

# I, the Successful Teacher – Building and Sustaining a Strong Teacher Identity



## GENERAL INFORMATION

### Trainer:

Neumayerné Dr. Streitman Krisztina



**Number of participants:** 5-25 people

**Language:** English

### Highlights:

The aim of the training is to highlight the complexity of long-term teacher motivation, which includes aspects such as the teacher's self-image, work, and life-long learning. We emphasize that the tools necessary for developing a successful teacher identity should be fundamentally provided during teacher training, and if these are lacking, they need to be supplemented through teacher training. During the training, participants will become familiar with their own personal and learning strengths, the steps to achieving flow experiences, the basics of positive pedagogy, and effective, practical learning strategies and methods, including brain-friendly learning strategies. The training aims to help teachers build and maintain a strong professional identity, which in turn supports more effective student learning.

## COURSE CONTENT

### Description:

The training shows how a teacher's self-image can either support or hinder their professional growth, and it offers practical tools to help build a successful professional identity, while also exploring how to develop, maintain, and strengthen teacher identity. Participants will learn about the key elements of motivating teaching and discover methods like multiple intelligences and visible teaching that encourage independent, motivated learning. These methods can be easily adapted to their own teaching practices. The course also covers effective lifelong learning techniques. Using research-based methods, we provide specific tasks and resources to help with personal growth, better understanding of students, and organizing the participants' existing knowledge and experiences into a clear framework.

### Aims and objectives:

Participants will understand the concepts and characteristics of teacher motivation and successful professional teacher identity.

- Participants will be able to apply what they have learned, discover their own sources of motivation, and be aware of their personal and professional selves, which they can effectively implement in their work.
- They should recognize the importance of educational methods that support independent, motivated learning, such as the role of multiple intelligences and visible teaching.
- Participants will learn about the elements of the flow experience, the basics of positive pedagogy, and how to apply these in the learning process.
- They will also explore the development possibilities and steps for these methods, along with various strategies and techniques for lifelong learning, enabling them to assist their learners in becoming motivated and self-directed learners.
- Additionally, they will have the opportunity to try out some modern and practical methods and work towards integrating them into their own practice.

### Learning outcomes:

By the end of the training course, participants will:

- Understand the concepts, significance, and strategies of teacher motivation, a successful teacher self-image, visible teaching, and the flow channel.
- Be able to identify and support their own and their learners' learning strengths using the multiple intelligences method.
- Be capable of helping to refine and adjust these strategies and techniques.
- Be able to suggest alternatives to their students based on the model of motivating teaching and the ten key principles of student motivation.
- Be prepared to apply the practical methods discussed.
- Be able to incorporate elements of visible teaching strategies into their teaching practice.
- Be capable of practically applying the strategies, techniques, and methods related to building a successful teacher self-image.

### Target group:

primary and secondary school teachers

**Required language level of the participants:** English, B2

**Duration:** 25 lessons, 5 days

# Schedule\*



<b>MONDAY</b>	<b>Introduction</b> <ul style="list-style-type: none"><li>• Learning contract, plan, personal motto</li><li>• Presentation of the learning, change, and leadership model</li><li>• Personal self (VIA character strengths)</li><li>• Social self – my team</li><li>• Spiritual self – what gives and drains energy?</li><li>• Self-reflection, sharing</li></ul>
<b>TUESDAY</b>	<b>Professional self, own field of expertise, knowledge base</b> <ul style="list-style-type: none"><li>• Self-images: ideal, ought-to, feared</li><li>• The interaction between teacher and student motivation</li><li>• The concept of a strong professional identity</li><li>• The central role of reflection in learning and change</li><li>• Self-reflection, sharing</li></ul>

<b>WEDNESDAY</b>	<b>Tools for achieving a successful teacher self-image</b> <ul style="list-style-type: none"><li>• Learning strengths</li><li>• The autonomous learner</li><li>• New teacher roles</li><li>• Multiple intelligences</li><li>• Emotional intelligence</li><li>• Activities:- Integrity, self-direction in personal, professional, and organizational contexts; coping with change and development; wisdom, life experience, creativity (pair and group work); excellence, innovation</li></ul>
<b>THURSDAY</b>	<b>Motivating teaching:</b> <ul style="list-style-type: none"><li>• The model of motivating teaching, ten key principles of student motivation</li><li>• Flow in learning</li><li>• Visible learning/teaching<ul style="list-style-type: none"><li>- John Hattie's barometer: what are the "desired effects" for truly effective learning?</li></ul></li></ul>
<b>FRIDAY</b>	<b>Effective tools for lifelong learning:</b> <ul style="list-style-type: none"><li>• Empathy</li><li>• Brain-friendly learning</li><li>• Learning strategies</li><li>• Feedback:<ul style="list-style-type: none"><li>• Feed Up – Where am I heading?</li><li>• Feed Back – How am I doing?</li><li>• Feed Forward – What's next?</li></ul></li></ul>

## \* Notes:

- the schedule describes likely activities but may be modified in accordance with the requests and needs of the participants;
- presentations of the participants' schools may be divided up and take place after the breaks on each day of the course.

## Readings, materials, learning resources and useful links:



- Gardner, Howard: Multiple intelligences: New horizons. New York, Basic Books, 2006.
- Hattie, John A. C.: Visible Learning. A synthesis of over 800 meta-analyses relating to achievement, Routledge, Abingdon, 2009.
- Neumayerné Dr. Streitman Krisztina: Coaching megközelítés és tanári motiváció: a sikeres tanári énkép megvalósításának támogatása – a Simonyi Zsigmond helyesírási versenyhez kapcsolódó kérdőíves kutatás elméleti és módszertani háttere, Budapest: KRE, 2023. [https://pk.kre.hu/images/kutatas/2024/helyesiras\\_es\\_tehetseggondozas\\_a\\_digitalis\\_terben.pdf](https://pk.kre.hu/images/kutatas/2024/helyesiras_es_tehetseggondozas_a_digitalis_terben.pdf)
- <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>
- Réthy Endréné: Motiváció, tanulás, tanítás. Miért tanulunk jól vagy rosszul? Budapest, Nemzeti Tankönyvkiadó, 2003.

## ADDITIONAL INFORMATION

### Certificates awarded:

Certificate of Attendance, Europass certificate and/or Learning agreement complement

**Price:** EUR including course, Erasmus+ documentation and a cultural activity

**Location:**

**Date:**



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