

Training the Teacher Trainers

Four-day residential course

Day 1

res no. style title

1.0.1 Activity Task instructions

Moving from teaching to training

- Consider each item listed in the enclosed questionnaire and decide whether it applies to teaching, teacher training or both.
- Rate your own skills, knowledge and understanding against each item and tick the 'Can do' or 'Needs work' boxes as appropriate.
- If you can think of further areas specific to teacher training, add them in at the end of the questionnaire.
- Bring your completed questionnaire to the first 'Training the Teacher Trainers' residential course session.

res no. style Title
1.0.2 Activity Moving from Teaching to Teacher Training

Skills/Knowledge	Necessary for a Specialist Teacher	Necessary for a Specialist Teacher Trainer	Necessary for both	Can Do	Needs Work
1. Conscious analysis of what makes effective Literacy / Numeracy / ESOL teaching					
2. Have a repertoire of creative ideas for teaching selected Literacy / Numeracy / ESOL topics and skills					
3. Be able to design imaginative materials suitable for learners with different learning style preferences					
4. Know how to teach people how to teach					
5. Be empathetic towards learners					
6. Have a thorough understanding of the relationship between learning theory and teaching practice					
7. Have competent personal Literacy / Numeracy / ESOL skills at Level 4					
8. Have a deep understanding of basic mathematics / language-related concepts					
9. Be up to date with current research and national/regional developments in Literacy / Numeracy / ESOL					
10. Understand the current qualificatory requirements for Literacy / Numeracy / ESOL teachers					

Skills/Knowledge	Necessary for a Specialist Teacher	Necessary for a Specialist Teacher Trainer	Necessary for both	Can Do	Needs Work
11. Be able to use a range of training techniques					
12. Know how to use published texts and readings as resources for training					
13. Facilitate discussion and feedback from group tasks					
14. Know your way around the Adult Literacy / Numeracy / ESOL Core Curricula and <i>Access for All</i> documents					
15. Be familiar with the content of the Level 4 Subject Specifications for Teachers for Adult Literacy / Numeracy / ESOL					
16. Be familiar with the content of the LLUK professional standards for teaching and supporting learning					
17. Be ICT literate					
18. Be able to give concrete examples of accessibility and equal opportunities issues in Literacy / Numeracy / ESOL teaching					
19. Be able to describe specific learning difficulties relating to Literacy / Numeracy / ESOL and suggest strategies for responding to them					
20. Reflect on own practice					
21. Mark written assignments at Levels 4-6 against set criteria and provide feedback					

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1.1.1 Activity People Bingo

Find some one in the room who...

Has travelled for more than 2 hours to get to this event	Has the Level 4 Subject Specification qualification for Literacy / Numeracy / ESOL	Has some experience of teacher training
Works in a context other than an FE college (please state the context)	Is a manager (of what?)	Has taught a subject other than Literacy, Numeracy or ESOL (what?)
Speaks more than one language (which ones?)	Has been abroad in the last 6 months	Plays a musical instrument (which one?)

- You must write a different name in each box
- You can put your own name in, but only once!
- The first person to fill all the boxes should shout **'Bingo!'**

res no.	style	Title
1.2.1	Handout	Course Outcomes

By the end of the course, participants will have:

- identified their development needs as teacher trainers
- increased their awareness of current developments in teacher education
- developed their skills in planning teacher training for LLN
- considered trends and methodologies in teacher education
- developed good practice in giving verbal and written feedback in assessment
- used peer training as a learning resource and self assessment opportunity.

res no. style Title

1.2.2 Handout Course Programme

Day	Content
Tuesday	<ul style="list-style-type: none"> • Moving from teaching to training • Current developments • Training methodologies
Wednesday	<ul style="list-style-type: none"> • Planning teacher training • Feeding back on lesson observations
Thursday	<ul style="list-style-type: none"> • Subject specific topics • Feeding back on assignments
Friday	<ul style="list-style-type: none"> • Marketplace activity (to be set up on Day 1) • Reflection and feedback • Evaluation

Timings	Tuesday	Wednesday	Thursday	Friday
Registration	10.30 am			
Start (morning)	11.15 am	9.30 am	9.30 am	9.30 am
Break (tea/coffee)	10.30 am	11.00 am	11.00 am	11.00 am
Lunch	12.45 pm	12.45 pm	12.45 pm	1.30 pm
Start (afternoon)	2.00 pm	1.45 pm	1.45 pm	
Break (tea/coffee)	3.00 pm	3.00 pm	3.00 pm	
Finish	4.30 pm	4.30 pm	4.30 pm	1.30 pm
Room available till	7.00 pm	7.00 pm	7.00 pm	4.00 pm

res no.	style	Title
1.2.3	OHT	Aims and Objectives Day 1

Aims for Day 1

To introduce participants to the 4-day programme

To consider some differences between teaching and teacher training

To provide an update on current developments

To explore types of methodology in teacher education

Objectives for Day 1

By the end of the day, participants will have:

- identified what is happening each day on the 4-day programme
- discussed the role of the teacher trainer in comparison to the role of the teacher
- had the opportunity to ask questions about current developments in teacher training in Literacy, Numeracy and ESOL
- compared different methodologies in teacher training along with their applications in subject specialist areas and links to related theories.

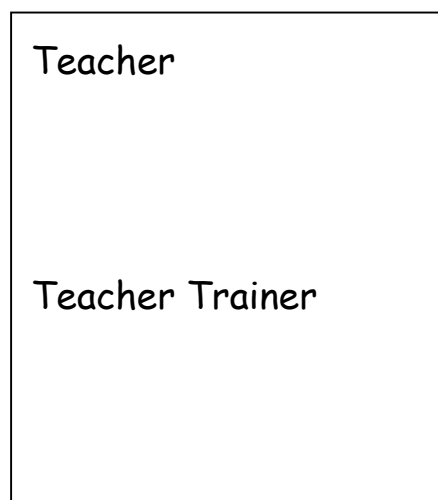
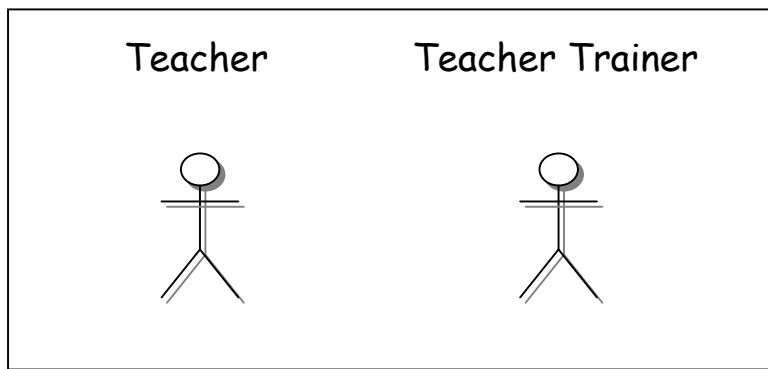
res no.	style	Title
1.3.1	OHT	The Teacher and the Teacher Trainer

Task

Work in small groups

Produce a flipchart poster illustrating the differences between teaching and teacher training

Possible layouts:



Or choose your own layout and design.

res no. style Title

1.4.1 Activity Method Cards

<p>Demonstration or presentation</p> <p><i>(can include PowerPoint or OHTs, can be trainer or trainee led)</i></p>	<p>Input on theories of learning.</p> <p>Demonstration of differentiation (Calculus) from first principles.</p>	<p>Input on theories of learning.</p> <p>Demonstration grammar presentation techniques.</p>
<p>Discussion or debate</p> <p><i>(can be online, e.g. E-mail, chat room or bulletin board, or face-to-face, trainer or trainee led)</i></p>	<p>Whole group debate on the use of calculators in the Numeracy classroom.</p> <p>Small group discussion on the pros and cons of the Skills for Life Diagnostic Materials.</p>	<p>Whole group debate on the nature of 'correctness' in language.</p> <p>Small group discussion on where, when and how correction is best done in a language or literacy class.</p>

Question and answer

(to assess knowledge, to promote learning or as a prediction tool. Can be open or closed)

'The lesson you are about to see is on multiplication of single digit numbers. What kind of strategies do you expect the teacher to use?'

'At which level in the Core Curriculum are percentages introduced?'

'What types of writing do your learners actually do? What types of writing do they want to do but can't?'

Brainstorming

Listing all the elements to take into account when planning a Numeracy lesson (e.g. available resources, needs of group, etc).

Making a list of possible contexts where a particular piece of language might typically occur (e.g. a tense or lexical phrase).

Sorting or matching

(can be open or closed answers, for revision, diagnosis or to promote discussion)

Sorting algebraic expressions into 'always true', 'sometimes true', 'never true' categories.

Considering cards with statements about maths and numeracy and categorising them into 'agree' and 'disagree'.

Sorting grammatical statements or 'rules' into 'always true', 'sometimes true', 'never true' categories.

Considering cards with statements about language and literacy and categorising them into 'agree' and 'disagree'.

Ordering

(again, there can be a closed 'solution' or more than one possible answer)

Ordering core curriculum elements for number into appropriate levels.

Creating a flowchart for the assessment cycle in Basic Skills learning from given cards.

Ordering a set of cards outlining a geometric 'proof'.

Ordering stages of a lesson into an appropriate sequence.

Practical or creative activity

(can be many and varied, informally or formally assessed, long term or short term projects. The degree of trainer support needs to be planned in advance)

Design a resource for teaching Place Value.

Plan a lesson on probability.

Create a spidergram showing the numeracy skills/knowledge needed to paint a room.

Draw a diagram to represent the teacher-student dynamic for a given numeracy activity.

Design a resource for teaching a lexical set.

Set up an email writing project for learners.

<p>Writing</p> <p><i>(can be part of a creative task as above)</i></p>	<p>Write a numeracy question on ratio.</p> <p>Identify some numeracy lesson objectives in the affective domain.</p> <p>Assignments or reflective journal.</p> <p>Evaluation, e.g. of session or course, or teaching resource, etc.</p>	<p>Write an account of an observed lesson.</p> <p>Write an account of a 'critical moment' in or outside a classroom.</p>
<p>Case studies</p> <p><i>(to apply skills and knowledge to specific cases, or to share experience and ideas)</i></p>	<p>Given a description of a learner with a particular need (e.g. hearing impaired), find suitable strategies for supporting learning in Numeracy.</p>	<p>Given a description of a learner with a particular need (e.g. hearing impaired), find suitable strategies for supporting learning in ESOL or Literacy.</p>

Role-play

(can be whole group or small group, trainer or trainee led. Can be used to practise skills or to exemplify good/bad practice)

Working in pairs, one person plays the tutor and the other a learner. The 'tutor' feeds back to the 'learner' on their diagnostic assessment (sample provided) and constructs an ILP.

Working in pairs, one person plays the tutor and the other a learner. The 'tutor' feeds back to the 'learner' on their diagnostic assessment (sample provided) and constructs an ILP.

Experiential learning

(can be linked with role-play)

Trying out a 'hard' mathematical task to see what it feels like for a maths-phobic Numeracy learner.

Attempting to read a page in blurred print to mimic the experience of a sight-impaired learner.

Trying to copy a short text in a language and script (perhaps right-to-left) very different from English.

Sharing experiences

(an important part of training as trainees bring a lot of relevant knowledge and skills)

Discussing strategies used for teaching m and cm conversions

Sharing experiences of working with learners with specific needs (e.g. disability, learning difficulties, mental health issues, etc).

Discussing strategies used for teaching a particular skill or aspect of language.

Sharing experiences of working with learners with specific needs (e.g. disability, learning difficulties, mental health issues, etc).

Researching or finding information

(develops study skills)

Internet search task for appropriate and authentic graphs, charts and tables to use in a lesson on data handling.

Library search on learning theorists.

Internet search task for information and examples of other varieties of English.

Library search on learning theorists.

Modelling classroom techniques

(can use almost any of the above techniques and then discuss how it can be adapted for the numeracy classroom)

Completing a card matching activity and then identifying a suitable context to adapt it for numeracy learners (e.g. kg and g conversions).

Trying out a carousel activity and then planning a similar range of tasks for a given numeracy core curriculum area and level.

Completing a card matching activity and then identifying a suitable context to adapt it for ESOL and Literacy learners (e.g. antonymy and lexical opposites).

Using lots of different feedback techniques at the end of activities.

Using Video or Audio resources

(to provide examples of authentic practice and 'real' learners)

Observation of a filmed Numeracy lesson with a focus on formative assessment. Pause at strategic points to discuss what learning is taking place and how the teacher can tell.

Listening to extracts from taped interviews with learners about their personal maths histories. Discuss how this information might inform course and lesson planning.

Observation of a filmed ESOL/Literacy with a focus on methodology. Pause at strategic points to discuss why the teacher has chosen to conduct activities in a certain way and whether learning is taking place.

Listening to extracts from taped interviews with learners about their personal language histories. Discuss how this information might inform course and lesson planning.

Quiz

(a fun way of diagnosing existing knowledge or introducing or revising a topic)

Revision quiz on topics covered this term (e.g. learning theories).

Trying out online numeracy/maths quizzes, e.g. <http://www.bbc.co.uk/skills/wise/numbers/handlingdata/numericalanalysis/mean/quiz.shtml>

Revision quiz on topics covered this term (e.g. learning theories).

Opinion quiz on upcoming topics.

Games

(can be used as icebreakers / warmers or to practise skills)

People bingo.

Who wants to be a Mathionaire. (<http://www.subtangent.com/maths/mathionaire.php>)

Pelmanism (memory game –find the pairs).

Twenty questions.

Just a minute (e.g. talk for a minute about *pairwork*).

Marketplace

(for exchanging and sharing information and/or skills)

Everyone brings in examples of effective resources or activities used in Numeracy lessons. Share in pairs then each pair sets up a 'market stall' to sell their wares or ideas. Take it in turns to staff the stall while the other goes around and 'shops' at the other stalls.

As above, but selling IT skills (e.g. trading how to use a graphical calculator for how to cut and paste a graph from Excel to Word). Need laptops, calculators, digital cameras, etc available.

Everyone brings in examples of effective resources or activities used in ESOL/Literacy lessons. Share in pairs, then each pair sets up a 'market stall' to sell their wares or ideas. Take it in turns to staff the stall while the other goes around and 'shops' at the other stalls.

As above, but selling IT skills (e.g. trading how to use a graphical calculator for how to cut and paste a graph from Excel to Word). Need laptops, calculators, digital cameras, etc available.

Problem-solving

Trying out algebraic investigations.

Finding differentiation strategies to use for a given Numeracy activity.

Suggesting solutions for difficult teaching scenarios, or considering how a differentiated approach might be used in a particular context.

Carousel

(good for differentiation as participants can select the activities they want to prioritise)

Self-assessment activities against the level three personal numeracy skills (tasks placed around the room).

Trying out and evaluating different Numeracy resources for a given curriculum area.

Trying out and evaluating different ESOL/Literacy resources for a given curriculum area.

res no. style Title

1.4.2 Handout Methods

Method	Numeracy example	ESOL example
<p>Demonstration or presentation <i>(can include PowerPoint or OHTs, can be trainer or trainee led)</i></p>	<p>Input on theories of learning. Demonstration of differentiation (Calculus) from first principles.</p>	<p>Input on theories of learning. Demonstration grammar presentation techniques.</p>
<p>Discussion or debate <i>(can be online, e.g. email, chat-room or bulletin board, or face-to-face, trainer or trainee led)</i></p>	<p>Whole group debate on the use of calculators in the Numeracy classroom. Small group discussion on the pros and cons of the Skills for Life Diagnostic Materials.</p>	<p>Whole group debate on the nature of 'correctness' in language. Small group discussion on where, when and how correction is best done in a language or literacy class.</p>

<p>Question and answer <i>(to assess knowledge, to promote learning or as a prediction tool. Can be open or closed)</i></p>	<p>‘The lesson you are about to see is on multiplication of single digit numbers. What kind of strategies do you expect the teacher to use?’</p> <p>‘At which level in the Core Curriculum are percentages introduced?’</p>	<p>‘What types of writing do your learners actually do? What types of writing do they want to do but can’t?’</p>
<p>Brainstorming</p>	<p>Listing all the elements to take into account when planning a Numeracy lesson (e.g. available resources, needs of group, etc).</p>	<p>Making a list of possible contexts where a particular piece of language might typically occur (e.g. a tense or lexical phrase).</p>
<p>Sorting or matching <i>(can be open or closed answers, for revision, diagnosis or to promote discussion)</i></p>	<p>Sorting algebraic expressions into ‘always true’, ‘sometimes true’, ‘never true’ categories.</p> <p>Considering cards with statements about maths and numeracy and categorising them into ‘agree’ and ‘disagree’.</p>	<p>Sorting grammatical statements or ‘rules’ into ‘always true’, ‘sometimes true’, ‘never true’ categories.</p> <p>Considering cards with statements about language and literacy and categorising them into ‘agree’ and ‘disagree’.</p>

<p>Ordering <i>(again, there can be a closed 'solution' or more than one possible answer)</i></p>	<p>Ordering core curriculum elements for number into appropriate levels.</p> <p>Creating a flowchart for the assessment cycle in Basic Skills learning from given cards.</p> <p>Ordering a set of cards outlining a geometric 'proof'.</p>	<p>Ordering stages of a lesson into an appropriate sequence.</p>
<p>Practical or creative activity <i>(can be many and varied, informally or formally assessed, long term or short term projects. The degree of trainer support needs to be planned in advance)</i></p>	<p>Design a resource for teaching Place Value.</p> <p>Plan a lesson on probability.</p> <p>Create a spidergram showing the numeracy skills/knowledge needed to paint a room.</p> <p>Draw a diagram to represent the teacher-student dynamic for a given numeracy activity.</p>	<p>Design a resource for teaching a lexical set.</p> <p>Set up an email writing project for learners.</p>

<p>Writing <i>(can be part of a creative task as above)</i></p>	<p>Write a numeracy question on ratio.</p> <p>Identify some numeracy lesson objectives in the affective domain.</p> <p>Assignments or reflective journal.</p> <p>Evaluation, e.g. of session or course, or teaching resource, etc.</p>	<p>Write an account of an observed lesson.</p> <p>Write an account of a 'critical moment' in or outside a classroom.</p>
<p>Case studies <i>(to apply skills and knowledge to specific cases, or to share experience and ideas)</i></p>	<p>Given a description of a learner with a particular need (e.g. hearing impaired), find suitable strategies for supporting learning in Numeracy.</p>	<p>Given a description of a learner with a particular need (e.g. hearing impaired), find suitable strategies for supporting learning in ESOL or Literacy.</p>
<p>Role-play <i>(can be whole group or small group, trainer or trainee led. Can be used to practise skills or to exemplify good/bad practice)</i></p>	<p>Working in pairs, one person plays the tutor and the other a learner. The 'tutor' feeds back to the 'learner' on their diagnostic assessment (sample provided) and constructs an ILP.</p>	<p>Working in pairs, one person plays the tutor and the other a learner. The 'tutor' feeds back to the 'learner' on their diagnostic assessment (sample provided) and constructs an ILP.</p>

<p>Experiential learning <i>(can be linked with role-play)</i></p>	<p>Trying out a 'hard' mathematical task to see what it feels like for a maths-phobic Numeracy learner.</p> <p>Attempting to read a page in blurred print to mimic the experience of a sight-impaired learner.</p>	<p>Trying to copy a short text in a language and script (perhaps right-to-left) very different from English.</p>
<p>Sharing experiences <i>(an important part of training as trainees bring a lot of relevant knowledge and skills)</i></p>	<p>Discussing strategies used for teaching m and cm conversions</p> <p>Sharing experiences of working with learners with specific needs (e.g. disability, learning difficulties, mental health issues, etc).</p>	<p>Discussing strategies used for teaching a particular skill or aspect of language.</p> <p>Sharing experiences of working with learners with specific needs (e.g. disability, learning difficulties, mental health issues, etc).</p>
<p>Researching or finding information <i>(develops study skills)</i></p>	<p>Internet search task for appropriate and authentic graphs, charts and tables to use in a lesson on data handling.</p> <p>Library search on learning theorists.</p>	<p>Internet search task for information and examples of other varieties of English.</p> <p>Library search on learning theorists.</p>

<p>Modelling classroom techniques</p> <p><i>(can use almost any of the above techniques and then discuss how it can be adapted for the numeracy classroom)</i></p>	<p>Completing a card matching activity and then identifying a suitable context to adapt it for numeracy learners (e.g. kg and g conversions).</p> <p>Trying out a carousel activity and then planning a similar range of tasks for a given numeracy core curriculum area and level.</p>	<p>Completing a card matching activity and then identifying a suitable context to adapt it for ESOL and Literacy learners (e.g. antonymy and lexical opposites).</p> <p>Using lots of different feedback techniques at the end of activities.</p>
<p>Using Video or Audio resources</p> <p><i>(to provide examples of authentic practice and 'real' learners)</i></p>	<p>Observation of a filmed Numeracy lesson with a focus on formative assessment. Pause at strategic points to discuss what learning is taking place and how the teacher can tell.</p> <p>Listening to extracts from taped interviews with learners about their personal maths histories. Discuss how this information might inform course and lesson planning.</p>	<p>Observation of a filmed ESOL/Literacy with a focus on methodology. Pause at strategic points to discuss why the teacher has chosen to conduct activities in a certain way and whether learning is taking place.</p> <p>Listening to extracts from taped interviews with learners about their personal language histories. Discuss how this information might inform course and lesson planning.</p>

<p>Quiz</p> <p><i>(a fun way of diagnosing existing knowledge or introducing or revising a topic)</i></p>	<p>Revision quiz on topics covered this term (e.g. learning theories).</p> <p>Trying out online numeracy/maths quizzes, e.g. http://www.bbc.co.uk/skills/wise/numbers/handlingdata/numericalanalysis/mean/quiz.shtml</p>	<p>Revision quiz on topics covered this term (e.g. learning theories).</p> <p>Opinion quiz on upcoming topics.</p>
<p>Games</p> <p><i>(can be used as icebreakers / warmers or to practise skills)</i></p>	<p>People bingo.</p> <p>Who wants to be a Mathionaire. http://www.subtangent.com/maths/mathionaire.php</p>	<p>Pellmanism (memory game –find the pairs).</p> <p>Twenty questions.</p> <p>Just a minute (e.g. talk for a minute about <i>pairwork</i>).</p>

<p>Marketplace <i>(for exchanging and sharing information and/or skills)</i></p>	<p>Everyone brings in examples of effective resources or activities used in Numeracy lessons. Share in pairs then each pair sets up a 'market stall' to sell their wares or ideas. Take it in turns to staff the stall while the other goes around and 'shops' at the other stalls.</p> <p>As above, but selling IT skills (e.g. trading how to use a graphical calculator for how to cut and paste a graph from Excel to Word). Need laptops, calculators, digital cameras, etc available.</p>	<p>Everyone brings in examples of effective resources or activities used in ESOL/Literacy lessons. Share in pairs, then each pair sets up a 'market stall' to sell their wares or ideas. Take it in turns to staff the stall while the other goes around and 'shops' at the other stalls.</p> <p>As above, but selling IT skills (e.g. trading how to use a graphical calculator for how to cut and paste a graph from Excel to Word). Need laptops, calculators, digital cameras, etc available.</p>
<p>Problem-solving</p>	<p>Trying out algebraic investigations.</p> <p>Finding differentiation strategies to use for a given Numeracy activity.</p>	<p>Suggesting solutions for difficult teaching scenarios, or considering how a differentiated approach might be used in a particular context.</p>

<p>Carousel</p> <p><i>(good for differentiation as participants can select the activities they want to prioritise)</i></p>	<p>Self-assessment activities against the level three personal numeracy skills (tasks placed around the room).</p> <p>Trying out and evaluating different Numeracy resources for a given curriculum area.</p>	<p>Trying out and evaluating different ESOL/Literacy resources for a given curriculum area.</p>
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1.5.1 Activity Feedback

Six Training Methods for Feeding Back from Activities

Method + notes	Advantages	Disadvantages
<p>Whole group oral feedback with scribe</p> <ul style="list-style-type: none"> • Trainees or groups feed back in turn. An appointed scribe (can be the trainer but doesn't have to be) records key points on flipchart/board/OHP. 		
<p>Whole group oral feedback in turns</p> <ul style="list-style-type: none"> • One person from each group takes it in turns to present findings on flipchart/OHP/etc. 		
<p>Informal visual feedback</p> <ul style="list-style-type: none"> • Each group records their results on flipcharts or large pieces of paper. These are then stuck on the wall or laid out on tables for others to wander round and examine. 		
<p>Snowballing</p> <ul style="list-style-type: none"> • One pair feeds back to another pair. These then join with another four and share findings. Then join with another eight and pool results. And so on. 		
<p>Cross grouping</p> <ul style="list-style-type: none"> • For example, suppose there are three groups of three. For each group, label the members A, B and C respectively. Then put all the As together, all the Bs and all the Cs, to share the findings from each group. 		
<p>Combined visual feedback</p> <ul style="list-style-type: none"> • Pass round overhead transparencies for groups/individuals to add responses to (one question per transparency). Look at results as a whole group. Can also do with flipcharts placed around the room. 		