



Deliverable 6.3: Dissemination Workshops

Partnership

P1	 INTERNATIONAL HELLENIC UNIVERSITY	International Hellenic University	GR	www.ihu.gr
P2	 Διεύθυνση Πρωτοβάθμιας Εκπαίδευσης Δυτικής Θεσσαλονίκης	Directorate of Primary Education of Western Thessaloniki	GR	www.dipe-v-thess.thess.sch.gr
P3	 CITY OF KALAMARIA	Municipality of Kalamaria	GR	www.kalamaria.gr
P4	 ΠΑΙΔΑΓΩΓΙΚΟ ΙΝΣΤΙΤΟΥΤΟ ΚΥΠΡΟΥ	CY Pedagogical Institute	CY	www.pi.ac.cy
P5	 município de lousada	Municipality of Lousada	PT	www.cm-lousada.pt
P6	 INSPECTORATUL ȘCOLAR JUDEȚEAN ARGEȘ	Inspectoratul Școlar Județean Argeș	RO	www.isjarges.ro
P7	 CENTRE FOR PSYCHOLOGY AT UNIVERSITY OF PORTO	University of Porto	PT	www.sigarra.up.pt
P8	 ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΡΗΤΗΣ UNIVERSITY OF CRETE	University of Crete	GR	www.uoc.gr
P9	 CARDET	CARDET	CY	www.cardet.org
P10	 UNIVERSITATEA PITEȘTI	University of Pitesti	RO	www.upit.ro
P11	 INSTITUTE OF DEVELOPMENT N. CHARALAMBOUS	Institute of Development	CY	www.iodevelopment.eu

Greece

Introduction

The Greek partners of the project carried out six impactful dissemination workshops with the primary goal of spreading awareness about the ProW project and its outcomes. These workshops were strategically designed to reach diverse audiences at three distinct levels: local, national, and trans-national. The overarching aim was to disseminate the work and project outputs not only within the partner countries but also across the European Union.

The workshops in Greece were conducted with meticulous planning and successfully achieved a significant milestone by engaging a minimum of 100 members from the target group. This ensured that the project's message reached a substantial and diverse audience within and outside of the country. The dissemination workshops served as a platform to showcase the project's goals, aims, and activities. Participants had the opportunity to delve into various related educational activities, fostering a deeper understanding of the project's objectives. The interactive nature of these workshops facilitated a dynamic exchange of ideas and knowledge among the participants.

A key highlight of these workshops was the presentation of the majority of the project's outcomes and results. This transparent sharing of information with the project's target groups enhanced the understanding and appreciation of the project's contributions. The dissemination took various forms, including traditional presentations at modern training sessions and specialized in-service or preservice teachers' professional development seminars. By utilizing diverse formats, the workshops not only catered to different learning preferences but also extended the project's reach to a wider audience.

In conclusion, these dissemination workshops in Greece played a pivotal role in effectively communicating the essence of the ProW project to a broad and diverse audience. Through presentations, webinars, and seminars, the project successfully engaged stakeholders at the local, national, and trans-national levels, marking a significant step towards achieving widespread recognition and impact.

Workshop 1 “Ghent: 17_11_21_a group”

Introduction:

The workshop held in Ghent on November 17, 2021, marked the initiation of a comprehensive teacher training program aimed at preservice and in-service teachers working with children between the ages of 2.5 and 6 years old and professionals, and academics. This specific workshop was meticulously designed to delve into the realm of Positive Education, with a particular focus on supporting positive behaviors in young children.

The overarching goal of this interactive workshop was to introduce participants to the principles and applications of Positive Education, emphasizing the PERMA (Positive Emotions, Engagement, Relationships, Meaning, and Accomplishments) and SWPBS (School-Wide Positive Behavior Support) frameworks. By the end of the course, participants were expected to achieve several key learning outcomes.

Learning Outcomes:

- Understanding the Benefits of Positive Education Interventions:

Participants were guided to grasp the tangible benefits of implementing positive education interventions, particularly through the lenses of PERMA and SWPBS. This included gaining insights into how fostering positive emotions, engagement, meaningful relationships, and a sense of accomplishment can significantly contribute to the overall well-being and development of young children.

- Recognizing the Value of Positive Education Personally and Professionally:

The workshop aimed to instill a deeper understanding of the relevance and impact of positive education in both personal and professional spheres. Educators were encouraged to reflect on how incorporating positive education principles could not only enhance the learning environment for children but also contribute positively to their own lives.

- Applying Practical Tools through PERMA and SWPBS for Personal Development:

The workshop provided a hands-on approach, equipping participants with practical tools derived from the PERMA and SWPBS frameworks. This aspect of the training was designed to empower educators to apply these tools in their own lives, fostering personal growth and well-being.

- Designing Learning/Training Programs for Teachers based on PERMA:

In line with building practical skills, participants were guided on how to design effective learning and training programs for fellow educators. This involved translating the principles of PERMA into tangible, actionable strategies that could be integrated into educational settings to promote positive behaviors among young children.

In summary, the Ghent workshop laid the foundation for an enriching teacher training program, providing participants with a comprehensive understanding of Positive Education and empowering them with the tools needed to implement positive behavior support strategies. The emphasis on both personal and professional development underscored the

holistic nature of the training, promising a meaningful impact on the participating educators and, by extension, the children they engage with in their educational roles.

Evidence:

Agenda

TIMETABLE FOR INTERNATIONAL DAYS			
TUESDAY 16/11	WEDNESDAY 17/11	THURSDAY 18/11	FRIDAY 19/11
	<p>9:00-10:15 Dietlinde (50) Katarina & Anastasia (AULA)</p>	<p>9:00-10:15 Dietlinde (50) Katarina & Anastasia (40) Silvana (40) Magdalena (40) Sebastien (AULA)</p>	<p>10:00-12:00 Optional school visit</p>
	<p>10:45-12:00 Silvana (40) Magdalena (40)</p>	<p>10:45-12:00 Dietlinde (50) Katarina & Anastasia (40) Silvana (40) Magdalena (40) Sebastien (AULA)</p>	<p>12:00-13:00 Lunch</p>
<p>13:30-15:00 Welcome (Campus library)</p>	<p>13:30-14:45 Dietlinde (50) Katarina & Anastasia (AULA)</p>	<p>13:30-15:00 Livestream WOB (AULA)</p>	
<p>15:00-16:30 Meeting Point (Cafeteria)</p>	<p>15:00-16:15 Silvana (40) Magdalena (40)</p>	<p>15:30-16:30 Reflection: 6 groups of 30 students 16:30-17:00 Debriefing with guest lecturers 20:00 Dinner</p>	



Promotional material

The Project

Teachers often find themselves experiencing mounting stress, burnout and a feeling of being overwhelmed. Challenges that require structured and holistic approaches, so that educators are provided with the support they deserve and are aided to enjoy higher wellbeing and career prospects.

To that end, the Promoting Teachers Wellbeing through School Wide Positive Behaviour Support in Early Childhood Education (Prow) project is launching a policy experimentation which wishes to develop evidence-based policies and practices to foster the careers and build up the capacities of teachers working in in Early Childhood Education and Care (ECEC) settings. This involves the design and implementation of a structured intervention that will be grounded in Positive Psychology and School Wide Positive Behaviour Support (SWPBS) to empower and support teachers. In doing so, it wishes to build an inclusive positive-orientated school culture in which all children as well as the whole school community are valued and respected.

Goals

- Enhance the attractiveness of the teaching profession, elevate teachers' motivation, improve their wellbeing, job satisfaction and self-efficacy and reduce burnout levels.
- Build an inclusive positive-orientated school culture, in which all children are valued and respected.
- Enhance public authorities' and ECEC settings' capacity to support and empower teachers.
- Improve the research knowledge on the effectiveness of Positive Psychology and the SWPBS on teachers' professional development and teacher careers.
- Establish the European Teacher Wellbeing and Career Observatory to conduct ongoing research and develop policies for teachers' wellbeing and professional and career development.

The Opportunity

Prow will carry out a policy experimentation that entails the provision of comprehensive support and assistance to 15 Early Childhood Education and Care (ECEC) schools, and their teachers, in each of the participating countries - Cyprus, Greece, Romania and Portugal. A mutually beneficial process for the schools and the research team. The schools will be granted assistance and will be presented with hands-on tools and practices they can incorporate in their workings. At the same time, the research will be able to assess the impact of the intervention on early childhood teachers' job satisfaction, self-efficacy, and wellbeing and on children's outcomes.

The Benefits

- A team of external coaches that will develop and deliver training and professional development for your teachers.
- Field trials throughout the duration of the project with dedicated coaching and mentoring.
- Access to an online platform that will connect external coaches with your school's team.
- Access to a mobile learning app that will provide teachers with practical tips and learning resources to better manage their wellbeing and their students' social skills development.
- Participants will experience the benefits of implementing SWPBS that lead to improve school culture, student engagement, reduced discipline referrals, improved school safety, better management of inappropriate behaviors, better relationships in the school context and enhanced teacher self-efficacy and wellbeing.

Get Involved

We are looking for schools that share our vision of an inclusive, positive pre-school education experience for teachers and their children. Participating schools will benefit from professional development training for their teachers and will have the opportunity to get involved in other positive actions to support teachers in the field. If you would like your school to participate, please contact viccy@prowdevelopment.eu

Photos/Screenshots



Workshop 2 “Ghent: 17_11_21_b group”

Introduction:

The workshop 2 held in Ghent on November 17, 2021, marked the initiation of a comprehensive teacher training program aimed at preservice and in-service teachers working with children between the ages of 2.5 and 6 years old and professionals, and academics. This specific workshop was meticulously designed to delve into the realm of Positive Education, with a particular focus on supporting positive behaviors in young children.

The overarching goal of this interactive workshop was to introduce participants to the principles and applications of Positive Education, emphasizing the PERMA (Positive Emotions, Engagement, Relationships, Meaning, and Accomplishments) and SWPBS (School-Wide Positive Behavior Support) frameworks. By the end of the course, participants were expected to achieve several key learning outcomes.

Learning Outcomes:

- Understanding the Benefits of Positive Education Interventions:

Participants were guided to grasp the tangible benefits of implementing positive education interventions, particularly through the lenses of PERMA and SWPBS. This included gaining insights into how fostering positive emotions, engagement, meaningful relationships, and a sense of accomplishment can significantly contribute to the overall well-being and development of young children.

- Recognizing the Value of Positive Education Personally and Professionally:

The workshop aimed to instill a deeper understanding of the relevance and impact of positive education in both personal and professional spheres. Educators were encouraged to reflect on how incorporating positive education principles could not only enhance the learning environment for children but also contribute positively to their own lives.

- Applying Practical Tools through PERMA and SWPBS for Personal Development:

The workshop provided a hands-on approach, equipping participants with practical tools derived from the PERMA and SWPBS frameworks. This aspect of the training was designed to empower educators to apply these tools in their own lives, fostering personal growth and well-being.

- Designing Learning/Training Programs for Teachers based on PERMA:

In line with building practical skills, participants were guided on how to design effective learning and training programs for fellow educators. This involved translating the principles of PERMA into tangible, actionable strategies that could be integrated into educational settings to promote positive behaviors among young children.

In conclusion, Workshop 2 in Ghent served as a pivotal component of the teacher training program, offering participants a rich learning experience focused on Positive Education and the support of positive behaviors in young children. The interactive and practical nature of the session ensured that educators not only acquired theoretical knowledge but also gained

the skills and confidence to implement positive education strategies in their teaching practices.

Evidence:

Agenda

TIMETABLE FOR INTERNATIONAL DAYS			
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Promotional material

The Project

Teachers often find themselves experiencing mounting stress, burnout and a feeling of being overwhelmed. Challenges that require structured and holistic approaches, so that educators are provided with the support they deserve and are aided to enjoy higher wellbeing and career prospects.

To that end, the Promoting Teachers Wellbeing through School Wide Positive Behavioural Support in Early Childhood Education (ProWi) project, is launching a policy experimentation which wishes to develop evidence-based policies and practices to foster the careers and build up the capacities of teachers working in in Early Childhood Education and Care (ECEC) settings. This involves the design and implementation of a structured intervention that will be guided by Positive Psychology and School Wide Positive Behavioural Support (SWPBS) to empower and support teachers. In doing so, it wishes to build an inclusive positive-oriented school culture in which all children as well as the whole school community are valued and respected.

Goals

- Enhance the attractiveness of the teaching profession, elevate teachers' motivation, improve their wellbeing, job satisfaction and self-efficacy and reduce burnout levels.
- Build an inclusive positive-oriented school culture, in which all children are valued and respected.
- Enhance public authorities' and ECEC settings' capacity to support and empower teachers.
- Improve the research knowledge on the effectiveness of Positive Psychology and the SWPBS on teachers' professional development and teacher careers.
- Establish the European Teacher Wellbeing and Career Observatory to conduct ongoing research and develop policies for teachers' wellbeing and professional and career development.

The Opportunity

ProWi will carry out a policy experimentation that entails the provision of comprehensive support and assistance to 15 Early Childhood Education and Care (ECEC) schools, and their teachers, in each of the participating countries - Cyprus, Greece, Romania and Portugal. A mutually beneficial process for the schools and the research team. The schools will be granted assistance and will be presented with hands-on tools and practices they can incorporate in their working. At the same time, the research will be able to assess the impact of the intervention on early childhood teachers' job satisfaction, self-efficacy, and wellbeing and on children's outcomes.

The Benefits

- A team of external coaches that will develop and deliver training and professional development for your teachers.
- Field trials throughout the duration of the project with dedicated coaching and mentoring.
- Access to an online platform that will connect external coaches with your school's team.
- Access to a mobile learning app that will provide teachers with practical tips and learning resources to better manage their wellbeing and their students' social skills development.
- Participants will experience the benefits of implementing SWPBS that lead to improve school culture, student engagement, reduced discipline referrals, improved school safety, better management of inappropriate behaviors, better relationships in the school context and enhanced teacher self-efficacy and wellbeing.

Get Involved

We are looking for schools that share our vision of an inclusive, positive pre-school education experience for teachers and their children. Participating schools will benefit from professional development training for their teachers, and will have the opportunity to get involved in other positive actions to support teachers in the field. If you would like your school to participate, please contact visky@iodevelopment.eu

Photos/Screenshots



Workshop 3 “Ghent: 18_11_21_c group”

Introduction:

The workshop 3 held in Ghent on November 18, 2021, marked the initiation of a comprehensive teacher training program aimed at preservice and in-service teachers working with children between the ages of 2.5 and 6 years old and professionals, and academics. This specific workshop was meticulously designed to delve into the realm of Positive Education, with a particular focus on supporting positive behaviors in young children.

The overarching goal of this interactive workshop was to introduce participants to the principles and applications of Positive Education, emphasizing the PERMA (Positive Emotions, Engagement, Relationships, Meaning, and Accomplishments) and SWPBS (School-Wide Positive Behavior Support) frameworks. By the end of the course, participants were expected to achieve several key learning outcomes.

Learning Outcomes:

- Understanding the Benefits of Positive Education Interventions:

Participants were guided to grasp the tangible benefits of implementing positive education interventions, particularly through the lenses of PERMA and SWPBS. This included gaining insights into how fostering positive emotions, engagement, meaningful relationships, and a sense of accomplishment can significantly contribute to the overall well-being and development of young children.

- Recognizing the Value of Positive Education Personally and Professionally:

The workshop aimed to instill a deeper understanding of the relevance and impact of positive education in both personal and professional spheres. Educators were encouraged to reflect on how incorporating positive education principles could not only enhance the learning environment for children but also contribute positively to their own lives.

- Applying Practical Tools through PERMA and SWPBS for Personal Development:

The workshop provided a hands-on approach, equipping participants with practical tools derived from the PERMA and SWPBS frameworks. This aspect of the training was designed to empower educators to apply these tools in their own lives, fostering personal growth and well-being.

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In line with building practical skills, participants were guided on how to design effective learning and training programs for fellow educators. This involved translating the principles of PERMA into tangible, actionable strategies that could be integrated into educational settings to promote positive behaviors among young children.

In summary, the Ghent workshop laid the foundation for an enriching teacher training program, providing participants with a comprehensive understanding of Positive Education and empowering them with the tools needed to implement positive behavior support strategies. The emphasis on both personal and professional development underscored the

holistic nature of the training, promising a meaningful impact on the participating educators and, by extension, the children they engage with in their educational roles.

Evidence:

Agenda

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Promotional material

Building a Happy and Positive School
for Early Childhood Education and Care

The Project
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Goals

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- Build an inclusive positive-oriented school culture, in which all children are valued and respected.
- Enhance public authorities' and ECEC settings' capacity to support and empower teachers.
- Improve the research knowledge on the effectiveness of Positive Psychology and the SWPBS on teachers' professional development and teacher careers.
- Establish the European Teacher Wellbeing and Career Observatory to conduct ongoing research and develop policies for teachers' wellbeing and professional and career development.

The Opportunity
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The Benefits

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- Access to a mobile learning app that will provide teachers with practical tips and learning resources to better manage their wellbeing and their students' social skills development.
- Participants will experience the benefits of implementing SWPBS that lead to improve school culture, student engagement, reduced discipline referrals, improved school safety, better management of inappropriate behaviors, better relationships in the school context and enhanced teacher self-efficacy and wellbeing.

Get Involved
We are looking for schools that share our vision of an inclusive, positive pre-school education experience for teachers and their children. Participating schools will benefit from professional development training for their teachers and will have the opportunity to get involved in other positive actions to support teachers in the field. If you would like your school to participate, please contact vicdy@prowdevelopment.eu

Photos/Screenshots



Workshop 4 - PASYVN_19_11_21

Introduction:

The Workshop 4, held under the banner of PASYVN on November 19, 2021, represented a pivotal juncture in the ongoing teacher training program. This session maintained its focus on educators working with children aged 0 to 6 years old and centered on the dynamic theme of Positive Education. The primary objective was to equip participants not only with an understanding of the benefits of Positive Education interventions but also with the skills to design impactful learning and training programs for teachers.

Key Objectives for Participants:

- Understanding the Benefits of Positive Education Interventions:

The workshop delved into the theoretical underpinnings of Positive Education, emphasizing the PERMA (Positive Emotions, Engagement, Relationships, Meaning, and Accomplishments) and SWPBS (School-Wide Positive Behavior Support) frameworks. Participants were guided through practical examples, illustrating the transformative impact of these interventions on the behavior and development of young children.

- Designing Learning/Training Programs for Teachers based on PERMA:

A significant focus of this session was to empower participants with the practical skills needed to design effective learning and training programs for fellow teachers. This involved translating the principles of PERMA into actionable strategies, ensuring that the positive education ethos could be effectively disseminated within educational institutions.

Key Objectives for Staff Members:

- Strengthening Contacts with Host Institution, Host Faculty, Teachers, and Staff:

Beyond the core educational content, the workshop aimed to foster collaboration and cooperation among staff members. The session encouraged the strengthening of ties with the host institution, faculty, teachers, and staff, laying the groundwork for increased collaboration and knowledge exchange.

- Gaining Teaching Experience in an International Context:

Staff members were provided with opportunities to gain valuable teaching experience in an international context. This aspect not only enriched their professional expertise but also contributed to the broader goal of fostering global perspectives within the educational community.

- Strengthening Intercultural Competence:

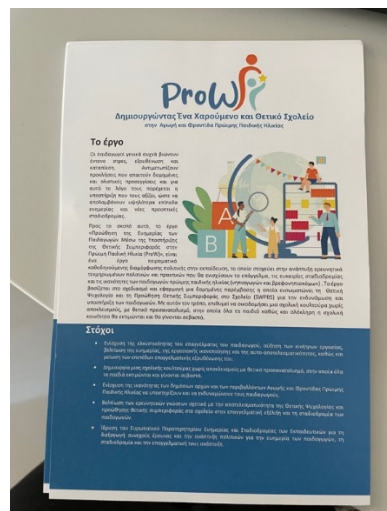
Recognizing the importance of intercultural competence, the workshop actively worked towards enhancing the ability of all parties involved to navigate and appreciate cultural diversity. Through interactive exercises and discussions, participants were encouraged to develop a deeper understanding of different cultural contexts, promoting a more inclusive and globally aware educational environment.

In summary, Workshop 4 at PASYVN was not only a continuation of the Positive Education for participants but also a platform for staff members to enhance collaboration and national engagement. The dual focus on theoretical understanding and practical skills ensured that educators left the workshop not only with a profound knowledge of Positive Education but also with the tools to implement and share this knowledge effectively within their educational communities. The emphasis on competence and collaboration highlighted the broader impact of the workshop, contributing to the creation of a more nationally connected and sensitive educational context.

Evidence:

Agenda

Promotional material



Photos/Screenshots



Workshop 5 - PASYVN_20_11_21

Introduction:

The Workshop 5, held under the banner of PASYVN on November 20, 2021, represented a pivotal juncture in the ongoing teacher training program. This session maintained its focus on educators working with children aged 0 to 6 years old and centered on the dynamic theme of Positive Education. The primary objective was to equip participants not only with an understanding of the benefits of Positive Education interventions but also with the skills to design impactful learning and training programs for teachers.

Key Objectives for Participants:

- Understanding the Benefits of Positive Education Interventions:

The workshop delved into the theoretical underpinnings of Positive Education, emphasizing the PERMA (Positive Emotions, Engagement, Relationships, Meaning, and Accomplishments) and SWPBS (School-Wide Positive Behavior Support) frameworks. Participants were guided through practical examples, illustrating the transformative impact of these interventions on the behavior and development of young children.

- Designing Learning/Training Programs for Teachers based on PERMA:

A significant focus of this session was to empower participants with the practical skills needed to design effective learning and training programs for fellow teachers. This involved translating the principles of PERMA into actionable strategies, ensuring that the positive education ethos could be effectively disseminated within educational institutions.

Key Objectives for Staff Members:

- Strengthening Contacts with Host Institution, Host Faculty, Teachers, and Staff:

Beyond the core educational content, the workshop aimed to foster collaboration and cooperation among staff members. The session encouraged the strengthening of ties with the host institution, faculty, teachers, and staff, laying the groundwork for increased collaboration and knowledge exchange.

- Gaining Teaching Experience in an International Context:

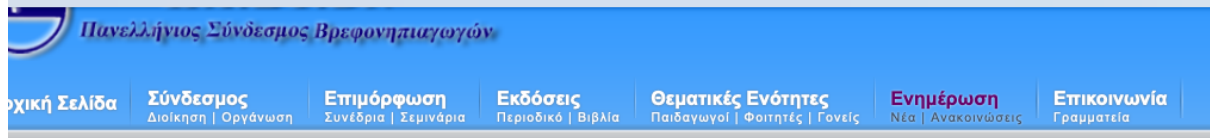
Staff members were provided with opportunities to gain valuable teaching experience in an international context. This aspect not only enriched their professional expertise but also contributed to the broader goal of fostering global perspectives within the educational community.

- Strengthening Intercultural Competence:

Recognizing the importance of intercultural competence, the workshop actively worked towards enhancing the ability of all parties involved to navigate and appreciate cultural diversity. Through interactive exercises and discussions, participants were encouraged to develop a deeper understanding of different cultural contexts, promoting a more inclusive and globally aware educational environment.

Evidence:

Agenda



Επισκέπτες

Έχουμε 1 πισκέπτης συνδεμένους

Αίτηση Εγγραφής

Ξίσαι Παιδαγωγός
Προσχολικής Ηλικίας ΤΕΙ;
Ένε μέλος τώρα !

Αίτηση

ΠΑ.ΣΥ.ΒΝ Social

Facebook, Twitter, YouTube

Έρευνα

Έρευνα για την ποιότητα των προγραμμάτων παροχής ημερήσιας φροντίδας και αγωγής

Πρόγραμμα 16ου Πανελληνίου Επιστημονικού Συνεδρίου Προσχολικής Αγωγής 2021

«Εκπαιδευτικές πρακτικές για το περιβάλλον και την πολυπολιτισμικότητα στο πλαίσιο της προσχολικής ηλικίας».

ΠΡΟΓΡΑΜΜΑ ΠΑΡΑΣΚΕΥΗΣ 19/11/2021

17:00–19:00 Εγγραφές συνέδρων
19:00–19:20 Έναρξη Συνεδρίου
Ευαγγελία Καλαϊτζή, Πρόεδρος ΠΑΣΥΒΝ
Βασίλης Γραμματικόπουλος, Καθηγητής, Πρόεδρος του Τμήματος Αγωγής & Φροντίδας στην Πρώιμη Παιδική Ηλικία, Διεθνές Πανεπιστήμιο της Ελλάδας

Χαιρετισμοί
Καίσης Αθανάσιος, Ομότιμος Καθηγητής Νομικής, ΑΠΘ Πρόεδρος της Διοικούσας Επιτροπής του Διεθνούς Πανεπιστημίου της Ελλάδας
Έρη Ζαχοπούλου, Καθηγήτρια, Κοσμήτορας της Σχολής Κοινωνικών Επιστημών, Διεθνές Πανεπιστήμιο της Ελλάδας.

1η ΕΝΟΤΗΤΑ

Συντονίστρια: **Έρη Ζαχοπούλου**, Καθηγήτρια, Κοσμήτορας της Σχολής Κοινωνικών Επιστημών, Διεθνές Πανεπιστήμιο της Ελλάδας.

Στρογγυλή Τράπεζα

-Το Reggio Θεσσαλονίκη σας προτείνει:
«Σεβασμός!»
Θωμαίς Καπουλίτσα Τρούλου, τέως Επίκουρη Καθηγήτρια του ΔΙ.ΠΑ.Ε

-«Περιβάλλον»
Νενέρογλου Πεταλωτή Αικατερίνη, Παιδαγωγός Προσχολικής Αγωγής, Συνιδρύτρια του Reggio Θεσσαλονίκη.

-Project: «Η καρέκλα».
Αλεξανδρινού Παρασκευή, Νηπιαγωγός του Reggio ΘΕΣΣΑΛΟΝΙΚΗ.

-«Αντίληψη και Πολυπολιτισμικότητα».
Νενέρογλου Πεταλωτή Αναστασία, Ψυχολογία, Συνιδρύτρια του Reggio Θεσσαλονίκη

20:30–20:45 Υποβολή ερωτήσεων

ΠΡΟΓΡΑΜΜΑ ΣΑΒΒΑΤΟΥ 20/11/2021

2η ΕΝΟΤΗΤΑ

Συντονιστής: **Κωνσταντίνος Πετρογιάννης**, Καθηγητής, Πρόεδρος του Τμήματος Αγωγής & Φροντίδας στην Πρώιμη Παιδική Ηλικία, ΠΑΔΑ.;

10:00–10:30 «Εκπαιδύοντας τα μικρά παιδιά για το περιβάλλον και την αειφορία»
Αναστασία Δημητρίου, Καθηγήτρια, Τμήμα Επιστημών Προσχολικής Αγωγής & Εκπαίδευσης, ΑΠΘ.

10:30–11:00 «Προωθώντας την ευημερία των παιδαγωγών μέσω της ενίσχυσης της θετικής συμπεριφοράς στην αγωγή πρώιμης παιδικής ηλικίας».
Βασίλης Γραμματικόπουλος, Καθηγητής, Τμήμα Αγωγής & Φροντίδας στην Πρώιμη Παιδική Ηλικία, Διεθνές Πανεπιστήμιο της Ελλάδας.

11:00–11:30 «Ενισχύοντας την συνεργασία μεταξύ παιδαγωγών και γονέων: Από τη θεωρία στην πράξη».
Μαρία Ευαγγέλου –Τσιπρίδου, Honorary Research Fellow, Department of Education, University of Oxford, Διδάσκουσα στο Τμήμα Αγωγής & Φροντίδας στην Πρώιμη Παιδική Ηλικία, Διεθνές Πανεπιστήμιο της Ελλάδας

11:30–11:45 Υποβολή ερωτήσεων

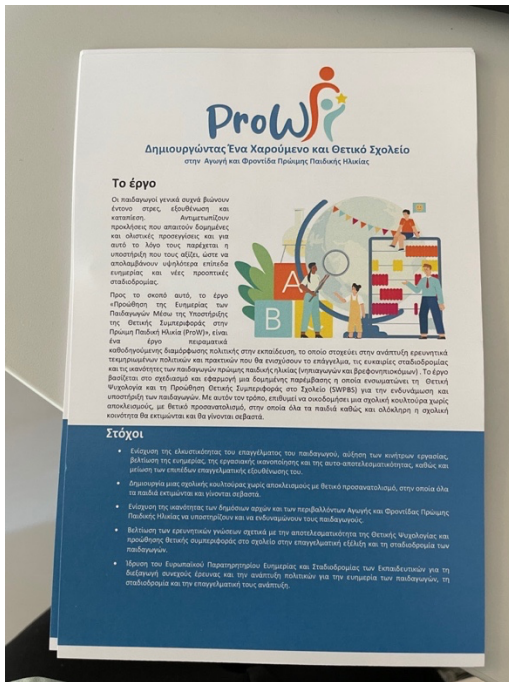
Πρόσφατα

- Ο Παιδικός χώρος διαμ της προσωι προαγωγής ανθεκτικότη
- Διεθνές Συν Προσχολικφ 2018
- 14ο Πανελλ Μετεκπαιδε Συνεδριο Πι Αγωγής
- Διεθνές Συν Προσχολικφ 2016
- 13ο Πανελλ Μετεκπαιδε Συνεδριο Πι Αγωγής

Δημοφιλέστε

- Αρχική Σελί Σύνδεσμος
- Επικοινωνί
- Επιμόρφω
- Φόβοι και φ παιδιά προ ηλικίας
- Σύνδεσμος

Promotional material



Photos/Screenshots



Workshop 6 – Thermi 16_06_2022

Introduction:

Workshop 6, hosted in Thermi on June 16, 2022, represented a critical juncture in the ongoing teacher training program with a dedicated focus on Positive Education. This workshop continued to cater to educators working with young children aged 0 to 6 years old. The primary objectives were to deepen participants' understanding of the benefits of Positive Education interventions, particularly grounded in the PERMA (Positive Emotions, Engagement, Relationships, Meaning, and Accomplishments) and SWPBS (School-Wide Positive Behavior Support) frameworks. Additionally, the workshop aimed to empower participants with the practical skills to design impactful learning and training programs for teachers.

Key Learning Objectives:

- Understanding the Benefits of Positive Education Interventions:

Building on the foundation laid in previous workshops, this session delved into the nuanced benefits of Positive Education interventions. Participants were guided through real-world examples and case studies, illustrating the transformative impact of fostering positive emotions, engagement, meaningful relationships, and a sense of accomplishment in the educational context.

- Designing Learning/Training Programs for Teachers based on PERMA:

A central focus of Workshop 6 was to equip participants with the practical skills necessary to design effective learning and training programs for teachers. This involved a hands-on exploration of translating the principles of PERMA into actionable strategies that could be seamlessly integrated into educational settings. The aim was to empower educators with the tools to disseminate Positive Education practices within their professional spheres.

The Structure of the Workshop:

Interactive Lectures and Discussions:

The workshop featured engaging lectures that combined theoretical insights with practical applications. Interactive discussions allowed participants to share their experiences and insights, fostering a collaborative learning environment.

Practical Exercises and Case Studies:

To enhance the application of Positive Education principles, participants engaged in practical exercises and analyzed case studies. This hands-on approach facilitated a deeper understanding of how to implement PERMA and SWPBS interventions in educational scenarios.

Group Activities and Peer Collaboration:

Collaborative group activities provided opportunities for participants to work together, share ideas, and collectively brainstorm innovative approaches to designing learning and training programs based on Positive Education principles.

Personal Reflection and Goal Setting:

The workshop incorporated moments for personal reflection, allowing participants to connect the workshop content with their own teaching practices. Goal-setting exercises encouraged educators to envision how they could apply the newfound knowledge and skills in their specific educational contexts.

In summary, Workshop 6 in Thermi served as a pivotal platform for educators to deepen their expertise in Positive Education. By combining theoretical understanding with practical skills, the session aimed to empower participants not only to comprehend the benefits of Positive Education interventions but also to actively contribute to the creation of positive and nurturing learning environments. The hands-on, collaborative nature of the workshop ensured that educators left with not only knowledge but also the confidence and tools to implement Positive Education principles in their daily teaching practices.

Evidence:

Agenda



Ανθεκτικότητα και ευημερία στην προσχολική αγωγή

Πρόγραμμα Εκδήλωσης

Πέμπτη, 16 Ιουνίου 2022 | 16:00
Μεγάλο Αμφιθέατρο, Διεθνές Πανεπιστήμιο της Ελλάδος
14ο χιλ. Θεσσαλονίκης – Ν. Μουδανιών, Θέρμη

15:45 - 16:00	Προέλευση - Εγγραφές
16:00 - 16:10	Καλωσόρισμα Δρ. Βασίλης Γραμματικόπουλος Καθηγητής, ΔΙΠΑΕ Ελένη Τσολακίδου Διεύθυνση Προσχολικής Αγωγής, Δήμος Θερμής
16:10 - 16:20	Ανασκόπηση του Ευρωπαϊκού Προγράμματος «Ανθεκτικότητα και ευημερία στην προσχολική αγωγή ως πρόληψη συναισθηματικών, κοινωνικών και συμπεριφοριστικών προβλημάτων» (Resilient Preschools) Δρ. Αικατερίνη Κρουσοράτη Ακαδημαϊκή Υπότροφος, ΔΙΠΑΕ
Η Εφαρμογή του Εκπαιδευτικού Προγράμματος στην Ελλάδα: Παρουσιάσεις από τις παιδαγωγούς του Δήμου Θέρμης	
16:20 – 16:30	Βρεφονηπιακός σταθμός Θέρμης
16:30 – 16:55	Βρεφονηπιακός σταθμός Μελισσόπουλα
16:55 – 17:25	Βρεφονηπιακός σταθμός Ελαφάκια
17:25 – 17:30	Διάλειμμα
17:30 – 18:25	Προωθώντας την ευημερία των παιδαγωγών μέσω της ενίσχυσης της θετικής συμπεριφοράς στην αγωγή πρώιμης παιδικής ηλικίας» (ProW). Δρ. Βασίλης Γραμματικόπουλος Καθηγητής, ΔΙΠΑΕ
18:25 – 18:45	Συζήτηση: Συστάσεις πολιτικής και πρακτικής



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Promotional material

The Opportunity

ProW will carry out a policy experimentation that entails the provision of comprehensive support and assistance to 15 Early Childhood Education and Care (ECEC) schools, and their teachers, in each of the participating countries - Cyprus, Greece, Romania and Portugal. A mutually beneficial process for the schools and the research team. The schools will be granted assistance and will be presented with hands-on tools and practices they can incorporate in their workings. At the same time, the research will be able to assess the impact of the intervention on early childhood teachers' job satisfaction, self-efficacy, and wellbeing and on children's outcomes.



The Benefits

- A team of external coaches that will develop and deliver training and professional development for your teachers.
- Field trials throughout the duration of the project with dedicated coaching and mentoring.
- Access to an online platform that will connect external coaches with your school's team.
- Access to a mobile learning app that will provide teachers with practical tips and learning resources to better manage their wellbeing and their students' social skills development.
- Participants will experience the benefits of implementing SWPBS that lead to improve school culture, student engagement, reduced discipline referrals, improved school safety, better management of inappropriate behaviors, better relationships in the school context and enhanced teacher self-efficacy and wellbeing.

Get Involved

We are looking for schools that share our vision of an inclusive, positive pre-school education experience for teachers and their children. Participating schools will benefit from professional development training for their teachers, and will have the opportunity to get involved in other positive actions to support teachers in the field. If you would like your school to participate, please contact vicky@iodevelopment.eu



This project has been funded with support from the European Commission under the Erasmus+ Programme. This publication reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein. [Project Number: 626146-EPP-1-2020-2-EL-EPPKA3-PI-POLICY]



Photos/Screenshots





Workshop 7 – Municipality of Kalamaria “September 9, 2022”

Introduction:

Workshop 7, conducted in Kalamaria on September 9, 2022, played a crucial role in the ongoing teacher training program with a specific focus on early childhood education, targeting teachers working with children aged 0 to 4 years old. The central aim of this interactive workshop was to introduce participants to the principles of Positive Education. Throughout the session, early childhood teachers were not only informed about the objectives of the ProW project but also received practical training on selected activities aligned with the principles of the SWPBS (School-Wide Positive Behavior Support) and PERMA (Positive Emotions, Engagement, Relationships, Meaning, and Accomplishments) model.

Key Components of the Workshop:

Project Overview and Objectives:

The workshop began with a comprehensive overview of the ProW project, providing early childhood teachers with insights into its objectives and broader mission. This foundational understanding set the stage for the subsequent training activities.

Training on SWPBS and PERMA Model Activities:

The heart of the workshop involved hands-on training for early childhood teachers on selected activities aligned with the SWPBS and PERMA model. This practical component aimed to equip educators with tangible strategies to implement Positive Education principles in their daily interactions with young children.

Presentation by IHU Team Research Member:

Professor Maria Tsitiridou-Evangelou, a research member of the IHU team, played a crucial role in enriching the workshop. Her presentation provided valuable insights into the ProW project, offering a deeper understanding of its research goals and methodologies. The early childhood teachers benefitted from her expertise, gaining a comprehensive perspective on the significance of Positive Education in their profession.

Positive Feedback and Interaction:

The workshop facilitated a dynamic exchange between the IHU team and early childhood teachers. The latter provided positive feedback, indicating the practical relevance and impact of the training session. This interactive element not only enhanced engagement but also created a supportive community of educators committed to integrating Positive Education principles.

Encouragement to Explore Project Resources:

In conclusion, the early childhood teachers were encouraged to explore additional resources related to the ProW project. They were directed to visit the project's website and engage with its social media platforms, fostering ongoing learning and collaboration.

Benefits and Impact:

The 7th workshop in Kalamaria proved instrumental in bridging theory and practice for early childhood teachers, offering a blend of theoretical insights and practical training. By directly applying the SWPBS and PERMA model to selected activities, educators gained actionable strategies to foster positive behaviors and emotions in young children. The positive feedback received underscored the workshop's effectiveness, highlighting its relevance to the professional development of early childhood teachers. Furthermore, the encouragement to explore project resources beyond the workshop indicated a commitment to sustained learning and ongoing engagement with the principles of Positive Education.

Evidence:

Agenda

Σεμινάριο Επαγγελματικής Ανάπτυξης: Ένα εκπαιδευτικό πλαίσιο για την προώθηση της ευημερίας στα σχολεία

Πρόγραμμα

Παρασκευή, 9 Σεπτεμβρίου 2022 | 15:30

15:30 - 16:00	Προσέλευση - Εγγραφές
16:00 - 16:10	Καλωσόρισμα Δρ. Μαρία Τσιτριδου-Ευαγγέλου Καθηγήτρια, ΔΙΠΔΕ
16:10 - 16:30	Ανασκόπηση του Ευρωπαϊκού Προγράμματος «Προωθώντας την ευημερία των παιδαγωγών μέσω της ενίσχυσης της θετικής συμπεριφοράς στην αγωγή πρώιμης παιδικής ηλικίας» (ProW).
16.30 – 17.30	Η Εφαρμογή του Εκπαιδευτικού Προγράμματος στην Ελλάδα

Promotional material

The Opportunity

ProW will carry out a policy experimentation that entails the provision of comprehensive support and assistance to 15 Early Childhood Education and Care (ECEC) schools, and their teachers, in each of the participating countries - Cyprus, Greece, Romania and Portugal. A mutually beneficial process for the schools and the research team. The schools will be granted assistance and will be presented with hands-on tools and practices they can incorporate in their workings. At the same time, the research will be able to assess the impact of the intervention on early childhood teachers' job satisfaction, self-efficacy, and wellbeing and on children's outcomes.



The Benefits

- A team of external coaches that will develop and deliver training and professional development for your teachers.
- Field trials throughout the duration of the project with dedicated coaching and mentoring.
- Access to an online platform that will connect external coaches with your school's team.
- Access to a mobile learning app that will provide teachers with practical tips and learning resources to better manage their wellbeing and their students' social skills development.
- Participants will experience the benefits of implementing **SWEBBS** that lead to improve school culture, student engagement, reduced discipline referrals, improved school safety, better management of inappropriate behaviors, better relationships in the school context and enhanced teacher self-efficacy and wellbeing.

Get Involved

We are looking for schools that share our vision of an inclusive, positive pre-school education experience for teachers and their children. Participating schools will benefit from professional development training for their teachers and will have the opportunity to get involved in other positive actions to support teachers in the field. If you would like your school to participate, please contact ricky@codevelopment.eu



Screenshots



Cyprus

Introduction

The ProW project research team in Cyprus has made dissemination an essential component of its implementation and progress throughout its implementing period. To achieve its objectives, six dissemination workshops were conducted in Cyprus in collaboration with local partners (CARDET, Cyprus Pedagogical Institute, and Institute of Development). These workshops were designed to address the following goals outlined in the EU's five-stage model for dissemination and exploitation strategy:

1. Establishing a clear rationale and objectives for dissemination and exploitation.
2. Creating a strategy to determine which outcomes should be shared and with which audiences, along with the development of relevant programs and initiatives.
3. Defining organizational approaches for various stakeholders and assigning responsibilities and resources accordingly.
4. Executing the strategy by identifying and collecting results and carrying out dissemination and exploitation activities.
5. Monitoring and evaluating the impact of these activities.

As per the stipulated guidelines, the objective was to engage a minimum of 100 participants through the aforementioned dissemination workshops. In Cyprus, these workshops successfully reached a total of 628 individuals from the specified target groups. In summary, these workshops featured presentations on the project's objectives, goals, and activities, complemented by various educational exercises. The workshops were extended to a diverse audience, encompassing parents, educators, scholars, psychologists, preschool educators, and school principals.

All project products, outcomes, and findings were shared with attendees during or after the workshops as part of follow-up engagements. Additionally, the inclusion of successful case studies served as compelling evidence to demonstrate the advantages of the project approach and the enduring value of the ProW framework within school environments.

Dissemination Workshops in Cyprus

#	Title	Date	Mode (f2f or online)	Target groups	No of Participants
1	Positive Psychology and behaviour at home: Discover your children's character strengths	29/07/2022	f2f	parents	37
2	21st Cyprus Educational Group Scientific Conference in collaboration with the Cyprus Pedagogical Institute and the University of Nicosia.	21/10/2022	f2f	educators, academics	29
3	ProW: The implementation of SWPBS at home	31/01/2023	online	parents	227
4	Positive Psychology and strategies to support parents	07/05/2023	f2f	parents	29
5	Half-day conference due to the completion of the implementation of ProW project in schools	27/05/2023	f2f	educators, stakeholders	72
6	Positive Leadership, wellbeing, happy and creative schools.	17/05/2023	f2f	school principals	234
Total					628

Workshop 1

On Friday, July 29, 2022, an experiential workshop unfolded amidst the tranquil surroundings of Athalassas Park in Nicosia, Cyprus. This event, titled "Positive Psychology and Behavior at Home: Discover Your Children's Character Strengths," marked a significant collaborative effort between three partners involved in the ProW project in Cyprus. The event served as a platform for parents to delve into the world of positive psychology and explore ways to discover and enhance their children's unique character strengths combination.

This transformative initiative was seeking to empower parents with the knowledge and tools they need to nurture their children's character strengths effectively. The event at Athalassas Park embodied the core ethos of the ProW project and aimed to disseminate its principles to the broader community.

Attended by 29 parents, the workshop provided a conducive learning, collaboration, and personal growth environment. The workshop commenced with an informative session that introduced parents to the ProW project. This introduction shed light on the project's objectives, methodologies, and its overarching commitment to fostering children's positive character development through positive behaviour support. The parents, eager to explore this novel approach to parenting, engaged actively with the workshop activities.

Parents delved into the fundamentals of positive psychology and the 24 character strengths of personality, a science that emphasizes the strengths and virtues that enable individuals and communities to thrive. This segment of the workshop facilitated a paradigm shift in how parents perceive their children's development, encouraging them to focus on character strengths rather than deficits.

A highlight of the event was the interactive workshop session designed to help parents discover their children's character strengths. Guided by experienced facilitators, parents engaged in activities and discussions that unveiled the unique qualities and talents inherent in their children. This enlightening process fostered a deeper understanding of their children's personalities and opened new avenues for communication and connection within the family.

Furthermore, parents received step-by-step guidance on how to integrate their newfound knowledge into their daily lives. Practical strategies were shared to help parents create personalized plans for nurturing and reinforcing their children's character strengths through everyday activities. These strategies aimed not only to enhance happiness but also to bolster resilience, equipping children with valuable life skills.

The enthusiasm and commitment displayed by the participating parents were truly commendable. Their active engagement throughout the workshop signalled a genuine interest in the ProW project's principles and the positive psychology framework. Parents left the event with a newfound perspective, armed with the tools and insights needed to support their children's growth and development.

In conclusion, the "Positive Psychology and Behavior at Home" workshop held at Athalassas Park on July 29, 2022, represented a pivotal moment in the journey of the ProW project in

Cyprus. It brought together parents, educators, and project partners to explore the transformative potential of positive psychology in the realm of parenting. As we reflect on this event, we recognize the deep impact it had on the participating parents, who now possess the knowledge and motivation to cultivate their children's character strengths and, in turn, foster happier and more resilient individuals.





Workshop 2

The "21st Cyprus Educational Group Scientific Conference," held in collaboration with the Cyprus Pedagogical Institute and the University of Nicosia, transpired on October 21, 2022, at the University of Nicosia in Cyprus. A total of 29 educators and academics actively participated in the workshop.

The objective of this workshop was to provide educators with a clear methodology for addressing mild behavioural challenges that arise within the classroom and school environment. It focused on utilizing the teaching of academic subjects as a pathway to achieve this goal. It is well-established that the well-being of educators is directly impacted by students' behaviour in the classroom by research and thus the workshop focused on providing to educators with a methodology for addressing unwanted behaviours. Therefore, by aiming to improve children's behaviour, we could also enhance educators' job satisfaction.

According to the School-Wide Positive Behavior Support (SWPBS) system, teachers and school support staff could, by adhering to fundamental teaching principles of academic subjects, develop and implement a positive and inclusive language within the school community.

The workshop was bifurcated into two distinct segments. In the initial phase, the theoretical foundation, which correlated psychological research on behaviour with the process of transforming minor unwanted behaviours into expectations, was expounded upon. Subsequently, these stages were interlinked with the pedagogical approach that is employed to teach them. Specifically, through SWPBS, teachers were trained to clearly define social values and expected positive behaviours that they considered useful within their specific school context. Subsequently, they were encouraged to instruct students in these expected positive behaviours/routines and reinforce these behaviours.

**21^ο Παγκόσμιο Επιστημονικό Συνέδριο
Εκπαιδευτικού Ομίλου Κύπρου,
σε συνεργασία με το Παιδαγωγικό Ινστιτούτο Κύπρου και το Πανεπιστήμιο Λευκωσίας**

ΠΡΟΓΡΑΜΜΑ ΣΥΝΕΔΡΙΟΥ

ΠΑΡΑΣΚΕΥΗ, 21 Οκτωβρίου 2022

ΕΓΓΡΑΦΕΣ ΣΥΝΕΔΡΩΝ 17:00 - 18:00	
ΕΠΙΣΗΜΗ ΤΕΛΕΤΗ ΕΝΑΡΞΗΣ ΑΜΦΙΘΕΑΤΡΟ UNESCO	
Χαιρετισμοί 18:00 – 18:15	<ul style="list-style-type: none"> • Δρ Φίλιππος Πουγιούτας, Πρύτανης Πανεπιστημίου Λευκωσίας • Δρ Έλενα Χατζηκακού, Αναπληρώτρια Διευθύντρια Παιδαγωγικού Ινστιτούτου Κύπρου • Ανδρέας Παπούλας, Πρόεδρος Εκπαιδευτικού Ομίλου Κύπρου
Κεντρική Ομιλία 18:15 – 19:00	<p>Κυριάκος Κόκκινος, Υφυπουργός Έρευνας, Καινοτομίας και Ψηφιακής Πολιτικής «Η σημασία της ψηφιοποίησης της εκπαίδευσης»</p>
Συντονιστής	<ul style="list-style-type: none"> • Δρ Κυπριανός Λούης, Διευθυντής Μέσης Γενικής Εκπαίδευσης
Συζήτηση	<ul style="list-style-type: none"> • Κυριάκος Κόκκινος, Υφυπουργός Έρευνας, Καινοτομίας και Ψηφιακής Πολιτικής • Δρ Φίλιππος Πουγιούτας, Πρύτανης Πανεπιστημίου Λευκωσίας • Δρ Μαρία Διάκου, Γραμματέας Ε.Ο.Κ., Βοηθός Διευθύντρια Υ.Π.Α.Ν., Adjunct Lecturer Πανεπιστήμιο Λευκωσίας
ΛΕΞΙΩΣΗ Μουσικό Πρόγραμμα 19:00-19:30	

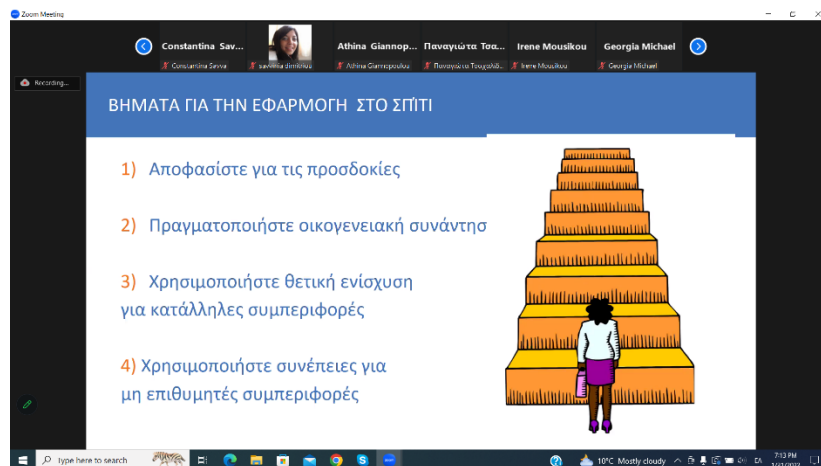
	ΕΡΓΑΣΤΗΡΙΟ	ΕΡΓΑΣΤΗΡΙΟ	ΕΙΣΗΓΗΣΕΙΣ Προεδρείο: Δρ Νάνσια Κυριάκου	ΕΙΣΗΓΗΣΕΙΣ Προεδρείο: Φωτανή Βλαχοκυριάκου
	Θ.Ε.7: Εκπαιδευτική ηγεσία και διοίκηση	Θ.Ε.7: Εκπαιδευτική ηγεσία και διοίκηση	Θ.Ε.5: Διαπολιτισμική εκπαίδευση	Θ.Ε.6: Ειδική εκπαίδευση
14:15 - 14:45	<p>Διδασκαλία αξιών και συμπεριφορών στην τάξη</p> <p><i>Άντρη Αγαθοκλέους Ινστιτούτο Ανάπτυξης (N. Χαράλαμπος)</i></p> <p><i>Δήμος Μιχαήλ Κέντρο Προώθησης της Έρευνας και της Ανάπτυξης στην Εκπαιδευτική Τεχνολογία (CARDET)</i></p> <p><i>Βικτώρια Μιχαηλίδου Κέντρο Προώθησης της Έρευνας και της Ανάπτυξης στην Εκπαιδευτική Τεχνολογία (CARDET)</i></p>	<p>Ούτε παθητικότητα, ούτε επιθετικότητα, αλλά διεκδικητικότητα!</p> <p><i>Δρ Κωνσταντίνος Παπαγεωργίου Παιδαγωγικό Ινστιτούτο Κύπρου / Παρατηρητήριο για τη Βία στο Σχολείο</i></p>	<p>Διδασκαλία της ελληνικής γλώσσας ως δεύτερης στο κυπριακό εκπαιδευτικό σύστημα: (Ανα)-στοχασμοί και προκλήσεις μέσα από την εφαρμογή της πολιτικής για την επαγγελματική μάθηση των εκπαιδευτικών</p> <p><i>Δρ Πανλίνα Χατζηθεοδούλου-Λοιζίδου Παιδαγωγικό Ινστιτούτο Κύπρου</i></p> <p><i>Μαρία Πιτζιολή Παιδαγωγικό Ινστιτούτο Κύπρου</i></p> <p><i>Δρ Ευγενία Παρτσή Παιδαγωγικό Ινστιτούτο Κύπρου</i></p>	<p>Γνωστικό προφίλ των παιδιών με αναγνωστικές δυσκολίες στην ελληνική γλώσσα</p> <p><i>Δρ Αργυρώ Φελλά Πανεπιστήμιο Λευκωσίας</i></p> <p><i>Καθ. Τιμόθεος Κ. Παπαδόπουλος Πανεπιστήμιο Κύπρου</i></p>
			Θ.Ε.2: Εκπαιδευτική τεχνολογία	Θ.Ε.1: Διδακτική γνωστικών αντικειμένων
14:45 - 15:15			<p>Δημιουργώντας ψηφιακές ιστορίες στο μάθημα των φυσικών επιστημών</p> <p><i>Δρ Πόπη Αναστασία Υπουργείο Παιδείας, Αθλητισμού και Νεολαίας Κύπρου</i></p>	<p>Τα στάδια εικαστικής δημιουργίας ως πλατφόρμα για δημιουργικές διδασκαλίες</p> <p><i>Δρ Αντωνία Μιχαηλίδου Πανεπιστήμιο Λευκωσίας</i></p> <p><i>Δρ Ελίζα Πίτρη</i></p>

Workshop 3

An online lecture was held on January 31, 2023, by CARDET, IoD, and CPI, aiming to inform and guide parents on implementing Positive Behavior Support (PBS) approaches at home. Although primarily targeting parents of preschool-aged children, the lecture was open to all interested individuals gathering 227 participants.

PBS is an evidence-based approach focusing on developing core values and communication codes among children, educators, and parents. During the lecture, presenters outlined basic parameters and simple steps for parents to implement PBS at home. They drew from their expertise and experiences in implementing School-Wide Positive Behavior Support (SWPBS) in 33 primary schools and 16 preschools in Cyprus since 2021. The program has shown positive results in fostering social skills and behaviors and transforming school culture.

PBS helps children adapt, offering them a sense of security and stability, thus preventing undesirable behaviors and making them easier to manage. Parental involvement is crucial for children's success, as it is in all aspects of their lives, making active engagement pivotal in PBS. The event was conducted online, reflecting efforts to adapt to online platforms for broader accessibility and outreach.



ΒΗΜΑΤΑ ΓΙΑ ΤΗΝ ΕΦΑΡΜΟΓΗ ΣΤΟ ΣΠΙΤΙ

- 1) Αποφασίστε για τις προσδοκίες
- 2) Πραγματοποιήστε οικογενειακή συνάντηση
- 3) Χρησιμοποιήστε θετική ενίσχυση για κατάλληλες συμπεριφορές
- 4) Χρησιμοποιήστε συνέπειες για μη επιθυμητές συμπεριφορές



ΠΑΡΑΔΕΙΓΜΑ ΠΙΝΑΚΑ ΓΙΑ ΤΟ ΣΠΙΤΙ

Αξίες	Ετοιμασία το πρωί	Επιβίβαση στο αυτοκίνητο	Κάνοντας το κομμάτι μου/ τις δουλειές μου	Ώρα φαγητού	Ετοιμασία για ύπνο
Ευγένεια					
Υπευθυνότητα					
Σεβασμός					

Workshop 4

On Sunday, May 7th, from 16:00 to 18:00, an Open Day event was held featuring various activities and projects. One of the workshops titled "Positive Psychology and Behavior at Home: Discover Your Child's Strengths" was conducted by local partners. The main aim of the workshop that was attended by 29 participants was to advise parents on promoting positive behavior at home based on their children's strengths. The workshop involved presenting a large poster showcasing 24 personality characteristics, followed by discussions where parents identified their children's strengths. Subsequently, they received links to questionnaires via email, including the VIA Adult Assessment and the VIA Youth Survey for children aged 8-12, to further explore their children's qualities. Overall, the workshop provided practical insights and tools for parents to foster positive behavior at home, emphasizing the importance of understanding and leveraging their children's strengths.



Workshop 5

The ProW project successfully concluded its field trials implementation in Cyprus with a half-day conference. The event named "Enhancing Teachers' Well-being through the Promotion of Positive Behavior in Early Childhood Education," held on May 27, 2023, from 09:00 to 14:30 was organised by project partners in Cyprus. Preschools and primary education institutions embraced the PBS system, which addressed various facets of school life and actively engaged all members of the school community. In total, the event gathered 72 participants. Each school community was recognized as an independent unit with unique needs, emphasizing the importance of tailored support provided by the PBS system.

The seminar featured interventions from esteemed speakers in the field of Positive Behavior Support, locally and beyond. A significant focus was placed on presenting empirical data derived from the program's implementation in Cyprus. Participants, including schools and educators involved in the program, shared their experiences, exchanged perspectives, and proposed strategies for the potential widespread implementation of the program throughout Cyprus. This event served as a platform for reflection, collaboration, and the dissemination of best practices, marking a significant milestone in advancing Positive Behavior Support initiatives within the Cyprus educational landscape.



Workshop 6

The "Positive Leadership, Wellbeing, Happy, and Creative Schools" event took place on May 17, 2023, as part of the Pan-Cyprian Conference of Municipal Education Directors 2023. This face-to-face conference targeted school principals and attracted 234 participants.

The event focused on fostering positive leadership practices, promoting wellbeing, and cultivating environments and creativity within schools. Attendees engaged in discussions, workshops, and presentations aimed at enhancing leadership skills, fostering positive school cultures, and prioritizing the wellbeing of both educators and students.

The event provided a valuable platform for school principals to exchange ideas, share best practices, and collaborate on initiatives to promote positive leadership and wellbeing in schools across Cyprus. By emphasizing the importance of positive leadership and holistic approaches to education, the conference aimed to create a more nurturing and conducive environment for learning and growth within the educational system.



Portugal

Introduction

During the implementation of ProW project, six workshops were implemented in Portugal, two of which were replicated in two presentation sessions (cf. Table 1). The main aim of all the workshops was to present the ProW project, its theoretical background, intervention features, and the main outcomes both for Early Childhood Education and Care (ECEC) teachers and for the children at their care. Through these dynamic presentations of the project, we aimed to disseminate evidence-based practices that all the professionals and future professionals, beyond the participants in the project, could implement in their work settings. Details regarding each workshop are described below.

Dissemination Workshops in Portugal

#	Title	Date	Mode (f2f or online)	Target groups	Nº of Participants
1	2 nd Congress “Mais e melhor educação” [“More and Better Education”]	26/05/2022	f2f	Psychology and Education students and professionals	14
2	Families’ engagement in early childhood education contexts: relationships and communication	08/06/2022 13/06/2023	online	Participants in the ProW intervention in Portugal	18
3	Event “Jornadas da Educação” [“Education Days”]	08/09/2022 07/09/2023	f2f	Teachers, school psychologists, and therapists	35
4	Seminar in the Master’s in Development and Education Psychology from FPCEUP	29/11/2022	f2f	Students from the Master’s in Psychology	17
5	Open Day FPCEUP	29/04/2023	f2f	Students from high school	78
6	Project “O crescer do ler e do ser” [“The growing of Reading and being”]	30/11/2023	Online	ECEC teachers	10
Total					172

Workshop 1 - 2nd Congress “Mais e Melhor Educação” [“More and Better Education”] at ISMAI

ISMAI - University of Maia is a Portuguese university in the north of Portugal which hosts a yearly congress on the topic “More and Better Education”. On its second edition, under the motto “Good Practice, Good Ideas, Good Education”, the organizing committee have invited the Portuguese ProW Team to prepare a presentation of the project, its aims, and intervention design. The event took place on the 26th and 27th of May, 2022, and the workshop entitled *From professionals to children: the ProW project and the promotion of well-being in educational contexts* took place on the first day of the event and was directed at psychology and education students and professionals. The workshop started with a presentation of the ProW project and its theoretical framework, followed by the description of the intervention design and training sessions which were underpinned by practical activities with the active engagement of the participants. A total of 14 participants – bachelor’s and master’s in Psychology students and ECEC professionals – attended the workshop.



Figure 1. Dissemination material.



Figure 2. Participants in the workshop.

Workshop 2 - Families' engagement in early childhood education contexts: relationships and communication

During the implementation of the ProW intervention, namely during the training sessions with the experimental group [academic year 2021-2022], the participants have mentioned their main concerns and challenges related to their daily practice, one of the most commonly mentioned challenges was the establishment and maintenance of a healthy relationship with children's families. Since the ProW training program did not address this particular topic in an explicit way, this workshop has been prepared and delivered to both the experimental and control groups of the ProW project in Portugal. The workshop took place online, through the Zoom platform, on the 8th of June 2022 with the experimental group and on the 13th of June 2023 with the control group. The workshop agenda included an initial activity based on a dilemma, followed by the discussion and presentation of strategies related to three main topics – the families' perspectives regarding the value of ECEC, communication with families, and families' participation in school initiatives. A total of 18 participants attended the live transmissions, but the recording of the session was sent to the total of ProW participants, corresponding to 50 ECEC teachers.

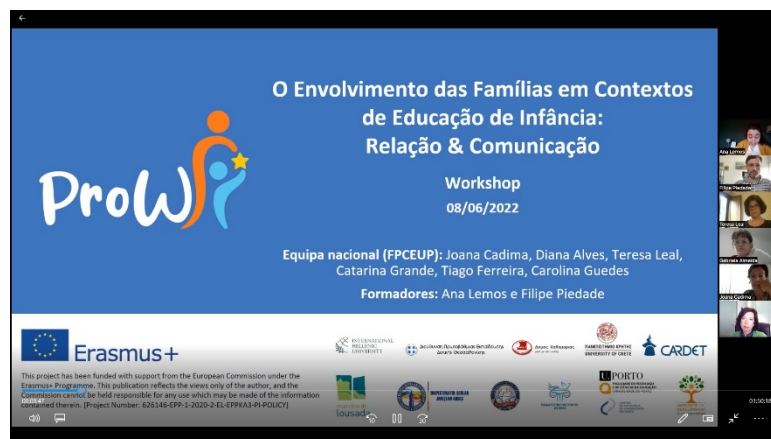


Figure 3. Implementation of the workshop.

Workshop 3 - “Jornadas da Educação” [“Education Days”] from Municipality of Lousada

The Municipality of Lousada organizes the yearly event “Jornadas da Educação”, at the beginning of the academic year, directed at all the education professionals working in the four school clusters of the municipality. In the beginning of the academic year 2022-2023, the 9th edition of this event hosted several workshops, one of which was focused on the ProW project. This workshop was replicated during the 10th edition of “Jornadas da Educação” at the beginning of academic year 2023-2024. The workshops took place on-site, in the Lousada High School, on the 8th of September 2022 and on the 7th of September 2023 under the title *“From Professionals to Children: ProW project in fostering well-being in educational contexts”*. After the project’s presentation, the theoretical framework and the intervention design were presented to the attendants, and several practical activities facilitated their active engagement in the workshop. A total of 35 participants attended the two editions of the workshop.



Figure 4. Workshop in 2022.



Figure 5. Workshop in 2023.

Workshop 4 – Seminar in the Master’s in Development and Education Psychology at FPCEUP

During the course “Psychological Evaluation and Intervention in Educational Contexts”, which is part of the master’s program in Development and Education Psychology at the Faculty of Psychology and Educational Sciences of University of Porto (FPCEUP), students are presented with different theoretical frameworks in which the school psychology can be based. As such, the ProW national team was invited by this course’s professor to present an in-class workshop about the ProW intervention. The workshop took place on-site, in the Faculty of Psychology and Educational Sciences in University of Porto, on the 29th of November 2022, under the title *“From Professionals to Children: ProW project in fostering well-being in educational contexts”*. The workshop included the presentation of the project’s aims, the theoretical framework, the intervention design and the training sessions, as well as some examples of the practical activities from the training sessions. A total of 17 students were present.



Figure 6. Participants during a practical activity.

Workshop 5 – Open Day FPCEUP

Every academic year, the Faculty of Psychology and Educational Sciences of University of Porto (FPCEUP) organizes an Open Day to present the faculty, its departments and research groups to the high school students during their last year of high school, before entering the university. On the 29th of April 2023, the ProW team took part in this yearly event to present the project to the visiting students and their teachers. The event took place on-site and the project was presented to 5 groups of 13 students each, in brief presentations including a description of the project, a presentation of the intervention design and training sessions conducted with the ECEC teachers, and a practical activity as an example. A total of 78 high school students attended these presentations.



Figure 7. Presentation of the ProW project.



Figure 8. Participants during the practical activity.

Workshop 6 - “O crescer do ler e do ser” [“The growing of reading and being”]

In scope of the project “O crescer do ler e do ser” [“The growing of reading and being”], a training program directed at ECEC teachers from the Municipality of Santa Maria da Feira (Portugal), the ProW team implemented a workshop to present the project and discuss some topics on ECEC workforce wellbeing. The ProW project was presented to the participants, as well as its theoretical framework and intervention design. Some examples of practical activities were shared and the session ended with some reflections from the participants and the presenters about the challenges regarding staff well-being in ECEC contexts, as well as some strategies to address some of those challenges. The workshop was hosted online, on the 30th of November of 2023, and 9 early childhood education teachers and 1 psychologist attended.

Na prática

Sessão 7

Matriz de Comportamentos e Materiais Visuais

Envolvimento das **crianças**









Sessão 7

Balão Positivo

Partilha e Relações Positivas



Figure 9. Example of one slide presented.

Romania

Introduction

As partner in the ProW project, University of Pitești (UPIT) has implemented 5 different dissemination workshops (Multiplier Events), aiming to largely spread the project's results and make available its outcomes to as many beneficiaries as possible.

Each time the activities took place at UPIT's premises, in Pitești, and spanned over almost two calendar-years: the first event was carried out on April 2022, the last one in January 2024.

All five events were titled as 'workshops to disseminate the ProW outcomes' (Dissemination Workshops), were numbered from 1 to 5 and were marked with the date of implementation, to make easy for us keeping account on the afferent documents and evidences. All documents and proofs – agendas, invitations, presented materials, presence lists, feedback forms, certificates of attendance, photos – have been stored and uploaded on project's Google drive after each event.

Professionals who attended our Multiplier Events were representatives of the project target groups, namely pre-school educators and teachers, school psychologists, school principals, school deputy directors, school counsellors, educationalists members of teachers' associations.

The events were organised face to face. The approach that we used was to announce the events has involved different channels, in order to ensure best spread of the announcement/invitation and make sure that those interested will attend our workshops. Thus, we have sent the announcement in social media (UPIT's FB page), by email and also via the Argeș County School Inspectorate network. Usually, more persons have registered but less than the registered number have attended the events.

The workshops' agenda covered 4 hours in general (just the first workshop lasted 5 hours), but the allotted time was easily exceeded due to participants' expressed interest and vivid discussions that took place. The agenda of each of the workshops contained (a) the presentation of the project and its outcomes; (b) presentation of the specific results on the implementation of the ProW intervention in Romania; as well as (c) a hands-on session.

The project presentation referred to technical aspects (e.g. the funding programme, title, acronym, reference number, duration) and presented also the project's objectives, the partners, the envisaged activities and expected outcomes.

PERMA and SWPBIS approaches were presented in depth, providing participants with concrete examples of how to use them in class, inviting to watch short didactic movies, allowing them to get involved in discussions, to express opinions and describe own experiences in case they were familiar with PERMA/SWPBIS, no matter the extend of the experience...or even if they did not realize so far that what they used in class was PERMA.

During the hands-on sessions the lecturer presented the ProW website and eLearning platform, supporting the participants to familiarize with the e-learning platform, to register on the platform and access the ProW 15 online modules.

At the last two dissemination workshops, when the Teachers Wellbeing and Career Observatory was online and active, the lecturer invited participants to join the TWCO and take the 2023 Survey!

The workshops were thus very much based on dialogue, interaction and active participation of those who attended them! The attendees were stimulated and activated by the help of materials and resources employed (PPTs, videos, printed materials, website, eLearning platform, mobile app). The combination between oral presentations / descriptions and digital-based resources proved to be efficient and beneficial. The participants expressed with clear voice during the workshops that they appreciate the ProW resource-pack, that all ProW outcomes are highly valuable for their professional activities and they represent quite a novelty for them, being committed to use them further in their career. Attendees emphasized that the workshops brought them new and modern professional resources, access to up-to-date training at European standards in their field of activity and enlargement of their network of professionals, across EU. The perception upon the workshops and the ProW results was (re)confirmed through the feedback forms the participants filled in, which sustain the positive impact of the ProW and its results upon the teachers in ECEC.

Dissemination Workshops in Romania

#	Title	Date	Mode (f2f or online)	Target groups	Nº of Participants
1	Workshop de Diseminare – ME1	28.04.2022	F2f	Educators, ECEC teachers, school	25
2	Workshop de Diseminare – ME2	11.11.2022	F2f	Educators, ECEC teachers, school management people	52
3	Workshop de Diseminare – ME3	28.06.2023	F2f	Educators, ECEC teachers, school management people	10
4	Workshop de Diseminare – ME4	19.11.2023	F2f	Educators, ECEC teachers, school management people	30
5	Workshop de Diseminare – ME5	12.01.2024	F2f	Educators, ECEC teachers, school management people	17
Total					134

Workshop 1

Dissemination Workshop 1 was held on **28th of April 2022**, at the premises of the University of Pitești from Târgu din Vale street, no. 1, Central Building, Conference Hall, 1st floor.

The event was public and it was implemented in the form of a workshop, with the purpose to disseminate the results of the ProW project, to offer access to representatives of the target groups to project's outcomes and to teach them how to use the educational resources in their professional activities.

We announced the workshop and invited interested persons to attend it via social media (the FB page of UPIT), email and the internal network of the Argeș County School Inspectorate. 31 persons have registered and/or confirmed participation prior to the event, but only 25 have attended it. All participants were women. The participants were educators and teachers from ECEC and preuniversity education, from schools located in Pitești and in the Muntenia region, namely from the following cities and communes: Pitești, Topoloveni, Râmnicu-Vâlcea, Mioveni, Ștefănești.

The event lasted 5 hours (9 am to 14 pm) and was organised face to face. The agenda was diverse, combining presentations of the project and of its outcomes with practical sessions in which participants have been helped to visit the platform and access the resources, and also with discussions upon the presented materials and results and exchange of opinions and experiences.

At registration, participants received a folder with ProW promotional materials, the PPT presentation upon the project and its results and also the feedback form to be filled in at the end of the event.

The agenda is rendered below:

8.45 - 9.00	Registration of participants
9.00 - 9.10	Welcome speech
9.10 - 9.30	Presentation of the ProW project
9.30 - 10.45	Presentation of PERMA and SWPBIS approaches. Discussions
10.45 - 11.00	Presentation of the ProW website
11.00 - 11.15	Coffee break
11.15 - 12.30	Hands-on session: (a) getting familiar with the e-learning platform of the ProW project (b) registering on the platform and accessing the online courses
12.30 - 13.00	Implementation of the ProW intervention in Romania: specific results to date
13.00 - 13.30	Question and answer session. Discussions
13.30 - 14.00	Evaluation of the workshop and handing out certificates of participation

14.00

The official end of the workshop

The agenda was observed entirely. The timing was perfect, in the sense that the workshop finished as foreseen at 14 pm, and all activities in the agenda have been successfully implemented.

The feedback expressed by participants orally during the event and in written within the feedback forms, show appreciation of the participants in regards to the project achievements, which are considered by them as valuable, useful, comprehensive, clear, innovative. Few of their testimonials are rendered below:

“One benefit from attending this workshop is that we found out how we can get support for better career prospects!”

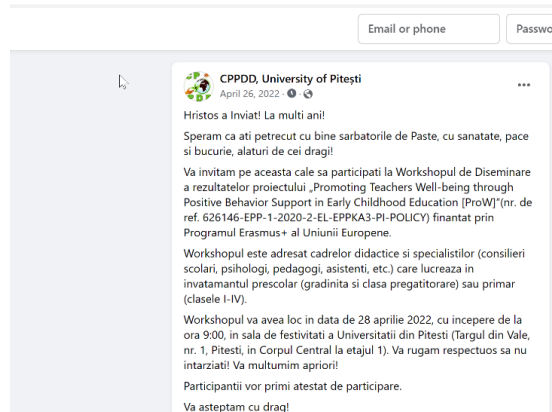
“I became more aware of the need for the socio-emotional development of pupils, not just the development of cognitive skills and abilities!”

“The teaching profession, the high motivation of the teachers, the well-being, the satisfaction - all can and must be improved, ProW being support and indicating directions!”

At the end of the workshop, all participants have received Certificate of Attendance.

All evidences – agenda, invitation, presentations, presence list, feedback forms, certificates, photos – are uploaded on the project’s Google drive. Below there are presented only excerpts from few of them.

<https://www.facebook.com/CPDD/posts/5207048856007827>



Număr ref.: 626146-EPP-1-2020-2-EL-EPPKA3-PI-POLICY

ProW

Promoting Teachers Well-being through Positive Behavior Support in Early Childhood Education (ProW)

Evaluarea Workshop-ului de Diseminare

Pitești, 28 Aprilie 2022, Universitatea din Pitești

Vă rugăm să încercați în tabelele de mai jos, răspunsurile pe care le alegeți

1. Evaluarea generală a workshop-ului

	Foarte slab				Excelent			
	1	2	3	4	5	6	7	8
Satisfacție generală	1	2	3	4	5	6	7	8
Facilități	1	2	3	4	5	6	7	8
Organizare	1	2	3	4	5	6	7	8
Prezentări furnizate	1	2	3	4	5	6	7	8

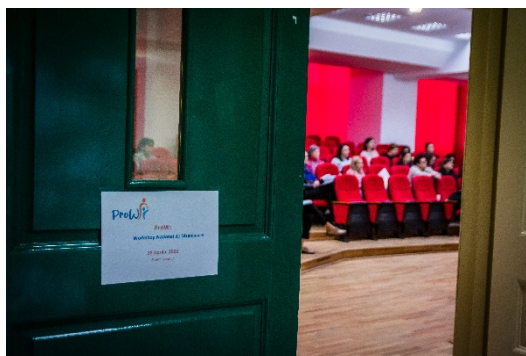
2. Prezentări & sesiunea practică (hands-on)

	Foarte slab				Excelent			
	1	2	3	4	5	6	7	8
Satisfacție generală	1	2	3	4	5	6	7	8
Calitatea conținutului	1	2	3	4	5	6	7	8
Cunoașterea subiectului de către lector	1	2	3	4	5	6	7	8

3. Ce ați învățat din acest eveniment?

am invatat ceva/nou pentru a aborda al copililor in clasele mici dintr-un mod nou

4. Vă rugăm să menționați un beneficiu pe care l-ați avut prin participarea la workshop-ul de





Workshop 2

Dissemination Workshop 2 was held on **11th of November 2022**, at the premises of the University of Pitești from Târgu din Vale street, no. 1, Central Building, Conference Hall, 1st floor.

The event was public and it was implemented in the form of a workshop, with the purpose to disseminate the results of the ProW project, to offer access to representatives of the target groups to project's outcomes and to teach them how to use the educational resources in their professional activities.

We announced the workshop and invited interested persons to attend it by email and via the internal network of the Argeș County School Inspectorate. 65 persons have registered and/or confirmed participation prior to the event, but only 52 have attended it. 51 of the participants were women, 1 was man. The participants were educators and teachers from ECEC and preuniversity education, from schools located in Pitești and in the Muntenia region, namely from the following cities and communes: Pitești, Curtea de Argeș, Mărăcineni, Mioveni; and members of the House of the Teaching Staffs in Pitești.

The event lasted 4 hours (9 am to 13 pm) and was organised face to face. The agenda was diverse, combining presentations of the project and of its outcomes with practical sessions in which participants have been helped to visit the platform and access the resources, and also with discussions upon the presented materials and results and exchange of opinions and experiences.

At registration, participants received a folder with ProW promotional materials, the PPT presentation upon the project and its results and also the feedback form to be filled in at the end of the event.

The agenda is rendered below:

8.30 - 9.00	Registration of participants
9.00 - 9.10	Welcome speech
9.10 - 9.30	Presentation of the ProW project
9.30 - 10.15	Presentation of PERMA and SWPBIS approaches. Discussions
10.15 - 10.30	Presentation of the ProW website
10.30 - 10.45	Coffee break
10.45 - 11.45	Hands-on session: (a) getting familiar with the e-learning platform of the ProW project (b) registering on the platform and accessing the online courses
11.45 - 12.15	Implementation of the ProW intervention in Romania: specific results to date
12.15 - 12.45	Question and answer session. Discussions
12.45 - 13.00	Evaluation of the workshop and handing out certificates of participation
13.00	The official end of the workshop

The agenda was observed entirely, all activities in the agenda have been successfully implemented. The workshop finished a bit later than foreseen (i.e. around 13.25 pm), because the Q&A session lasted longer, participants got involved and wanted to share their opinion.

The feedback expressed by participants orally during the event and in written within the feedback forms, show appreciation of the participants in regards to the project achievements, which are considered by them as enjoyable, edifying, valuable, captivating, inspiring, useful. Few of their testimonials are rendered below:

"I learned about the importance of continuing teacher training and the prioritization of important aspects aimed at children's well-being and development!"

"I improved my knowledge regarding Positive Psychology!"

"I acquired behavioural management skills, relationships management skills in a school context!"

"I learned the ways of reaching the higher needs of Maslow's pyramid, of cognitive prosperity, of achieving well-being, both for the child and for the teacher, as the basis of a sustainable and efficient learning process!"

At the end of the workshop, all participants have received Certificate of Attendance.

All evidences – agenda, invitation, presentations, presence list, feedback forms, certificates, photos – are uploaded on the project’s Google drive. Below there are presented only excerpts from few of them.

ProWi Număr ref.: 626146-EPP-1-2020-2-EL-EPPKA3-PI-POLICY

Promoting Teachers Well-being through Positive Behavior Support in Early Childhood Education (ProW)

Evaluarea Workshop-ului de Diseminare

Pitești, 11 Noiembrie 2022, Universitatea din Pitești

Vă rugăm să încercați în tabelele de mai jos, răspunsurile pe care le alegeți

1. Evaluarea generală a workshop-ului

	Foarte slab				Excelent
Satisfacție generală	1	2	3	4	(5)
Facilitați	1	2	3	4	(5)
Organizare	1	2	3	4	(5)
Prezențiar furnizate	1	2	3	4	(5)

2. Prezentări & sesiunea practică (hands-on)

	Foarte slab				Excelent
Satisfacție generală	1	2	3	4	(5)
Calitatea conținutului	1	2	3	4	(5)
Cunoașterea subiectului de către lector	1	2	3	4	(5)

3. Ce ați învățat din acest eveniment?

Nevoitățile de așezare a noulor surzitori din perspectiva lui Charles Darwin și implicarea profesorilor de învățare a limbii de vorbire în procesul de învățare și dezvoltarea profesională a profesorilor.

4. Vă rugăm să menționați un beneficiu pe care l-ați avut prin participarea la workshop-ul de diseminare:

Informațiile oferite, inclusiv cele despre platforma de dezvoltare și despre dezvoltarea profesională a profesorilor.

5. Vă rugăm să includeți aici orice alte comentarii pe care dorți să le faceți:

Felicitați pentru prezentările furnizate și pentru organizare!

6. Vă rugăm să încercați în tabelul de mai jos doar **patru cuvinte** care rezumă opinia dvs. generală despre workshop-ul ProWi de astăzi:

Interesant	Nimic nou	Grăbit	Practic	Clar	Difficil	De nivel de bază
Relevant	<u>Cuprinzător</u>	Inspirator	Fascinant	Valoros	Tecnic	Slab
Benefic	Stimulant al gândirii	Excitant	Edificator	Groaznic	Indovitor	Utl
Dizertant	Pierdere de timp	Agreabil	Provocator	<u>Captivant</u>	Informativ	OK

Acord primit în cadrul proiectului Erasmus+ al Comisiei Europene. Sprijinul acordat de Comisia Europeană pentru elaborarea acestui act publicitar este condiționat de realizarea activităților proiectului Erasmus+ în conformitate cu termenii și condițiile contractului de finanțare și a regulilor aplicabile. Comisia nu poate fi ținută răspundătoare pentru orice utilizare a informațiilor conținute în acesta.



Workshop 3

Dissemination Workshop 3 was held on **28th of June 2023**, at the premises of the University of Pitești from Târgu din Vale street, no. 1, Central Building, Room 1.47, 1st floor.

The event was public and it was implemented in the form of a workshop, with the purpose to disseminate the results of the ProW project, to offer access to representatives of the target groups to project's outcomes and to teach them how to use the educational resources in their professional activities.

We announced the workshop and invited interested persons to attend it by email and via the internal network of the Argeș Country School Inspectorate. 15 persons have registered and/or confirmed participation prior to the event, but only 10 have attended it. All participants were women. The participants were educators and teachers from ECEC and preuniversity education, from schools located in Pitești and in the Muntenia region, namely from the following cities and communes: București, Pitești, Râmnicu-Vâlcea, Câmpulung, Mioveni, Poenarii de Muscel.

The event lasted 4 hours (9 am to 13 pm) and was organised face to face. The agenda was diverse, combining presentations of the project and of its outcomes with practical sessions in which participants have been helped to visit the platform and access the resources, and also with discussions upon the presented materials and results and exchange of opinions and experiences.

At registration, participants received a folder with ProW promotional materials, the PPT presentation upon the project and its results and also the feedback form to be filled in at the end of the event. The agenda is rendered below:

8.30 - 9.00	Registration of participants
9.00 - 9.10	Welcome speech
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10.45 - 11.45	Hands-on session: (a) getting familiar with the e-learning platform of the ProW project (b) registering on the platform and accessing the online courses
11.45 - 12.15	Implementation of the ProW intervention in Romania: specific results to date
12.15 - 12.45	Question and answer session. Discussions
12.45 - 13.00	Evaluation of the workshop and handing out certificates of participation
13.00	The official end of the workshop

The agenda was observed entirely, all activities in the agenda have been successfully implemented. The workshop finished ten minutes later than foreseen, because even there were not so many participants, they all engaged in ideas exchange and shared own perspectives upon what they discovered and learned at this workshop.

The feedback expressed by participants orally during the event and in written within the feedback forms, show appreciation of the participants in regards to the project achievements, which are considered by them as fascinating, challenging, practical, useful, comprehensive, clear. Few of their testimonials are rendered below:

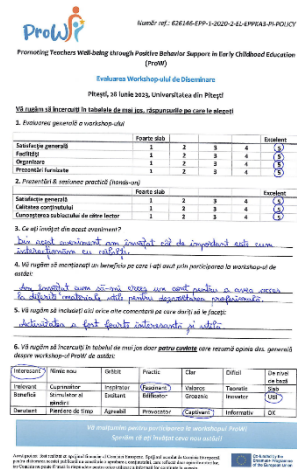
“The student’s education can be influenced (also) by the teacher’s well-being! Well-being also generates good, in all spheres!”

“I will study the [ProW] platform carefully and try to implement the proposed activities there. The change starts with each of us!!”

“The workshop brought news for the improvement of the teaching profession!”

At the end of the workshop, all participants have received Certificate of Attendance.

All evidences – agenda, invitation, presentations, presence list, feedback forms, certificates, photos – are uploaded on the project’s Google drive. Below there are presented only excerpts from few of them.





Workshop 4

Dissemination Workshop 4 was held on **19th of November 2023**, at the premises of the University of Pitești from Târgu din Vale street, no. 1, Central Building, Room 1.47, 1st floor.

The event was public and it was implemented in the form of a workshop, with the purpose to disseminate the results of the ProW project, to offer access to representatives of the target groups to project's outcomes (including the TWCO) and to teach them how to use the educational resources in their professional activities.

We announced the workshop and invited interested persons to attend it via social media (invitation-news on UPIT's FB page), by email and via the internal network of the Argeș Country School Inspectorate. 31 persons have registered and/or confirmed participation prior to the event, and almost all (30 people) have attended it. All participants were women. The participants were educators and teachers from ECEC and preuniversity education, from schools located in Pitești and the Southern part of Romania, namely from the following cities and communes: București, Pitești, Râmnicu-Vâlcea, Mioveni, Bascov, Geamăna, Ștefănești, Cicănești, Merișani, Vaideeni.

The event lasted 4 hours (10 am to 14 pm) and was organised face to face. The agenda was diverse, combining presentations of the project and of its outcomes with practical sessions in

which participants have been helped to visit the platform and access the resources, and also with discussions upon the presented materials and results and exchange of opinions and experiences.

At registration, participants received a folder with ProW promotional materials, the PPT presentation upon the project and its results and also the feedback form to be filled in at the end of the event.

The agenda is rendered below:

9.30 - 10.00	Registration of participants
10.00 - 10.10	Welcome speech
10.10 - 10.30	Presentation of the ProW project
10.30 - 11.15	Presentation of PERMA and SWPBIS approaches. Discussions
11.15 - 11.30	Presentation of the ProW website
11.30 - 11.45	Coffee break
11.45 - 12.45	Hands-on session: (a) getting familiar with the e-learning platform of the ProW project (b) registering on the platform and accessing the online courses
12.45 - 13.15	Implementation of the ProW intervention in Romania: specific results to date
13.15 - 13.45	Question and answer session. Discussions
13.45 - 14.00	Evaluation of the workshop and handing out certificates of participation
14.00	The official end of the workshop

The agenda was observed entirely, all activities in the agenda have been successfully implemented. The workshop finished a bit later than foreseen (i.e. at 14.15 pm), because the Q&A session lasted longer, participants got involved and wanted to share their opinion.

The feedback expressed by participants orally during the event and in written within the feedback forms, show appreciation of the participants in regards to the project achievements, which are considered by them as beneficial, practical, useful, edifying, challenging, inspiring. Few of their testimonials are rendered below:

"A necessary workshop that must be repeated with other educators!"

"Those presented and learned are useful and we will be able to apply them in our activities with children!!"

"[The benefit is] the fact that I participated in professional training for free!"

At the end of the workshop, all participants have received Certificate of Attendance.

All evidences – agenda, invitation, presentations, presence list, feedback forms, certificates, photos – are uploaded on the project’s Google drive. Below there are presented only excerpts from few of them.



Număr ref.: 626146-EPP-1-2020-2-EL-EPPKA3-PI-POLICY

Promoting Teachers Well-being through Positive Behavior Support in Early Childhood Education (ProW)

Evaluarea Workshop-ului de Diseminare

Pitești, 19 noiembrie 2023, UNSTPB – Centrul Universitar Pitești

Vă rugăm să încercați în tabelele de mai jos, răspunsurile pe care le alegeți

1. Evaluarea generală a workshop-ului

	Foarte slab				Excitent
Satisfacție generală	1	2	3	4	5
Facilități	1	2	3	4	5
Organizare	1	2	3	4	5
Prezentări furnizate	1	2	3	4	5

2. Prezentări & sesiunea practică (hands-on)

	Foarte slab				Excitent
Satisfacție generală	1	2	3	4	5
Calitatea conținutului	1	2	3	4	5
Cunoșterea subiectului de către lector	1	2	3	4	5

3. Ce ați învățat din acest eveniment?

DEȘI PERIA ȘI SUPRIS - NOIȘI PENTRU MINE

4. Vă rugăm să menționați un beneficiu pe care l-ați avut prin participarea la workshop-ul de astăzi:

O FORMARE UTILĂ ȘI NECESARĂ EDUCATORILOR DA NOI.

5. Vă rugăm să includeți aici orice alte comentarii pe care doriți să le faceți:

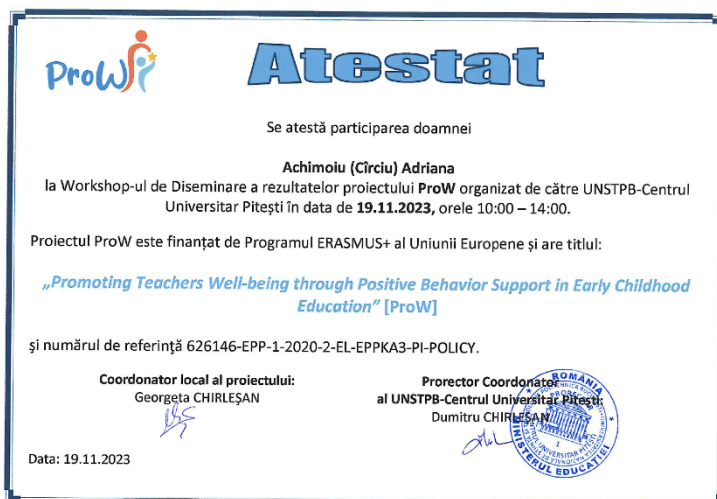
CELE PREZENTATE ȘI ÎNVĂȚATE SUNT ROGOSITARE ȘI LE VOI PUNE APLICĂ ÎN ACTIVITĂȚILE NOASTRE CU COPILII

6. Vă rugăm să încercați în tabelul de mai jos doar patru cuvinte care rezumă opinia dvs. generală despre workshop-ul ProW de astăzi:

Interesant	Nimic nou	Grăbit	Practic	Clar	Difficil	De nivel de bază
Irrelevant	<u>Surprinzător</u>	Inspirator	Fascinant	<u>Valoasă</u>	Teoretic	Slab
Benefic	Stimulator al gândirii	Excitant	Edificator	Groaznic	Inovator	<u>Juli</u>
Derutant	Pierdere de timp	Agreabil	<u>Provocator</u>	Captivant	Informativ	OK

Vă mulțumim pentru participarea la workshopul ProW!
Sperăm că ați învățat ceva nou astăzi!

Acet proiect este finanțat de Uniunea Europeană prin intermediul Programului Erasmus+ pentru abilitarea personalului și creșterea a competențelor, care reflectă doar opiniile autorilor, iar Comisia nu poate fi ținută responsabilă pentru orice utilizare a informațiilor conținute în acest proiect.



Workshop 5

Dissemination Workshop 5 was held on **12th of January 2024**, at the premises of the University of Pitești from Târgu din Vale street, no. 1, Central Building, in two different rooms, in parallel, namely in Room 1.47 and Room 1.36, 1st floor. The decision to implement the workshop in two rooms with different lecturers, was determined by the fact that almost half of those registered online have announced they will be late, partly due to some unforeseen activities at their schools, partly due to the traffic in the city. Thus, we started according to the agenda, at 14:00 am in Room 1.47 (lecturer Assoc. Professor Dr. Georgeta Chirleşan) and approximately half an hour later, when the second group of participants has finally arrived, in Room 1.36 (lecturer PhD. Andreea Burcea). In this way, we avoided offending those who showed up correctly at the announced start time, but we also didn't 'lose' the others who had registered and were interested in participating... That's why the pictures are from two different rooms (of the same building), but there is a common presence list.

The event was public and it was implemented in the form of a workshop, with the purpose to disseminate the results of the ProW project, to offer access to representatives of the target groups to project's outcomes (including the TWCO) and to teach them how to use the educational resources in their professional activities.

We announced the workshop and invited interested persons to attend it via social media (the FB page of UPIT), by email and via the internal network of the Argeş Country School Inspectorate. 24 persons have registered and/or confirmed participation prior to the event, but only 17 have attended it. 15 of the participants were women, 2 were men. The participants were educators and teachers from ECEC and preuniversity education, from schools located in Pitești.

The event lasted 4 hours (14 pm to 18 pm) and was organised face to face. The agenda was diverse, combining presentations of the project and of its outcomes with practical sessions in which participants have been helped to visit the platform and access the resources, and also with discussions upon the presented materials and results and exchange of opinions and experiences.

At registration, participants received a folder with ProW promotional materials, the PPT presentation upon the project and its results and also the feedback form to be filled in at the end of the event.

The agenda is rendered below:

13.30 - 14.00	Registration of participants
14.00 - 14.10	Welcome speech
14.10 - 14.30	Presentation of the ProW project
14.30 - 15.15	Presentation of PERMA and SWPBIS approaches. Discussions
15.15 - 15.30	Presentation of the ProW website
15.30 - 15.45	Coffee break

15.45 - 16.45	Hands-on session: (a) getting familiar with the e-learning platform of the ProW project (b) registering on the platform and accessing the online courses
16.45 - 17.15	Implementation of the ProW intervention in Romania: specific results to date
17.15 - 17.45	Question and answer session. Discussions
17.45 - 18.00	Evaluation of the workshop and handing out certificates of participation
18.00	The official end of the workshop

The agenda was observed entirely, all activities in the agenda have been successfully implemented. The workshop finished at 18 pm.

The feedback expressed by participants orally during the event and in written within the feedback forms, show appreciation of the participants in regards to the project achievements, which are considered by them as useful, valuable, interesting, thought stimulator, inspiring, captivating. Few of their testimonials are rendered below:

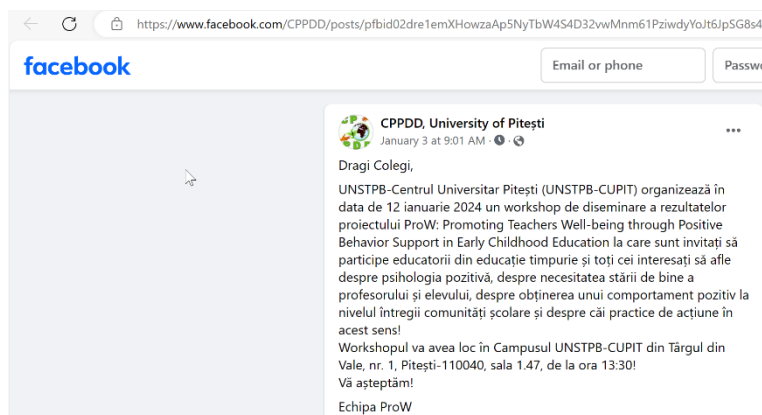
"I learned useful content in managing early education and care!"

"I learned that in school we do not need to be in continuing stress, a beneficial climate must be ensured!"

"Practices and evidence about how we can implement well-being through positive behaviour in education, in the school where we operate!"

At the end of the workshop, all participants have received Certificate of Attendance.

All evidences – agenda, invitation, presentations, presence list, feedback forms, certificates, photos – are uploaded on the project’s Google drive. Below there are presented only excerpts from few of them.





Număr ref.: 626146-EPP-1-2020-2-EL-EPPKA3-PI-POLICY

Promoting Teachers Well-being through Positive Behavior Support in Early Childhood Education (ProW)

Evaluarea Workshop-ului de Diseminare

Pitești, 12 ianuarie 2024, UNSTPB – Centrul Universitar Pitești

Vă rugăm să încercați în tabelele de mai jos, răspunsurile pe care le alegeți

1. Evaluarea generală a workshop-ului

	Foarte slab				Excelent
Satisfacție generală	1	2	3	4	5
Facilități	1	2	3	4	5
Organizare	1	2	3	4	5
Prezentări furnizate	1	2	3	4	5

2. Prezentări & sesiunea practică (hands-on)

	Foarte slab				Excelent
Satisfacție generală	1	2	3	4	5
Calitatea conținutului	1	2	3	4	5
Cunoașterea subiectului de către lector	1	2	3	4	5

3. Ce ați învățat din acest eveniment?

Informații utile în activitatea didactică pentru gestionarea educației timpurii.

4. Vă rugăm să menționați un beneficiu pe care l-ați avut prin participarea la workshop-ul de astăzi:

Materialul util de abordat pentru dezvoltarea mea profesională.

5. Vă rugăm să includeți aici orice alte comentarii pe care doriți să le faceți:

Speranțe și alte diseminări de proximitate colaborarea cu dvs.

6. Vă rugăm să încercați în tabelul de mai jos doar **patru cuvinte** care rezumă opinia dvs. generală despre workshop-ul ProW de astăzi:

Interesant	Nimic nou	Grăbit	Practic	Clar	Difficil	De nivel de bază
Irelevant	<u>Cuprinzător</u>	Inspirator	<u>Fascinant</u>	Valoros	Teoretic	Slab
<u>Benefică</u>	Stimulator al gândirii	Excitant	<u>Edificator</u>	Groaznic	Inovator	Util
Derutant	Pierdere de timp	Agreeabil	Provocator	Captivant	<u>Informativ</u>	OK

Vă mulțumim pentru participarea la workshopul ProW!
Sperăm că ați învățat ceva nou astăzi!

Acest proiect este realizat cu sprijinul financiar al Comisiei Europene. Sprijinul acordat de Comisia Europeană pentru elaborarea acestui publicat nu constituie o aprobare a conținutului, care va fi scutit doar opinia autorilor, dar Comisia nu poate fi ținută răspundătoare pentru orice utilizare a informațiilor conținute în acesta.



Atestat

Se atestă participarea doamnei / domnului

ȘATAN NICOLETA

la Workshop-ul de Diseminare a rezultatelor proiectului ProW organizat de către UNSTPB-Centrul Universitar Pitești în data de **12.01.2024**, orele 14:00 – 18:00.

Proiectul ProW este finanțat de Programul ERASMUS+ al Uniunii Europene și are titlul:

„Promoting Teachers Well-being through Positive Behavior Support in Early Childhood Education” [ProW]

și numărul de referință 626146-EPP-1-2020-2-EL-EPPKA3-PI-POLICY.

Coordonator local al proiectului:

Georgeta CHIRLEȘAN

Prorector Coordonator

al UNSTPB-Centrul Universitar Pitești:

Dumitru CHIRLEȘAN

Data: 12.01.2024

