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**SUPPORT
TEACHERS**

SOFT SKILLS

Chapter 4 (Czech Team)

Vendula Bittner, 16th September 2023

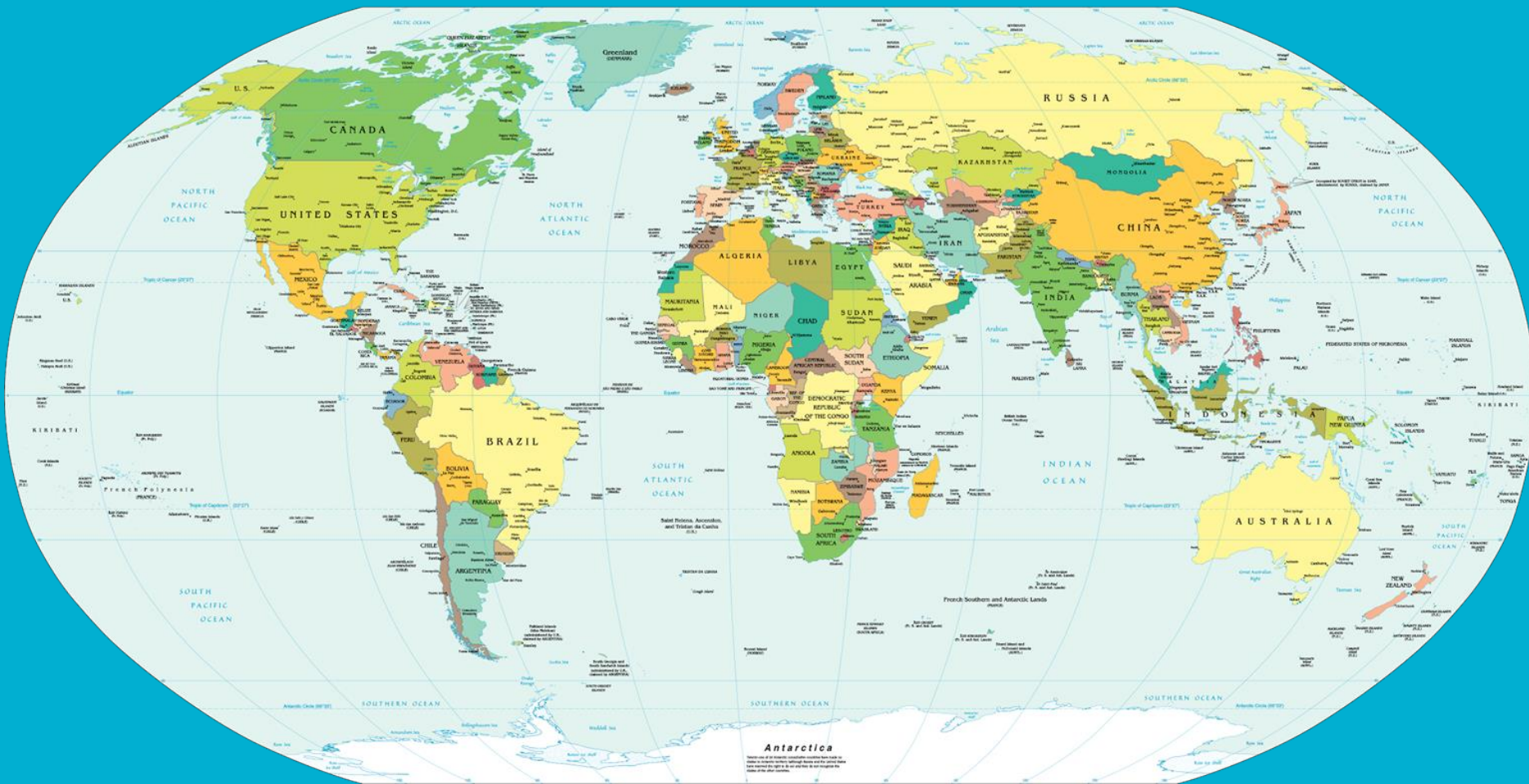
Training course

"Professionally Supported Novice Teacher"

15-17 September 2023

«Development of Support System for Novice Teachers» (SupportTeachers)

project No.2021-1-LV01-KA220-SCH-000024284



WHAT DO YOU TEACH?
WHOM DO YOU TEACH?



Travel in time and your memory
Go back to your school
What do you remember?

What makes a good environment for learning?

FEAR



FUN



STRESS



COMMUNICATION

“Naughty boy! Do you find it normal to rock on your chair? Is that what you do at dinner at home?!”



“You are swinging on your chair, I fear you might fall and hurt yourself.”



SUBJECTIVE

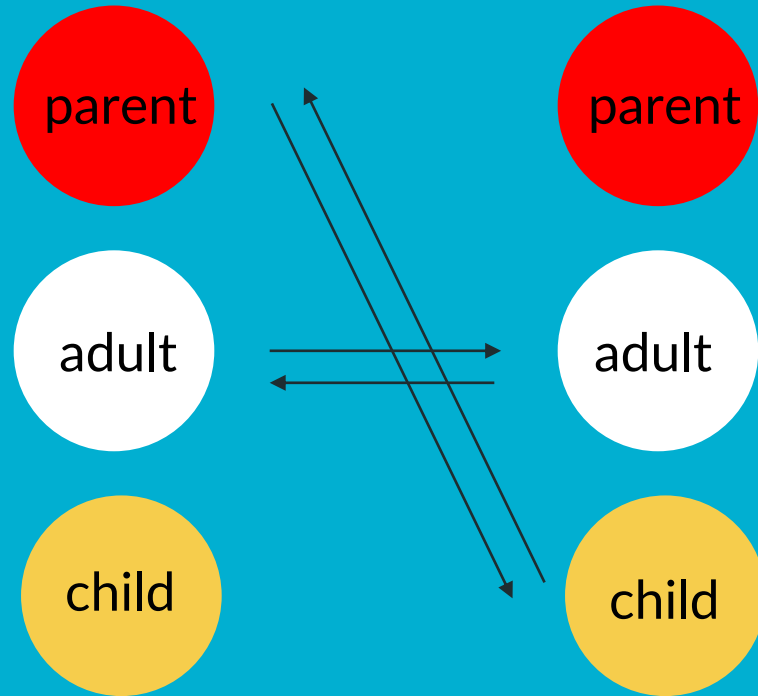


OBJECTIVE

- we use it most of the time
- to express opinions
- based on personal values, beliefs and preferences
- carries emotions
- creates labels
- micro aggressions using words such as “always”, “never” or “again”

- describes the situation
 - avoids exaggeration and bias
 - shows respect
 - explains speakers perspective
 - transmits info in a neutral way
 - allows for an “adult” reaction
-

Transaction Analysis (Eric Berne)



NOTEBOOK

“Miss, I forgot my notebook.”

“Again! Here's a sheet of paper.”



“I see. What do you suggest?”

“Hm, I can write on a paper
and then glue it in?”



managing children (parent ego)	guiding children (adult ego)
no room for students' initiative + thinking	gives room for for initiative and thinking
responsibility taken by the teacher	responsibility taken by the child
fast, sometimes unconscious, automatic the default setting	takes time, self-control an thinking students need to get used to it
changes of behaviour are only temporary	changes in behaviour are longer-lasting
students reactions: defense or resignation	does not feel like a threat
all relational aggression, orders, irony and sarcasm, generalisations, comparisons, unsolicited good advice, descriptions of consequences, punishments	objective language, feedback, open questions, compromise and agreements, referring to agreed rules

Making the Rules Together



Right

+ Obligations towards others

“I have the right to cook.”

+ I'm obliged to follow the recipe.

+ I'm obliged to go shopping.

+ I have to cook for my

Classroom Rights and Obligations

Think of your own »»»» POST-IT paper

I HAVE THE RIGHT
TO MAKE MISTAKES

I SHOULD USE THEM IN
FURTHER LEARNING

I MUST NOT RIDICULE
OTHERS FOR MAKING THEM



What else?

SELF-AWARENESS expose your own mistakes

SHOW INTEREST in your students, ask questions

create **SENSE OF BELONGING** between them

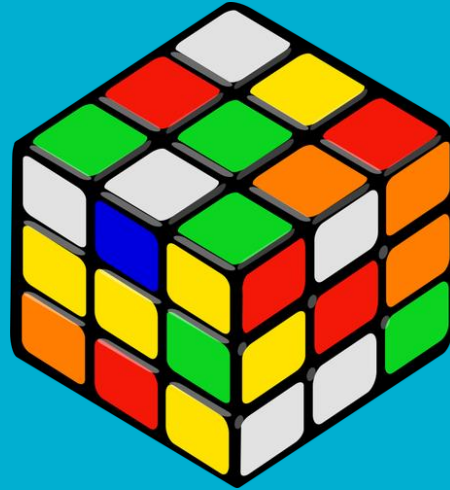
EMPATHY through Affirmation Theory

FEEDBACK give and ask for constructive critique

WHY SOFT SKILLS MATTER

better teachers - colleagues - people

improve
relationships



trust
safe
environment

Thank you!

Now let's get to work 😊

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FOR YOUR WORKING GROUPS TO DISCUSS:

- 1) Admitting one's own errors undermines the authority of the teacher.
- 2) "The classroom hierarchy should be set and clear."
- 3) "Emotions are not welcome in a classroom."

Now let's get to work 😊