



## **ANNUAL TRAINING PLAN**

### **TABLE OF CONTENTS:**

1. Rationale: page 2.
2. Objectives: page 4.
3. Elaboration: page 5.
4. Contents: page 6
5. Plan Implementation: page 7
6. Training needs: page 10.
  - 6.1. Training suggestions: page 12.
7. Prioritized training needs during the 2019-2020 academic year: page 14.
8. Proposals for training activities: page 14.
  - 8.1. Courses: page 13.
  - 8.2. Working groups: page 16.
  - 8.3. Seminars: page 16.
9. Training schedule: page 17.
10. Resources required: page 17.
11. Achievement assessment of plan objectives: page 18.
  - 11.1. Indicators and procedures: page 18.
  - 11.2. Proposals for improvement: page 18.

## 1. RATIONALE

The Organic Law 2/2006, of May 3, 2006, on education (LOE), modified by the Organic Law 8/2013, of December 9, 2013, for the improvement of the quality of education, highlights the qualification and training of teachers among the factors that promote quality teaching. In its article 102, it specifically states:

"Continuing education.

1. Ongoing training is a right and an obligation of all teachers and a responsibility of the educational administrations and of the schools themselves.

2. In-service training programs shall contemplate the adaptation of knowledge and methods to the evolution of science and specific didactics, as well as all those aspects of coordination, guidance, tutoring, educational attention to specific needs and disabilities and organization aimed at improving the teaching quality and the operation of the schools. Likewise, they must include specific training in equality in the terms established in article seven of the Organic Law 1/2004, of December 28, on Integral Protection Measures against Gender Violence..."

On the other hand, the LOE, in its wording given by the Organic Law 8/2013, of December 9, for the improvement of educational quality, considers that school autonomy is a foundation for the improvement of their results and establishes that each school must have the capacity to identify its strengths and needs, in order to enrich its educational and methodological services. In this sense, it is essential to elaborate this Teacher Training Plan, in order to respond to these needs - both the teachers' individual needs and the school's collective needs. The objective of this Training Plan is therefore focused on three aspects: the training of the school staff, the training of adults and the non-formal training of students.

At Gándara International School (GIS) we understand that part of our pedagogical mission is to seek, organize and offer training related to our foundations in different areas of knowledge, such as active pedagogy, respectful education, etc. Teacher training aims to ensure that faculty members are engaged in ongoing training and address the needs that are detected. The inclusion of technologies in the educational scenario calls for transformations that concern core elements in education: curriculum, organization, space and time distribution, methodology or the roles of the stakeholders involved.

Initial training should include, in addition to adequate scientific preparation, pedagogical and didactic training, which will be completed with mentoring and advice to new teachers by experienced colleagues. We want our assistants to have a broad cultural background, to be eager to do research,

and to be dedicated to their work. We want them to be examples and ethical referents for our students, as well as being committed to innovation and updating. We envisage our school as a community where all its members - students, teachers and staff - are learning constantly, taking into account that our students' right to learn must guide the work of the adults who guide them. For this reason, teacher training must also seek to ensure quality learning for students. It must also be a collective process connected with other teaching teams, and by no means isolated and disconnected. Finally, it must be a process that is not only external and formal, but also immersed in daily practice, contextualized, flexible and informal.

With regard to adult education, we welcome the UNESCO's idea that reflects the principle of learning for life: UNESCO considers that "education is a human right for all", throughout life, and that access to education must go hand in hand with quality. Lifelong learning is a concept that places learning beyond and around educational institutions. Writers such as Ivan Illich, Paulo Freire, Everett Reimer and others have promoted that education should be both universal and life-long. Subsequently, the Delors Report (1996), *Learning: The Treasure Within*, called for lifelong learning as the "heartbeat" of a society based on four pillars - learning to know, learning to do, learning to live together and learning to be - and predicted a learning society in which everyone can learn according to their individual needs and interests, anywhere and at any time in a free, flexible and constructive way. The International Conferences on Adult Education (CONFINTEAS) states its importance in all forms of education. In the 2021 goals of the Organization of Ibero-American States (OEI), it is included under the concept of lifelong education and represents the seventh general goal.

Lifelong learning is not organized on the basis of age, space, or time; it is an organizing principle of all forms of education (formal, non-formal, and informal) with better integrated and interrelated components. It is based on the premise that learning is not confined to a specific period of life, but goes "from the cradle to the grave" (horizontally), considers all contexts in which people live together such as family, community, work, study, leisure, (vertically), and assumes humanistic and democratic values such as emancipation and inclusion (depth). It emphasizes the assurance of relevant learning - and not only education - beyond the school system".

In this sense, it seems fundamental to us to promote the training of families and adults in issues related to education. That is why since our origins we have offered open training courses, with the intention of organizing a future School for Families and Adults. We believe it is essential that all families attend at least 50% of the offered training courses. For this reason, both in the initial meeting at the beginning of the school year and in the individual meetings with each family, we emphasize the importance for all the people

who belong to the Learning Community to participate in training courses related to childhood and respectful education, so that families can be better aligned with the pedagogical bases and principles of our school project.

Finally, we consider that the non-formal training of students is part of their daily experience at GIS, by participating in projects and informal activities (open day, etc.), in line with our concept of active and meaningful learning.

## **2. OBJECTIVES OF THIS PLAN**

These are the objectives of this plan:

- To improve, update and perfect the professional competencies of the school teachers and staff.
- To offer training to the adult members of the Learning Community in order to facilitate their alignment with the pedagogical bases and philosophy of our Project.
- To align our vision of education and our teaching practice.
- To improve school staff teamwork and methodological alignment.
- To promote research on new meteorological trends, being open to ongoing learning and revision.
- To promote staff involvement and participation, as well as their commitment to our school Ethos, while working towards their personal and professional goals, in the development of their teaching practice at the school.
- To improve the educational quality of our pedagogical project and a better integration of the Educational and Curricular Project of the School.
- To offer diverse training choices, organizing training courses in many areas related to our pedagogical vision.
- To promote a school organization capable of generating and transmitting knowledge, and generating skills for its acquisition and implementation.
- To offer a quality educational model that is inclusive, integrative, and can ensure equal opportunities and the acquisition of skills and knowledge necessary for the students' full development in society, helping them to achieve their potential, with the ultimate goal set out in Article 27.2 of the Spanish Constitution: "Education shall be aimed at the full development of the human personality in the respect for democratic principles of coexistence and fundamental rights and freedoms".
- To make our school known to other education professionals and interested parties, showing them a school with an Educational Project and an innovative Methodology adapted to the personal needs of individuals.
- To develop a Training Plan inherent to the Educational Project itself, that is both systematic and effective, and which allows to verify, contrast and evaluate its outcomes.

### **3. ELABORATION OF THIS PLAN**

Article 13 of our Internal Rules and Regulations establishes the right of the teachers to ongoing training as well as their duty to be involved in their professional improvement and development, to be trained in the pedagogical methodology of the school and the research, experimentation and continuous improvement of the corresponding teaching processes proposed by the School company. Additionally, teachers are compelled to commit themselves to any plans for improvement, educational innovation and quality management that are proposed by the School.

For this reason, GIS considers that faculty involvement is necessary for identifying professional improvement needs and innovative and research initiatives.

The design of the Training Plan is agreed upon by the school according to our reality and circumstances and, taking into account certain general criteria that promote and facilitate its design.

Training design should therefore become a forum for reflection on the teaching practice at our school, granting the teaching staff the leading role and decision-making powers to propose training actions.

It must gather proposals and effective solutions that promote the improvement of educational practice, both individually and collectively.

At its core, the Training plan must focus on the aspects of the School's Pedagogical Framework that demand greater or better training of the teaching staff. Therefore, it must be considered as a professional development initiative.

The continuity of this plan should be guaranteed in order to achieve the desired objectives. One such objectives will be the improvement or transformation of the professional culture. Also, it must try to provide solutions to problematic situations detected in the school and during the teaching practice.

### **4. CONTENTS**

This Annual Training Plan takes into account 3 levels:

1. Training of the school's male and female workers.
2. School for adults
3. Non-formal training of students.

#### **4.1. Training of School Personnel.**

At GIS, teacher training could be done by means of:

Teachers' autonomous learning: readings, dialogue, debate and reflection on their own practice, observation of teaching, etc.

The role of the Teacher Coordinator: during the school's daily routine, teachers have the opportunity to discuss their concerns, doubts, etc. with other colleagues and with the Teacher Coordinator.

Participation in activities selected, organized, developed and evaluated by the school, which can be useful for their professional development. Usually, the knowledge acquired is applied to individual practice (courses, conferences, online training, etc.).

Implementation of action-research projects with the aim of improving and modifying related practices. This work methodology promotes and develops the capacity for observation and analysis, thus facilitating the resolution of problems in practice: Working Groups.

#### **4.2. School for adults**

We have observed the need for training in areas such as respectful education, and limits and rules, for example, among students' families. On occasions, pedagogical debates led by the teachers have been organized in the school in order to discuss these issues. On other occasions, they have been addressed in individual school-parent meetings for those people who needed it.

In this sense, we would like to organize ongoing training as part of a School for Parents, which would allow us to offer courses, information and resources to parents and, ultimately, open it to other adults interested in education-related topics.

It would be desirable to establish a parents association (ANPA, in Spanish) that could communicate parents' interests and demands in this regard. This association could even organize courses by external professionals from different fields, which would contribute to the training of school teachers and/or parents.

#### **4.3. Non-formal training of students**

Non-formal training could be offered to GIS students through their participation in certain school projects, such as the Open House Days, the GIS magazine, etc.



## 5. PLAN IMPLEMENTATION:

The following phases will be taken into account in the implementation of this plan:

1. Identification of the training needs of workers and/or families of the school: This process must involve all members of the learning community under the supervision and coordination of the Head of Studies and the Teacher Coordinator. Channels for the elaboration and presentation of training proposals could be:

- From the teachers to the School Stage Coordinator, the Teacher Coordinator or Head of Studies.
- From the School Stage Coordinator, Teacher Coordinator or Head of Studies to the Management Team and the teachers.
- From the Governing Board to the Teacher Coordinator and/or Head of Studies.
- From the families to the School.
- Other channels: external proposals, etc.

During the month of May, a process of reflection will be carried out within the teaching teams in order to identify the problems encountered throughout the school year and the training needs for the next academic year.

In June, the information gathered will be transferred to the Teacher Coordinator and the Head of Studies, for its subsequent transfer to the Governing Board, with the aim of adapting, prioritizing and scheduling the training proposals according to the achievements and difficulties detected throughout the course that were reflected in the Self-Assessment Report.

Consequently, these are some of the actions to be taken:

- To analyze the specific problems (multiculturalism, students with learning difficulties), adequacy of teaching practice to the development of basic competences, students' academic performance, use of ICTs, priorities for action, etc.
- To determine the training demand in accordance with the guidelines of the Annual Plan of the School, after the analysis of the Annual Self-Assessment Report, considering both educational innovation initiatives and training needs related to specific problems.
- To set the objectives according to needs and demands.
- To specify the planned training activities.
- To plan the development, follow-up and evaluation of the Annual Training Plan of the School.

To this end, we propose the use of the following table that will allow us to design the training actions of our Annual Training Plan:

PROBLEM /INITIATIVE	Cause motivating the demand for training.
AFFECTED SECTOR	Sectors of the learning community affected.
THEME	Content of the training
RELATED TO DOCUMENT(S)	Levels of curricular design of the School's Pedagogical Framework: planning, Community Behavior Plan, Internal Rules and Regulations...
DEPARTMENTS AND TEACHING TEAMS INVOLVED	Didactic coordination bodies involved or related.
GOALS	Purpose of training.
SCOPE	Space where the action takes place: inside or outside the school.
TRAINING STRATEGY	Type of training activity selected or demanded: training in schools, work groups, online....
PRIORITY	Maximum, average or minimum
INVOLVED FACULTY	Number of teachers participating
NECESSARY RESOURCES	List of materials required.



SCHOOL RESOURCES	List of available materials
DEADLINES	Calendar of planned actions
OBSERVATIONS	Any relevant comments

2. Establishing the criteria that will help satisfy these needs, making the best use of available resources (the school's own resources, funding, etc.).

3. Calendar design by the Teacher Coordinator and the Head of Studies with the training proposals.

4. Development of the planned training actions.

The training actions in GIS will be mainly aimed at self-training processes through collaborative work among teachers and intervention in the school. In this sense, teacher training should be focused, whenever possible, on training at the school and in working groups.

Training activities that promote best practices and self-training shall be promoted. Teaching practice improvement should be sought in an effective way, aiming at having an impact on the educational quality and the best academic and psycho-affective development of students. For this reason, an attempt will be made to monitor the application and practical effectiveness of these training activities in the school.

Teaching practice will be the focus of reflection, debate, assessment, research and innovation, all of which should take place during the working day in our School.

5. Assessment of the plan.

## 6. TRAINING NEEDS

Training has always been a fundamental part of our school philosophy since the school was founded. This has led us to attend courses taught by education professionals, often organized by the school itself, and also to host visits by individuals who wanted to know us and have first-hand experience of our school as "observers".

Teacher training has always been a priority; in fact, one of our requirements to become part of the teaching staff is the completion of two 80-hour training courses in respectful education and Montessori pedagogy. Chosen by the Governing Board, these training courses are the building blocks that

support our methodology and help us implement it in all areas (horizontal coherence and cohesion) and stages (vertical coherence and cohesion).

On the other hand, the X National Collective Agreement of Private Education Schools of General Regime or Regulated Education Without Any Concerted or Subsidized Level, applicable to our School, includes in article 33 that there should be 50 hours of training included within the annual working day total.

In Articles 49 and 90, it establishes support measures for teacher training: "When the teaching staff attends improvement and retrain courses organized by the school, tuition, travel and residence expenses shall be paid by the school".

Ongoing training shall be carried out in accordance with the provisions of the National Agreement on Training for Employment for the private education sector or the agreement that replaces it and is in force at any given time. The company will facilitate access to courses for contracted personnel who wish to learn the language of the Autonomous Community where the school is located.

Article 50. Paid leave for training.

The personnel affected by this Agreement shall be entitled to:

- (a) paid leave required to attend official examinations, provided that these are not to aspire to a job in another school, as well as to a preference to choose a work shift, if such is the regime established in the Company, when regularly studying for an academic or professional degree.
- (b) adaptation of the ordinary working day to attend professional training courses or to the granting of the appropriate leave for training or professional improvement while preserving his or her position.

In addition, the article establishes a Professional Development and Improvement Complement (CPP).

In order to encourage workers to keep improving the quality of services rendered and continue training, as well as to serve as a stimulus to their own professional and economic development, the worker shall accrue a supplement for training and knowledge acquired at the end of a five-year period, provided that such training is organized or expressly authorized by the company.

The employee will be entitled to receive the aforementioned allowance provided that he/she proves the completion, within the previous five years, of:

- One hundred hours of training, for teaching personnel (group I).
- Forty hours of training for complementary services personnel (group II).
- Forty hours of training for administrative personnel (group III).
- Fifteen hours of training for general services personnel (group IV).

These calculations shall include the training carried out by the employee for the development and retraining of his or her job, including the fifty hours of training established in Article 33 of this Agreement.

In this eagerness to promote teacher training, we incorporated the role of the Teacher Coordinator in school year 2019-2020; the position was taken by one of the members of the school's founding team. His mission has been to accompany teachers and to observe their pedagogical practice, as well as to provide feedback at faculty meetings, in accordance with the school's methodological principles.

On the other hand, during these years of pedagogical work we have detected the following training needs, both among teachers and families:

Project-based learning.

Cooperative learning.

Active learning.

Meaningful Learning.

Game-based learning.

Gamification.

Master classes.

Socratic method.

HOS-oriented learning.

Formative assessment: techniques and instruments.

Basic competences: what they are, programming and evaluation by competences.

Multiple Intelligence.

Training in SEND (ASD, ADHD, etc.).

First aid training.

School bullying.

Non-violent communication, mediation and peaceful conflict resolution.

Active listening.

Positive discipline.

Education for promoting peace, equality between women and men, awareness of non-discrimination based on race, sex, origin and personal or social condition.

## **6.1. Training proposals**

Attendance to specific courses (pedagogy, active methodologies, languages).

Attendance and participation in Educational and Pedagogical Innovation Conferences.

Design of Workshops, Seminars and Discussion Groups among the Teaching Staff.

Self-training (self-taught training): Montessori tutorials, readings, international Webinars (NEASC and others).

Collaborative training: previously trained teachers and the figure of the Mentor Coordinator help in the training of new teachers.

Faculty or individual meetings to review methodologies, resources, share experiences, etc. with the Mentor Coordinator.

Teaching research groups.

Participation in educational networks (working groups on childhood and nature, *Educación Galega en Transición*, etc...).

Didactic and methodological strategies that contribute to the development of basic competences in students.

Strategies to promote among students the assumption of democratic values, respect for differences and personal autonomy, as well as the overcoming of sexist stereotypes.

Training to incorporate new digital contents aimed at facilitating the acquisition of basic competencies by students.

Elaboration and application of the Guidance Action Plan of schools, sequenced and programmed for its adequate integration in the development of the student's curriculum.

Updating of management teams so that they can promote their leadership in schools and respond to the changes occurring within the educational context.

Occupational risk prevention and occupational health among teachers.

Visits to schools with alternative philosophies that are aligned to our approach (Active Schools, Montessori, Freinet, Forest-School, Democratic Schools, etc.).

## **7. TRAINING NEEDS PRIORITIZED IN THE SCHOOL DURING ACADEMIC YEAR 2020-2021**

During the 2020-2021 academic year, three new teachers joined our staff who had no training in non-violent communication techniques and respectful education. Additionally, a considerable number of new families joined our school. For this reason, training in these areas was prioritized, since they are considered the basic principles of our School Ethos.

Some of the new teachers attended the course on respectful education taught by Tinus Wijknnaker in Madrid last in July.

In addition, GIS organized a 6-hour course on the Constructivist Reading-Writing Method of Tamara Chubaroski, taught by Alicia Mimoo, and an 8-

hour course on project work, given by Alicia Mimoo, that were held at the GIS premises.

On the other hand, training and implementation sessions of different school protocols and internal policies were scheduled from October to February, with weekly half-hour or one-hour sessions, presented by members of the Management Team.

Likewise, during the summer, the school's management team did a Child Protection Certificate course, which the rest of the faculty will do during the current academic year.

We are also awaiting the online training course on procedures and management of the COVID-19 situation, offered by Quirón Prevención.

## **8. TRAINING ACTIVITIES FOR THE 2020-2021 ACADEMIC YEAR**

### **8.1. Courses: contents, objectives and evaluation**

#### **TINUS WIJNAKKER**

Thanks to this extensive background in active pedagogy, Tinus has become and indispensable referent for Gándara. That is why we invite him every year to share his knowledge with us through his courses.

For more than 20 years he has worked on topics such as peace education, non-sexist education, environmental education, student guidance, group dynamics in the classroom, intercultural education and conflict regulation in the classroom. He is also the co-founder of Alavida, a referent for active education located near Madrid.

Tinus's annual course will take place in Gándara during the 2021-2022 school year and will include the following points:

Accompanying children

Personal tools for the accompanying person (teachers, parents)  
The pleasure of learning through discovery

Training course in 3 blocks,  
aimed at educators and parents.

Beatriz Aguilera Reija and Tinus Wijnakker  
Founders of Alavida

- Duration:
  - 1st block: 24 hours
  - 2nd block: 24 hours
  - 3rd block: 36 hours

- Dates:
  - 1st block
    - 22-23/10
    - 12-13/11
  - 2nd block
    - 10-11/12
    - 14-15/1
  - 3rd block
    - 11-12/2
    - 4-5/3
    - 25-26/3

The schedule will be:

Friday: from 5:30 p.m. to 9:30 p.m.

Saturday: from 9:00 a.m. to 1:30 p.m. and from 3:00 p.m. to 6:30 p.m.

Place: Gándara

Maximum capacity: Depending on covid regulation.

First block: 25 people

For the second block, participants from previous courses can also sign up for the second block.

The maximum capacity for this part is 30 people.

In this training course we will use an interactive methodology, with moments for reflection and sharing, and we will dedicate a lot of time to experience and practice the skills related to each topic.

1st and 2nd block

Personal tools for the teacher

By Tinus Wijnakker

1st block

1st weekend: Observation and communication processes

- How do we observe and how does our way of observing affect us?  
How does our observation affect us?
- The importance of seeing and understanding communication signals.
- Non-verbal and verbal communication
- How do we interpret messages from children?

## 2nd weekend: Active listening

- Listening to understand and accompany.
- The language of acceptance: Reflecting and accompanying.
- Non-verbal communication and physical contact

## 2nd block

## 3rd weekend: Love and security

- Basic needs
- How does someone feel loved and secure?
- Emotional support
- Listening, accepting and accompanying feelings

## Freedom, limits and autonomy

- A relaxed environment
- Limits, rules of coexistence and punishments
- Freedom and autonomy

## 4th weekend: Dealing with conflict

- Conflicts, aggressiveness and violence
- Analyzing a conflict situation
- Accompanying to facilitate the regulation process

## 3rd block

The pleasure of learning by discovery

By Beatriz Aguilera and Tinus Wijnakker

## 5th weekend: Evolutionary stages

- Infancy: from 0 to 6 years old
  - sensory-motor-affective stage
- Childhood: from 6 to 12 years old
  - stage of concrete operations

## Prepared environments

- The corners
- The structures



## 6th weekend

### The role of the adult

- Bonding and emotional support
- Guidance and reference

## Living together

- The process of personal and group relationships
- Responsibilities and autonomy
- Limits, rules and consequences of living together
- Conflict situations

## 7th weekend

### The learning process

- How do children learn?
- Social and emotional factors
- Curiosity and interest as driving forces of learning
- Autonomous learning
- Presentations
- Learning by discovery

Price: Full course, paying before October 1st: 500 €.

Full course, paying in three blocks:  $150 + 150 + 225 + 225 = 525$

Block 1 or 2 only: 160 € 160

Block 3: 225€.

To participate in block 3 we recommend to have done some training with Tinus Wijnakker beforehand.

Priority will be given to those who sign up for the full course.

## **ECIS CHILD PROTECTION CERTIFICATES**

NEASC recognizes the attainment of ECIS Child Protection Certificates as evidence of alignment with the NEASC Foundation Standards within the ACE Accreditation Protocol on safety.

ECIS Child Protection Certificates are designed for three distinct audiences, allowing schools to meet compliance standards for accreditation or inspections for:

- support staff
- teachers and leaders

- governors and proprietors

All GIS teaching staff will receive training during the 2021-2022 academic year in this subject.

Other training courses may include:

**SEXUALITY:** To give continuity to the training started in the last academic year. We still need to decide the topics that will be dealt with.

**FIRST AID:** Training proposal.

**FOREST SCHOOL**

**NEURODIVERSITY** -High Capacities -Autism:

sensory,

feeding,

anxiety

**HARASSMENT**

## **9. SCHEDULE FOR SUGGESTED TRAINING:**

The training schedule will be published in the Drive Calendar and accessible to all teaching staff.

## **10. RESOURCES:**

Analysis of resources necessary for the implementation of the Annual Training Plan:

Financial resources for specific teacher training: 50% of the training required for teachers to join the school staff will be financed by the school. Free courses organized and offered in GIS.

The school's own human resources and their willingness and/or availability to provide training: Founders, Teacher Coordinators, etc.

Pedagogical library of the school located in the teachers' room.

Drive virtual platform (to store pedagogical material, collected in conferences, courses and seminars).

Search for agreements with official schools, training centers (Masters courses, etc.).

Parents' collaboration and involvement to search for expert professionals from different fields that may offer training at the School.

## **11. ACHIEVEMENT ASSESSMENT OF PLAN OBJECTIVES**

### **11.1. Indicators and procedures**

- At the end of the school year during the Final Assessment, there will be a review of the training objectives established and the proposals received through the different channels. All contributions, suggestions and proposals for improvement will be included in an Annual Report.
- Updates to the Curriculum Vitae of the teaching staff.
- Certificates of attendance to courses, seminars, conferences, etc. that will have to be handed in in order to comply with the training requirement established by the X National Collective Agreement of Private Schools of General Regime or Regulated Education without any Subsidized or Subsidized Level.
- Review of the points established in the objectives of this Plan: at the end of the courses and training sessions, assessment rubrics or surveys could be given to the attendees.
- End-of-course surveys to families and teachers on the training offered by GIS.

### **11.2. Suggestions for improvement**

- Attendance to webinars and national and international conferences and seminars.
- Publishing of educational experiences at GIS.
- Creation of a blog on our website dealing with topics related to education and with our own educational experiences.
- Attendance to pedagogical conferences in order to share our pedagogical experience and make our project known.
- Assessment rubrics or surveys to attendees at the end of training courses.