

Role play LORET training for trainers

Veronique De Grave, Ingrid Vander Linden & Katrien Van Poeck

Introduction

This document describes a role play that is used in trainings for school coaches and facilitators who want to guide school teams in designing and implementing Locally Relevant Teaching through [LORET](#) workshops. In this training-for-trainers, the participants work 'hands-on' and design LORET plans in a concrete but fictitious context of a school in which a working group gets started with the methodology. In this way, the future LORET workshop facilitators can experience all the steps in a LORET process – albeit at an accelerated pace. In addition, they will of course also receive tips and explanations on how to optimally guide school teams through LORET workshops.

Below we describe four cases: four fictitious schools, each with a number of roles of the members of the LORET working group at that school. Roles marked with a * must definitely be included. The others are free to take on. The cases are situated in the context of the educational system in Flanders, Belgium, but can of course be adapted to other contexts.

Case 1

State governed primary school “The Wise Tree”: A school in Brussels with 2 classes in each grade. The school would like to work with the students of the 4th grade on the topic of biodiversity. In the crowded city they have a small playground with 1 tree. There is no park near the school.

Roles:

- *Teacher Luk 4A
- *Teacher Katrien 4B
- Principal
- Care coordinator
- Ethics teacher
- Physical education teacher
- Maintenance person
- Coordinator Ecoschools working group

Case 2

Primary school “The Happy Pedal”: A school governed by the Catholic school network in the province of East Flanders, municipality of Lochristi. The school is located outside the town centre along a large, busy road. It is a large school with 3 classes of each grade. Most students are dropped off at the school gate by car. The teachers of the 6th grade want to work on the topic of mobility in view of preparing their students for the move to secondary school next school year.

Roles:

- *Teacher Frank 6A
- *Teacher Lut 6B
- *Teacher Leen 6C
- Principal
- Care coordinator

- Religion teacher
- Physical education teacher
- Coordinator Ecoschools working group

Case 3

Primary school “The Middle of Nowhere”: A school governed by the municipality of Zuienkerke, located not far from the sea in the province of West Flanders. The small school in which groups of students from two grades – and, thus, two different ages – get classes together. In this rural area, a large proportion of the pupils come from farmers' families. The teachers of the 2nd and 3rd grade want to work on the topic of plastic.

Rollen:

- *Teacher Mark class 3rd and 4th grade
- *Teacher Frieda 5th and 6th grade
- Principal
- Care coordinator
- Physical education teacher
- Cleaning staff
- Coordinator Ecoschools working group

Case 4

Stedelijk Lyceum “The green air”: A small, cosy school for general (i.e. non-technical/vocational) secondary education located in Hoboken, close to an industrial area, the river Scheldt and the Hoboken Polder. With the STEM class in the 3rd grade they want to work on the topic of air quality.

Rollen:

- *Mr. Goegebuur, geography teacher
- *Mrs. Pieters, physics and chemistry teacher
- *Mrs. De Vis, mathematics teacher
- Pedagogic director
- STEM coordinator
- Coordinator 3rd and 4th grade
- Coordinator Ecoschools working group