

GENERAL INTRODUCTION TO TRAINING THE TRAINERS

In order to help the participants to prepare a unit relevant to the CBA principles and orientation, the “Training the trainer session” will give the opportunity to the teachers to develop and use effectively a kit of teaching planning tools.

First, from a unit “Framework Plan”, the participants will develop a “Unit Scheme of Work”. Then, from their unit scheme of work, they will have to elaborate one lesson plan, one authentic task and a unit mapping. Finally, in order to facilitate the realization of a work-based experience, the participants will plan a work-based experience.

These elements help the teacher to develop activities where the learners are actively involved in their learning experience. In fact, the teacher has to bring the unit as close as possible to the reality of the labour market. The learning activities developed by the participants should focus the acquisition of skills required by the students to exert his future profession.

RATIONALE

All the exercises done in this part of “Training the Trainers session” will be realised from the particular Framework Plan or Scheme of Work describing the relevant unit for each participant. This is done to help the teacher to get ready to deliver his unit.

The participants are asked to:

1. Elaborate a Scheme of work from a Unit Framework Plan.
2. Prepare one lesson plan from the scheme of work developed.
3. Design an overall assessment for the unit and convert it into an authentic task.
4. Elaborate a Unit mapping for the relevant scheme of work.
5. Structure a work-based experience for the first year of the new programme.

By doing so, they will be more ready to deliver the unit.

They will also realise the links between

- the unit framework plan and the scheme of work
- the lesson plan and the scheme of work
- the overall assessment and the competency described in the unit framework plan
- the different activities planned in the unit and
- the competencies developed during the first year of the programme and the first work based experience.

CONTENT

The teaching planning tools consist of the following elements:

- Unit Framework Plan relevant to the specialisation of the participants (that the trainer will be delivering)

- Scheme of work
- Lesson plan
- Authentic task
- Unit mapping
- Work-based experience



Step 1: Advantages of unit framework plans and unit schemes of work

The facilitator gives to each participant the Unit Framework Plan¹ corresponding to their interest and a blank example of a Scheme of Work (tool 4.4.1). The facilitator explains briefly the nature, components and aim of a Unit framework Plan and of the Scheme of Work.

Then, in small groups, the participants are asked to examine a unit framework plan (sample 4.4.1) and a scheme of work (sample 4.4.2) and to list down advantages of having a Framework Plan and a Scheme of work. (It takes about 15 minutes for that group activity.)

Share the results of the discussions. In order to have a better participation of all the groups, each group gives only one advantage at the time during the sharing; when all the groups had given one advantage, they give an other one and so on until all the advantages found have been given.

Step 2: Designing of a scheme of work

From a unit Framework Plan and a blank Scheme of Work, the facilitator explains the different steps in elaborating a Scheme of Work (tool 4.4.2). The participants are grouped concordant to their specialisation. Then the facilitator guides them step by step through the first 5 steps in order to explain properly the major components of the Scheme of Work (Refer to the “Proposed steps to elaborate a scheme of work”). The scheme of work gives an overview of the unit competency, the content, the schedule of the lessons and a description of the learning activities. It helps to improve the consistency of the unit from year to year.

(It takes about 45 minutes for this part of the exercise.)

¹ The framework plans the participants have chosen to work on during the session.