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## GUIDANCE OF IMPLEMENTATION

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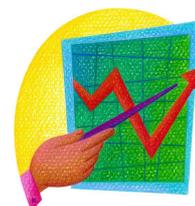


- 1.- How to start?. Teacher's self-evaluation
- 2.- Selection of Keysteps: Teacher's control sheet
- 3.- Selection of Golden5 students: Student evaluation
- 4.- Implementation of key steps: Golden Practices
- 5.- Checking results: Golden Net

Tools included in this chapter have a restrictive use to teachers and other professionals that have being trained in a Golden Course. If you are interested you can become a member.

### 1.- How to start: Teachers Self-evaluation

We propose to start with the self-evaluation of teacher's skills. We offer in this web page a set of questionnaires related to each golden area. Each questionnaire have a different numbers of questions that teacher have to answer in a scale from 1 to 5, (disagree, totally agree). Results will show in which area scores are higher and lower, and within each area, which dimension should be improved and which ones are working fine.



Classroom management self-evaluation questionnaire is composed of three dimensions (1) controlling, (2) teacher presentation and (3) organizing the teaching. A total of 60 items should be responded, according to the practices of each of one.

Building relations self-evaluation questionnaire is composed of 49 items, classified in 8 dimensions

1. Closeness (Communication – open – safe – information – the importance of the pupils' social life and daily life)
2. Conflicts (disagree with pupils – absence of conflicts – problem solving – talk about conflicts)
3. Emotional Support/ confidence
4. Academic support
5. Expectations (to everyone)
6. Dependence (Independent – autonomy)
7. Constancy (predictable – trust – fair treatment of the pupils – relations to all pupils – emotionally balanced etc.
8. Humour (joy – laugh together – no irony etc.)

Social climate self-evaluation questionnaire is formed of 46 items organised in seven factors or dimensions:

1. Belonging/Identity (praise the class – talk positive of the pupils to parents – colleagues etc.)
2. Cooperation (how the pupils are placed in the class room – subjects – cooperation)
3. Competition (compare with each other – official evaluations – results are more important than efforts etc.)
4. Influence / cooperation/democracy (listen to the pupils – cooperate with pupils in taking decisions – solve problems together etc.)
5. Well being (feeling safe- no bullying – positive climate –friendship – relations between pupils)
6. Clarity (rules – routines – norms – concentration etc.)
7. Physical environment (decorations in classroom – works done by pupils – etc.)

Adjusted learning self-evaluation questionnaire is organised in seven dimensions, and composed of 45 items.

1. Premises
2. Including atmosphere
3. Variation and choices
4. Valuing and follow up
5. Individualization
6. Contribution
7. Cooperation

Family-School self-evaluation questionnaire is composed of 42 items, organised into five dimensions.

1. Attitudes
2. Information
3. Dialogue
4. Participation
5. Voluntarily

To make easier to complete the self-evaluation questionnaires, and the understanding of the results, in this web page we offer a tool to do it directly on line. After responding the items in each area, you will get a graphic where you could see the score in each dimension, and also in each area. With this information it would be easier to decide which golden area it would be selected and which key steps (see self-evaluation tools).

Other way to start, is selecting those areas that we already know as the easier to start the process, Building relations and Classroom management.

Once we selected one or two areas, it is very important to read that Golden Area document again.

## 2.- Selection of Keysteps: teachers control sheet



Generally we recommend starting with 5 or 6 keysteps during the week, and data show that this is also the number most often used by teachers.

Following our previous experience, it seems that the key steps used more often to start are 2.1. Use name, 2.2. Feedback and 2.3, Proactivity (Golden area Building Relations), and also 1.1. Flow and continuity, 1.2 attention (Classroom Management) and 3.2. Classes rules (from Social Climate).

It is important to read the keysteps and carefully choose those ones that are easier to apply and also significant in the class.

Once keysteps are selected it is crucial to create a following up evaluation. Control sheets are provided on the web page; from this form the keysteps must be selected, and a document it would be generated for printing, or save it in the computer.

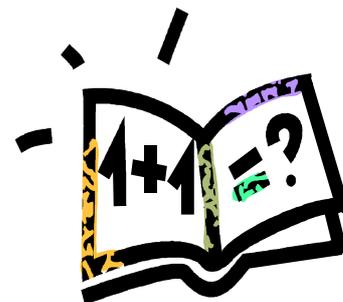
This control sheet should be filling up once a week, and it is very useful especially at the beginning. These forms are also necessary to meet with other teachers and exchange ideas about the progress. Meetings are highly recommended, and they should be at least twice a month.

During meetings, teachers deal with:

- Exchanging ideas
- Get feedback of the way you do things
- Get support from the network
- Get more knowledge

Results are more positive when teachers are working in the same class and they join together to the G5 programme. It is very important to keep the control sheets, it is a very useful material to reflect upon your own practices, then progression of golden practices will be faster.

### 3.- Selection of Golden students: student's evaluation



The selected key steps will be applied in a systematic way with five students, previously selected from the class. The most important criterion for this selection is the diversity of the students involved in the group selected.

We offer five different criteria, which represent the main issues attending the diversity for teachers: behaviour problem, academic achievement, interculturality, social success and family background. We can choose the most suitable criterion for us, however, it is crucial to keep the diversity inside the criteria, and two children must be selected as representative of one extreme, two belongs to the other extreme, and one in the middle. For example, if you choose academic problems, we should select two students with many problems, two that are doing very well, and one as an average.

If we don't try to keep diversity and the group is homogeneous the implementation it could be more difficult, and less benefit for teachers. For example, if we select five students very good (academic achievement); then we will not have to face the most difficult students, and try to encourage them and get their interest back again. Therefore at the end we will be less skilful dealing with a class (that by principle is diverse). On the side of students, if Golden Programme is only put into practice with the best students, it could be perceived as a very clear discrimination and the rejection of the class can be stimulated (the best ones always get the best attention). On the other extreme, if the five lowers are chosen, to get good results it will be more difficult for us, so we will have to put an extra effort that maybe damage our starting motivation. On the side of students, perhaps the rest of the class can perceive that having more difficult is good (you get more attention from the teacher), then some of them can copy that "strategy". Golden Programme is based on dealing with diversity, as the most important factor.

These are the criteria we propose and the diversity in each one.

- Behaviour problem (school satisfaction)
  - o A acting out
  - o B normal
  - o C acting in (shy)
- Inter-cultural and gender
  - o A two girls from other culture
  - o B one (boy or girl) from the country
  - o C two boys from other culture
- School rates (academic achievement)
  - o A very low academic achievement
  - o B normal
  - o C very good academic achievement
- Social success (sociogram)
  - o A very popular
  - o B normal
  - o C very unpopular

- Family
  - o A many problems in the family
  - o B average
  - o C not problems at all (supportive)

To select the students some instruments could be useful. Students that are selected under the criterion of behavioural problems, it could be easily perceived, but also we can use an instrument that access the school adjustment, "School and I".

School Adjustment it can be evaluated into three factors School satisfaction, Social Success and Academic Success. The School and I Questionnaire is composed of 27 items, each one belongs to one or another factor. Scores go from -3 to 3, as more negative more problems, more positive more success.

We provide this tool on the web page, then if you would like to access the School Adjustment of your student, please use this tool. You have to introduce the data, either by yourself, or each student as well can do it. Once student's scores are introduced, a list with the scores per student in each factor is provided, as well as a graphic of the whole class.

To rate the social success of your student, sociograms can be used, as it is one of the most popular instrument to know your class.

The sociogram is a useful tool to know better your students, to see their relationships, and how they decide between themselves. We offer a questionnaire based on three positive questions: name three peers who you would like to share the breaks, do the home-work and going out. Introducing the data of your student in the tool we provide and results will be generated, in terms of number of nominations per each student and the double nomination they made.

To rate the academic achievement we recommend get directly for marks schools.

With this and other information, finally teacher must select a group of 5 students. During 3 or 4 weeks, other students should be selected again, until the whole class is becoming the GOLDEN CLASS, and all the students have received the same golden programme.

It is important to remember that when we select our five golden students, the rest of the class is also getting benefits from the programme, however, we concentrate in those children to implement the project in more systematic and intentional way.

To check out the results of our intervention, we recommend to use the same evaluation instruments again, at the end of a period of application. A design pretest-posttest should be used, with a minimum of three months between the two evaluations, or even more if it is possible. Comparing results you can have an objective measure of the effects on your class and in each student.

We strongly recommend using as well the school marks between terms as a useful instrument. In our research in fact it was the most important one (see impact on students).

#### 4.- Implementation of keysteps: golden practices

We recommend putting extra effort during the first weeks to remember the key steps we try to apply and being aware of them. If teachers use key steps being not very aware, probably the inconsistency on their application will reduce the impact on the children, teachers and the whole class.



The set of key steps selected should be used between 2 to 5 weeks; then new key-steps can be selected, remembering that the old ones must carry on being implemented as well, following an inclusive way, until teachers have put into practice as many keysteps is possible, in a consistent and systematic way.

Golden students change as well, and criteria is upon to teachers, as long the diversity of the group selected is kept.

Probably you will need to exchange information, or look for more educational resources. We provide some on the web, and encourage you to exchange them as well. Also we provided a forum, and golden practices where you will be able to have exchanges with other teachers involved in the project.



#### 5.- Checking results: Golden network

To get objective information about the impact of this programme in yourself and in your class, probably the end is the moment to repeat the self-evaluation and the post test in your students.

This experience probably has provided you with new anecdotes, comments, educational resources, and skills. We encourage you to share your experience with other teachers, and your results. Write about them in educational practices, forum, and if you decide to write a report with telling the whole experience, send it us and it will be published and shared with more people, in the Golden Network section.

