professionalism and social-emotional skills

- Professional or structuralist orientations

Malik: You can learn to be professional!

→ Referring to the results of the group work

- What does being professional mean?
- How do we recognise professional behaviour?
- Social-emotional behaviour - not consistent with professionalism?
- Professionalism → authenticity or consistency?

Dimensions of professionalisation

Historical
(Development of the profession
Scientification...)

Systematic
(Training
regulations,
standards ...)

Individual
(Further education
and training)

Professionalism

- Everyday concept:
 - Completion of certain tasks/services in compliance with appropriate, agreed standards

- Scientific concept:
 - Originally: vocational sociological term; only certain jobs were labelled "professional"

 - Now: being professional means
 - * Having completed education/training
 - * Completing tasks in accordance with the standards learned during education/training
 - * Keeping up with current professional standards



We define as professional behaviour the continuous implementation of high quality standards that relate to all three areas of the professional structural model and which serve the goal of (re)establishing autonomy (education and development) and mediating professional qualifications (training).

➤ **Complete the triad:**

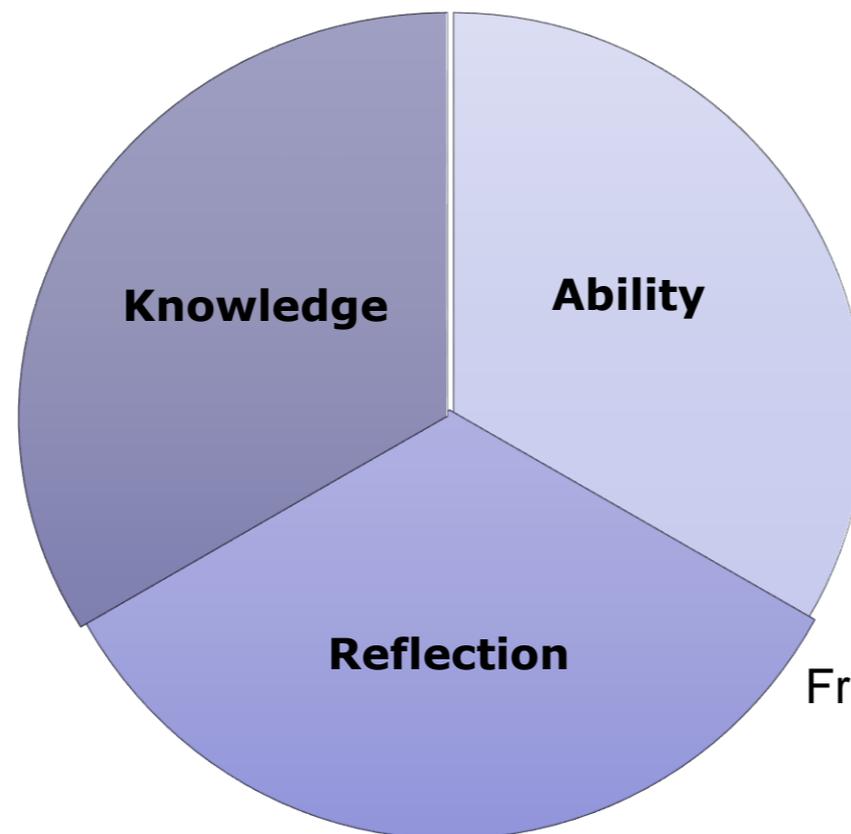
→ Your task is to promote the participants' social and emotional skills!

- What **tools** can you use?
- **How** can you promote these skills?
- What **principles** do you apply?
- Which tasks still have to be considered?

Complete the worksheet in small groups
(3 - 4 people).

From: Arnold/Gomez
Tutor 2007

Competence triangle Pedagogical professionalism



From: Arnold/Gomez Tutor 2007

Unit 3 Fields of activity for professionalism in vocational / rehabilitation pedagogy

- Write down the fields of activity that occur to you in vocational / rehabilitation pedagogy
 - Individually

- Collate and cluster results

Forming working alliances

- Working alliances
 - * Resource-oriented, participatory pedagogical concept
 - * Places high demands on the social-emotional skills of professionals
 - * Has potential to promote the trainees' own belief in their self-efficacy and social-emotional skills

- First, look over the proposition sheet for the working alliance for yourself. Highlight text passages. If necessary, write down questions about the text.
- Exchange your findings / questions with a partner.
- Join another couple to form a group of 4 and think about how you can develop working alliances in your practice or how you can further develop your practice with the principle of "forming working alliances".
- We'll gather the results in a plenary session.

Unit 4 Networking – an important task in vocational and rehabilitation pedagogy

- Write down the fields of activity that occur to you in vocational / rehabilitation pedagogy
 - Individually

- Collate and cluster results

What ARE networks?

Aspects of networking

Networking...

- ... is more than individual casework,
- ... involves all fields of action,
- ... involves all levels,
- ... is more than cooperation.

- We differentiate between internal and external networks.

- Networks must be designed to
 - ... achieve the goal of labour market integration,
 - ... enable interdisciplinary collaboration.

Please complete the following task using the method

THINK

PAIR

SHARE

* THINK: What experiences have you had with networks / networking?
Write down the key points of your experiences.

* PAIR: Exchange ideas with a partner.

What were the factors in the success / failure of the networking?

What role did the participants' social-emotional skills play?

What were the social-emotional skills you found most important?

What

* SHARE: Form groups of 4 - 6 people. Compare your results. Record your results on **one** poster.

→ We'll gather the results in a plenary session.

INDIVERSO case study

➤ INDIVERSO – Inclusive diverse solutions for VET

EU project aimed at developing tools for including people with intellectual disabilities in VET

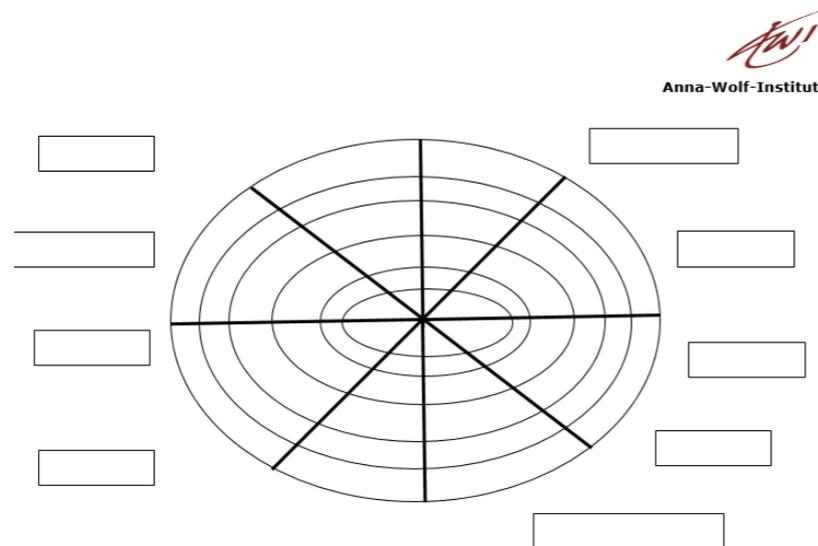
BBW Bigge: Establishment of a regional network

➤ Goal: regional networking

➤ Factors for success:

- Put your own interests aside
- Communication as equals
- Involve affected individuals / associations

The competence spider



- Think back to the results from the group work on successful networking. Think about the social and emotional skills we need to make networking successful.
Prioritise these skills and add them to the competence spider.
You can also think about how you would rate yourself for skills.

Developing / initiating networks

- Think individually or in pairs about which networks you would like to strengthen, develop, initiate.
How would you proceed?
What would you pay particular attention to?
- Write down your results so that you can apply them to your everyday work.
- Share results in plenary session

Unit 5 Professionalisation in the everyday context of work

– peer counselling

- Have you experienced peer counselling?

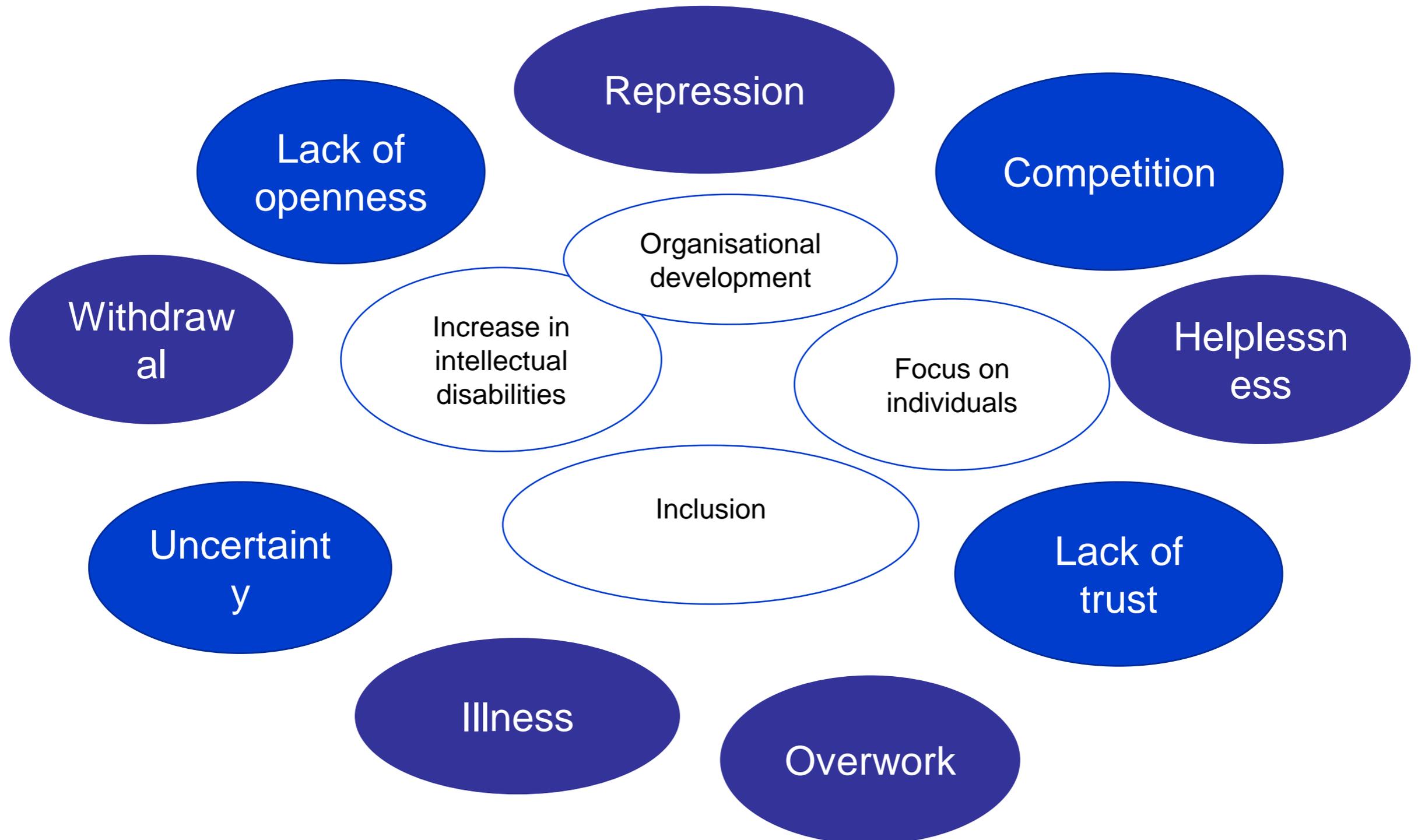
What is your experience?

- Starting situation

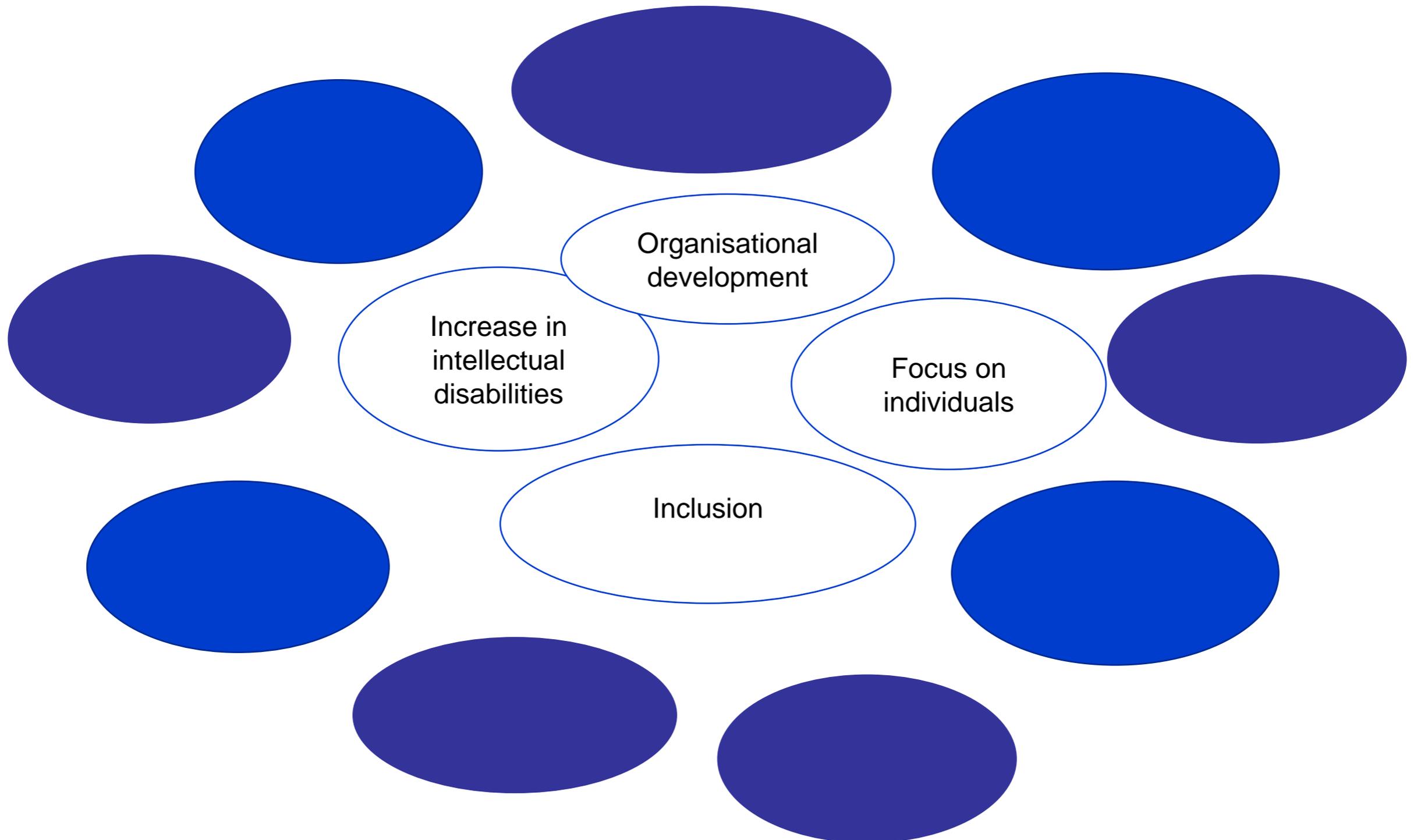
ACTUAL

TARGET

Hazards - risks



Strengthening factors - resilience



What is peer counselling?

- Peer counselling is a **structured group counselling interview**
- in which one participant is counselled by the other participants **following a pre-defined procedure** with assigned roles.
- The aim is to come up with **solutions to a specific professional query.**

Features

- Peer counselling takes place in groups.
- There is no professional adviser present.
- The counselling follows a fixed process.
- The process and methods are known to all participants.
- Participants are assigned specific roles and tasks.
- All participants play an active role in the counselling.
- Participants develop solutions for practical professional problems.

Features

- Employees on an equal professional level look for solutions to a specific problem together.
- Peer counselling is based on supervision methodology.
- Peer counselling is a form of mutual coaching that is easy to teach.

Principles

Peer counselling...

- ... assumes that the group develops solutions against the background of their own professional experience, by demonstrating openness and by paying attention to the person requesting advice;
- ... assumes that there is no single, correct solution when it comes to resolving complex issues;
- ... relies on trust and sees itself as a "safe place".

Principles

Peer counselling...

- ... seeks solutions and not affirmation in the form of mutual moaning sessions;
- ... is linked to the idea of empowerment;
- ... is useful for all participants, not just the person seeking advice;
- ... is based on the understanding that seeking advice is a strength, since only those who see themselves as learners can encourage others to learn.

Principles

Peer counselling...

- ... is an tool of pedagogical professionalism.
- .. contributes to professional communication;
- ... contributes to the professionalisation of professionals which is always necessary;
- ... understands that pedagogical professionalism is characterised by reflection and cooperation; the structure of peer counselling therefore already reflects the characteristics of pedagogical professionalism;
- ... values experience gained through teaching: as the basis for the participants' own further development and as the basis of pedagogical professionalism;
- ... contributes to the further development of social and emotional skills.

Principles

Peer counselling...

- ... makes use of certain rituals in order to glean advice from everyday conversations, as well as offering emotional security to those seeking advice; they should know and feel that they have unloaded "their problem" in the group;
- ... needs moderation and a clear structure;
- ... makes clear through the structure of the advice that the person seeking advice is not alone with their questions: this is also a strengthening experience;
- relies on continuity; suggestions should be tried out by participants and experiences shared with the group.

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Benefits of peer counselling

- The person seeking advice has the freedom to choose what they believe to be the most coherent solution from those suggested.
In this way, peer counselling strengthens the participants' sense of self-efficacy.
- Support from the group
- Relief from sharing issues with fellow professionals
- Professional exchange
- Networking
- Establishment / expansion of a support culture

Benefits of peer counselling

- Perception, thinking and behavioural habits are expanded.
- Consensus-based planning of measures is facilitated. Peer counselling leads to specific, shared concepts.
- The participants' own resources are used for clarification. → Strengthens participants' feeling of self-efficacy.
- Diverse perspectives are brought together in a solution-oriented manner.

Peer counselling – “if I were you”

- Distribution of the peer counselling handout

- Roles
 - Provider of example
 - Counsellor, supporter
 - Moderator

- Structure
 - Clarifications: Who is providing the example? Who is the moderator?
 - Report
 - Elaboration
 - Proposed solutions
 - Conclusion

Peer counselling

- Split yourselves into groups of three:
You have taken on the task of introducing peer counselling in your organisation.
 - How will you go about it? How can you win people over?
 - What resistance should you reckon with?
 - How can you successfully and sustainably anchor the process?

- Plenary session: Lightning round

Unit 6 Professionalisation – specific examples for peer counselling

- You have been invited to conduct a peer counselling session based on the aforementioned model.
- You have the handout in front of you and can follow the specific steps of the process.
- Before we start: we're going to base our work on the principle of "slow motion". This means that at the end of each major section (clarifications, report, elaboration, suggested solutions, conclusion), we will take a break for reflection. Then we will continue with the peer counselling. It should be a real case, not a made-up one.

Unit 6 Professionalisation – specific examples for peer counselling

- Implementation of peer counselling

- After peer counselling
 - Review of seminar
 - Looking forward: what will I take from this process? What will I do?

- Evaluation

Imprint

“Vocational pedagogical professionalism and personal social-emotional skills“ was created within the Erasmus+ project SEC4VET”.

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License:

The presentation “Vocational pedagogical professionalism and personal social-emotional skills” is the result of the Erasmus + Project SEC4VET, funded by the European Commission, grant no. 2017-1-DE02-KA202-004136, <https://ec.europa.eu/programmes/erasmus-plus/projects/eplus-project-details/#project/2017-1-DE02-KA202-004136> and is made available to the public free of charge under a Creative Commons License CC-BY-SA 4.0 (<https://creativecommons.org/licenses/by-sa/4.0/>)



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