

WP3 Teacher training on growing students self-confidence



A3 PREPARATION OF THE TRAINING METHODOLOGY

GROW CONFIDENCE IN PRIMARY SCHOOL CHILDREN

2022-1-BG01-KA220-SCH-000087066

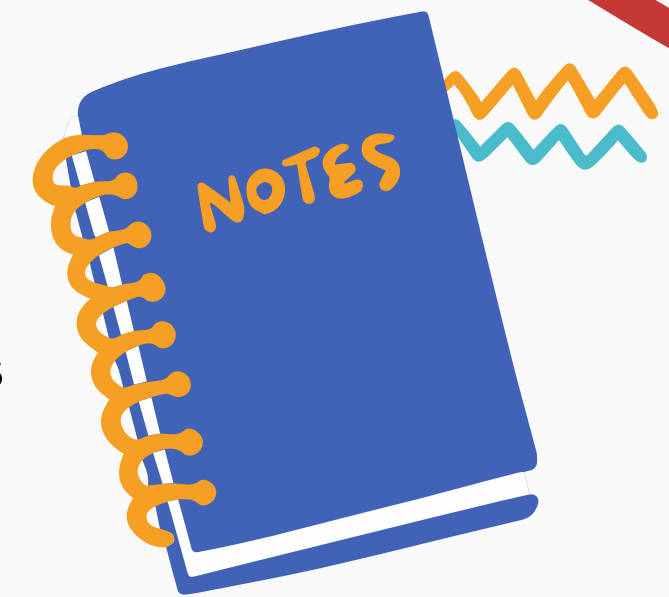
About the project

This project addresses low self-esteem in primary school children by enhancing emotional intelligence, confidence, and overall well-being. We will educate teachers to help students learn from mistakes and overcome the fear of failure.

Low self-confidence in children hinders their ability to take risks and recover from failures. Our "Grow Confidence in Primary School Children" project aims to empower young students and foster self-confidence.

We will compile EU best practices into a manual for teacher training and conduct workshops for parents on fostering emotional intelligence. Peer connections and socio-emotional activities will encourage positive actions among children.

This Erasmus+ Project (2022-1-BG01-KA220-SCH-000087066) is a collaborative effort with partners from Bulgaria, Slovenia, Bosnia and Herzegovina, Portugal, Lithuania, and North Macedonia. This document represents our vision of helping children develop a positive self-relationship and reach their full potential.



A3 Preparation of the training methodology



The training methodology encompasses the systematic approach and strategies used to plan, design, and deliver intelligent, rational, and experiential learning plans based on academic and pedagogical considerations concerning the teaching of the GROW CONFIDENCE method. It involves the methods, and instructional approaches employed to boost and improve students' self-confidence, fostering overall classroom environment, supportive peer reactions and academic success.



What is important for developing students' self-confidence and building intelligent, rational, and experiential learning plans for teaching the **GROW CONFIDENCE** method?

- ★ **Understanding the importance of self-confidence.** Teachers need to understand the impact of self-confidence on student achievement, motivation, and well-being. They should also understand the role of teachers in promoting self-confidence among students.
- ★ **Identifying and addressing barriers to self-confidence.** Teachers should be able to identify common barriers to self-confidence, such as fear of failure, social comparisons. They should also know how to help students overcome these barriers and build a positive self-image.
- ★ **Understanding of the GROW CONFIDENCE method.** This includes knowledge of the steps of the method as well as how the method can be applied to different situations.
- ★ **Curriculum design.** Teachers need to be able to design a curriculum that effectively covers the GROW CONFIDENCE method. This includes breaking down the method into smaller, manageable parts, creating learning objectives, designing assessments, and selecting appropriate resources.



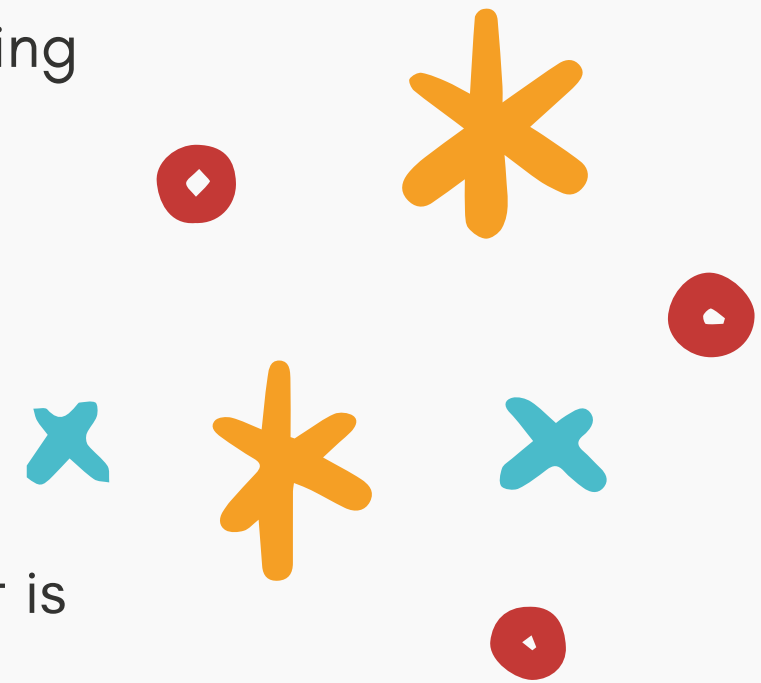
Using effective teaching strategies. Student-centred pedagogical principles and teaching strategies – encouraging student active engagement In the learning process, encouragement to think creatively and critically (effective teaching/learning and assessment methods). Teachers should know how to create opportunities for students to share their ideas, opinions, and perspectives. They should also provide choices and options for students to personalize their learning and build autonomy.



Providing constructive feedback. Teachers should be able how to provide feedback that is specific, timely, and focused on improvement. They should also know how to help students use feedback to set goals and monitor progress



Building a positive classroom culture. Safe and supportive classroom environment based on collaboration and interaction. Teachers should know how to create a supportive and inclusive classroom environment where students feel valued, respected, and safe.





Communication skills: teachers should be able to communicate effectively with students. This includes being able to explain complex concepts, to provide constructive and helpful feedback, to facilitate group discussions, interactions, communication with parents.



Interpersonal skills: include abilities to build positive relationships with students (being empathetic, patient, supportive). This is important for creating a safe and positive learning environment where students feel comfortable asking questions, making mistakes, and taking risks.



Continuous learning and improvement: staying up-to-date with the latest pedagogical trends and practices, continuously reflecting applied teaching strategies and making changes and adjustments as needed to ensure that the learning objectives are being met.

By integrating these components in a thoughtful and strategic way, a teacher can create effective learning experiences that help students build their confidence and achieve the goals.



GROW CONFIDENCE method



GROW CONFIDENCE method is based on the GROW model, which is a framework commonly used in coaching to help individuals set and achieve their goals (Whitmore, 2017; Passmore, 2011).



The GROW CONFIDENCE method goes beyond the traditional GROW model by focusing specifically on building confidence.



The acronym **GROW** stands for: **Goal, Reality, Options, and Will**. The GROW CONFIDENCE method adds three additional steps:

- C:** Choosing a positive mindset
- O:** Overcoming limiting beliefs
- N:** Nurturing self-belief



STEPS OF GROW CONFIDENCE METHOD (1)



Goal: setting a clear and specific goal that you want to achieve.



Reality: assessing current reality and identifying any obstacles or challenges that may be preventing from achieving the goal. Identifying strengths and resources that y can help to overcome these obstacles.



Options: generating a range of possible options or strategies for achieving the goal. Evaluation of each option based on its feasibility, potential impact, and alignment with personal values and priorities.






Will: selection of the best option and creation an action plan for achieving the goal. You identify specific steps you need to take, set deadlines and milestones, and create a support network to help you stay accountable and motivated.





STEPS OF GROW CONFIDENCE METHOD (2)



-  **Choosing a positive mindset:** the step involves adopting a positive and growth-oriented mindset. Focussing on personal strengths and successes, and viewing challenges and setbacks as opportunities to learn and grow.
-  **Overcoming limiting beliefs:** identifying and challenging any limiting beliefs or negative self-talk that may be holding you back. Replacing these beliefs with more empowering and positive ones.
-  **Nurturing self-belief:** This final step involves developing and nurturing a strong sense of self--belief and confidence. Celebrating personal successes, acknowledging progress, and cultivating a sense of resilience and self-efficacy.

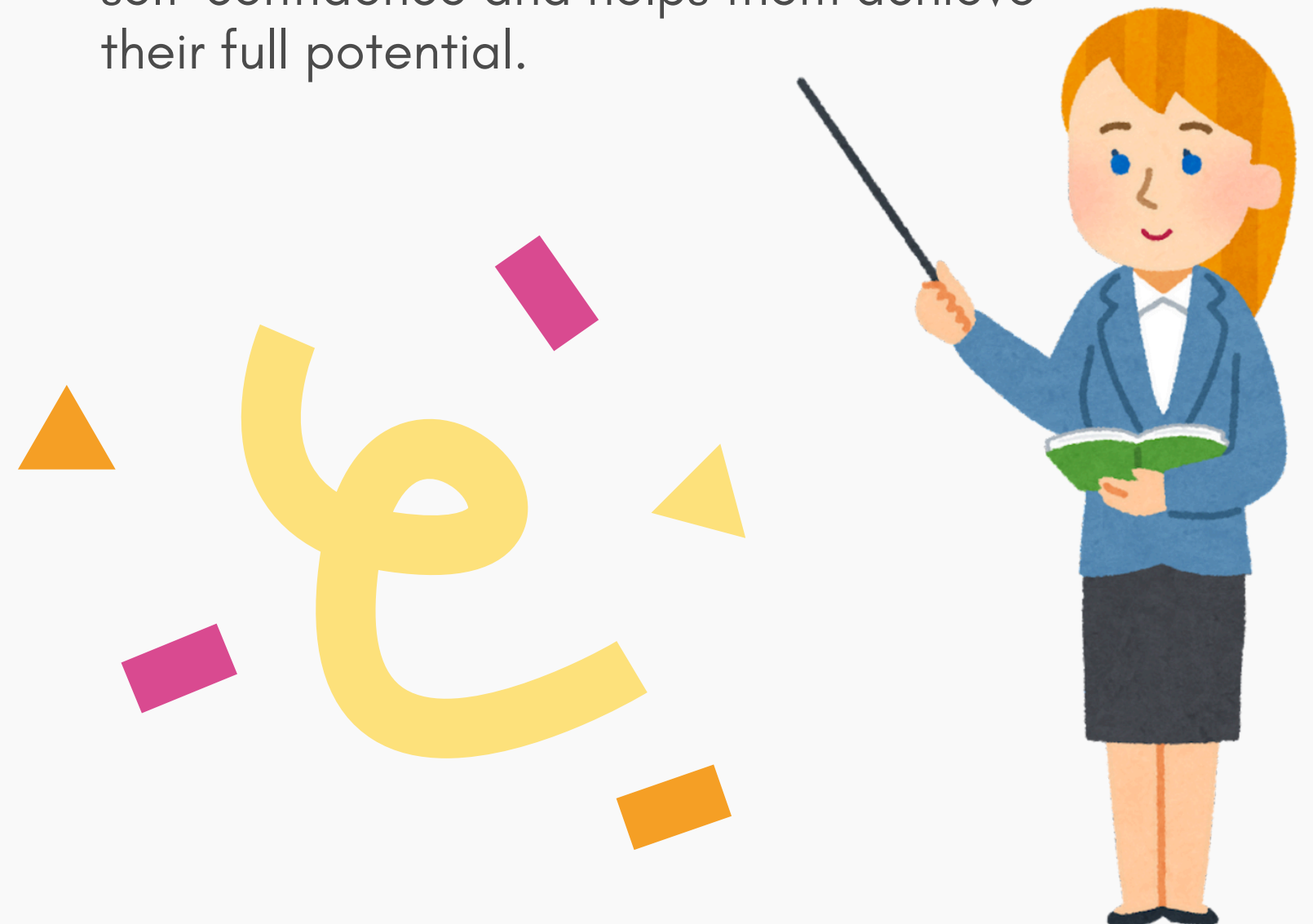
Following these seven steps, the GROW CONFIDENCE method can help individuals build their confidence and achieve their goals in a systematic and effective way.






GROW CONFIDENCE method in the classroom

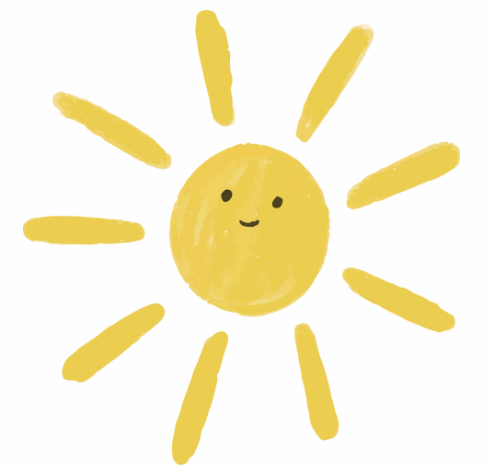


By using the GROW CONFIDENCE method in the classroom, teachers can create a supportive and empowering learning environment that promotes students' self-confidence and helps them achieve their full potential.



USING GROW CONFIDENCE METHOD IN THE CRASSROOM (1)

-  **Setting clear and specific learning goals:** Teachers work with their students to set clear and specific learning goals that are challenging but achievable. By helping students set goals that align with their interests and passions, teachers can motivate students and boost their self-confidence.
-  **Assessing students' current reality:** Teachers help students assess their current reality by identifying their strengths and weaknesses, as well as any obstacles or challenges that may be hindering their progress. Recognizing their strengths and resources helps students develop a more positive self-image and boosts their confidence in their abilities.
-  **Generating a range of options for learning:** Teachers encourage students to generate a range of options for learning by providing a variety of activities and resources that cater to different learning styles and preferences. The freedom to choose how to learn enhances a sense of autonomy and self-efficacy.



USING GROW CONFIDENCE METHOD IN THE CRASSROOM (2)



Encouraging a growth mindset: Teachers stress the value of effort and perseverance, and celebrate mistakes as opportunities for learning and growth. This encourages resilience and confidence in overcoming challenges and achieving goals.




Challenging limiting beliefs: Teachers prompt students to think about their beliefs and assumptions about themselves and their abilities. Identifying and challenging negative thoughts and limiting beliefs can enhance self-image and boost confidence.





Nurturing self-belief: Teachers acknowledge and celebrate students' successes, providing feedback and support that reinforces their sense of competence and mastery. Nurturing self-belief helps students develop a more positive self-image and greater confidence.



TRAINING STRATEGIES FOR DEVELOPING STUDENTS' SELF-CONFIDENCE (1)

 **Problem-based learning:** involves presenting students with real-world problems or scenarios that require them to apply their knowledge and skills to find solutions. Problem-based learning encourages students' confidence by developing their critical thinking, problem-solving, and decision-making skills.

 **Experiential learning:** emphasizes practical experience and reflection to promote knowledge acquisition, skill development, and personal growth. Involving hands-on, real-world learning experiences allows students to apply their knowledge and skills in practical ways.

 **Collaborative learning:** involves working in groups and teams to solve problems, complete tasks and learning from each other. By engaging in collaborative learning, students can build their confidence by sharing their ideas and perspectives and learning from their peers.



TRAINING STRATEGIES FOR DEVELOPING STUDENTS' SELF-CONFIDENCE (2)

★ **Project-based learning:** the method involves students working on long-term projects that require research, planning, and execution. The focus is on developing creativity, problem-solving, and collaboration skills.

★ **Inquiry-based learning:** emphasizes student-centered learning, where students are encouraged to ask questions, investigate problems, and find solutions. The focus is on developing critical thinking and problem-solving skills, as well as promoting student autonomy.

★ **Experimentation:** encouraging students to experiment and take risks can lead to a more innovative learning experience. This can help students learn through trial and error, leading to a deeper understanding of the material.



TRAINING STRATEGIES FOR DEVELOPING STUDENTS' SELF-CONFIDENCE (3)



- ★ **Role-playing and simulation exercises:** allow students to practice and develop their skills in a safe and supportive environment. Role-playing and simulation exercises can help students to build their confidence by experiencing success and learning from their mistakes.
- ★ **Flipped classroom:** approach involves students completing instructional activities, such as watching videos and reading texts, outside of class. Class time is then used for interactive activities, such as discussion, problem-solving, and collaboration.
- ★ **Gamification:** using game-based elements, such as point systems and challenges, to motivate and engage students in learning. The focus is on making learning fun and engaging, and promoting intrinsic motivation.

TRAINING STRATEGIES FOR DEVELOPING STUDENTS' SELF-CONFIDENCE (4)



★ **Accountability groups:** involve creating small groups of students who support and hold each other accountable for achieving their learning goals. By working with peers who share similar goals and challenges, students can develop a sense of belonging and support.

★ **Mindfulness and relaxation techniques:** can help students reduce stress and anxiety, which can hinder their learning achievements and confidence. By promoting mindfulness and relaxation techniques, teachers can help students develop a sense of calm and focus, which can enhance their self-confidence.



References

- Bandura, A. (1977). Self-efficacy: Toward a unifying theory of behavioral change. *Psychological Review*, 84(2), 191-215.
- Bennett, John L.; Bush, Mary Wayne (2013). *Coaching for change*. New York: Routledge.
- Bright, J. (2019). GROW CONFIDENCE: A Coaching Model for Building Confidence. *International Journal of Coaching Psychology*, 10(1), 52-65.
- Graham, H. (2016). The GROW model and coaching explained. *Coaching at Work*, 11(1), 50-54.
- Hattie, J., & Timperley, H. (2007). The power of feedback. *Review of Educational Research*, 77(1), 81-112.
- Passmore, J. (2011). *Excellence in coaching: The industry guide*. Kogan Page Publishers.
- Schunk, D. H. (2012). *Learning theories: An educational perspective* (6th ed.). Pearson.
- Whitmore, J. (2010). *Coaching for performance: growing human potential and purpose: the principles and practice of coaching and leadership*. Hachette UK.

Project created by:



"Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them"