



Education and Culture DG

Lifelong Learning Programme

INPRO Training Day *First INPRO Day*

Work phase 1: Introduction to the topic by relating it to practice (approx. 2.5 hours)				
Time	Aims¹	Content	Methods	Material
15 mins.	Welcome the participants, state expectations, warming up		Different exercises possible	
15 mins.	I.1. Recognise why INPRO is important at all for me as a nursery teacher/us as a team at a family centre/day care establishment etc.; create a direct connection with practice	I.1. Connection with participants' own life in practice: dealing with the need for INPRO (is already reality in everyday life)	I.1. Giving everyone a chance to reflect on everyday practical reality and their own actions; Giving everyone time to think about these, followed by an exchange in plenary session. Record the essential points so they are visible to everyone (trainer)	I.1. Participants' experiences in practice If they have no ideas, trainer can specify case/situation
40 mins.	I.2. Recognise the potential offered by INPRO for your own work/team/establishment	I.2. "Conjure up" a vision/ think outside the current situation: what might it look like if... (also deal with opportunities and obstacles)	I.2. Trainer guides discussion/imagination phase to initiate a vision of the desired situation (concrete case study example) (alternative: divide into smaller groups, each group designs a vision and highlights the obstacles, then presents it in plenary session)	I.2. Methodological tools from the trainer

¹ In all steps it is fundamentally important to continuously establish or consolidate the following connection: recognising and reinforcing the connection between interprofessionalism and participants' own everyday working life (see Work Phase 1)



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Work phase 2: Discussing the meaning of “interprofessionalism” (approx. 1 ½ to 2 hours)				
Time	Aims	Content	Methods	Material
20 mins.	II.1. Understanding “Interprofessionalism” as a concept/approach in the context of education in early childhood; II.2. Clarification of the definition we base it on	II. Looking at different definitions and different approaches/trends	II. Input, PowerPoint	II. Diagrams to clarify the most important approaches Handout of most important points Reference literature
30 mins.	II.3. Recognising the current situation: How do we work interprofessionally at present?	II.3 Looking at everyday practical reality: observation (what is it?) and analysis (what goes well/badly, and why?)	II. 3 Reflection: participants’ own experiences of interprofessional cooperation; work in small groups: collecting ideas/experiences on the flipchart, followed by presentation of these in plenary session, with trainer guiding self-reflection in each group	II.3 Participants’ experiences in practice Methodological tools from the trainer
30 mins.	II.4 Thinking in networks in terms of education in early childhood	II.4 Work on networks	II.4 Compile network chart related to a concrete situation/their establishment	II.4 Network chart (trainer shows a model)



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30 mins.	II.5. "Education partnership" Clarify the meaning for INPRO	II.5. Looking at different approaches to education partnerships, role in interprofessional work: parents as a "special network partner"	II.5 Input, discussion in plenary session, self-reflection exercise: participants' own attitudes and those of the team towards "education partnerships"	I.5 Presentation; , methodological tool from the trainer
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Work phase 3: Team working (approx. 2 – 2 ½ hours)				
Time	Aims	Content	Methods	Material
45 mins.	II.1. “Looking inwards” III.1.1 Understanding dynamics of teamwork III.1.2 Creating awareness of “who we are”	III.1 Factors/processes in teambuilding/teamwork Role of team leadership Discussion of power structures “Our” values, rituals, tradition etc. as a profession	III.1 Input, work in small groups, exercises “Collecting slivers of happiness”, “Team spider” (or another exercise on teamwork / teambuilding / “the constitution of teams” Questionnaire TKI	III.1 Various literature, methodological tool from the trainer
45 mins.	III.2 “Looking outwards” III.2.1 Identifying opportunities, creation of new “interprofessional” role identity III.2.2 Confronting concerns about losses III.2.3 Raising awareness of other “professional cultures”	III.2 Role identity Getting to grips with attitudes and values (in the team and your own) Different professional cultures	III.2 Input, exercise “Diversity of voices” of each individual person/a team Exercise “Cultural exchange”: Discover the rituals, knowledge, myths, language etc. of your own profession	III.2 Methodological tool from the trainer
60 mins.	III.3 Developing a vision III.3.1 INPRO in education in early childhood – how can it work? III.3.2 Naming action steps for use in practice	III.3 Exploring everyday life in practice, developing solutions / naming concrete changes for everyday	III.3 Work (in small groups ²): What do you need to be able to work better with one another? What do you bring with you to make cooperation work well? Presentation of the results in plenary session ³ , work phase guided by trainer	III.3 Participants’ experiences in practice, methodological tool from the trainer

² Another possibility would be to divide the large group into groups representing different professions (see exercise by Hubertus and Stephan in Kalisz)

³ If subdivided into teams by profession, possible variation: negotiate whether this is acceptable for each of the professional teams



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Work phase 4: Presentation of the INPRO model (approx. 25 mins.)				
Time	Aims	Content	Methods	Material
25 mins.	IV. Understanding the approach of the INPRO model, be able to work with it over the following days Establish connection with practice	IV. Explore the 6 steps of the INPRO model (in theory and in practice)	IV. Input PowerPoint Clarify queries in plenary session	IV. Diagrams Handout (practical experiences of the participants)