



Start-up Model for teacher training



The Teacher Training ("Bridge Model")





Rounding numbers

23.9<mark>7</mark>7586

But what does this mean for our students?



Why should I know stuff like that?

What difference would it make to my life – I mean: in the real world!

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But building a stable bridge is no easy feat!







Maybe too weak - maybe not able to support every classroom/teaching situation.





It is unclear how this connects to the other side (the curricula stuff)

We are here to help you.



We also realise that there are as many **different scenarios** for our teaching reality as there are school buildings in the world.

To name but a few:

- Age group of your students
- Subject (Physics, Mathematics, Geography, ...)
- Class size and composition
- Teaching environment (virtual, face-to-face)
- 🗢 🛛 Cultural norms, Socioeconomic factors
- Educational Approach
- Technological Integration
- Special Education Needs
- Curricular constraints

and much more ...

How much sleep we had, what the headmaster talked about last week, \ldots

Our "Bridge Model" **is not linked to a fixed pedagogical approach**. You can do storytelling, you can do inquiry-based learning, you can do retrieval practice. The most important thing is: it has to fit your pedagogical situation (size of the classroom, ...).

We are here to work together to find a way to bridge the gap between our curricular requirements on the one hand and the learning outcomes at the level of our students on the other.

Our Bridge Model is not linked to a fixed pedagogical approach

We are expecting from you ...

(on Friday, the last day of this summer school)



On Friday, the last day of this summer school, we would like you to outline in broad terms **how you can use the tools** we will present to you during this week to cross the bridge between **your** curricular requirements on the one hand and learning outcomes on the part of **your** students on the other. This **structure** should help you with this task:

1) Which curricular requirements do you cover?

2) What learning outcomes do you expect to achieve?

3) The "Bridge":

- Which tools do you use?
- Which content knowledge does the teacher need?
- Which pedagogical knowledge does the teacher need?
- How do we know that the students have learnt?
- Which teaching routines should be in place?

Yes, we have high expectations.

Yes, we are convinced that we can do it together!