

Two-day Training Plan

Notes on naming

As this training is a process that contains training within training, the way people are referred to can become rather ambiguous. In this plan the following conventions have been used.

Trainer-trainers are the LLU+ numeracy professional development specialists running the two-day training event.

Trainers are Initial Teacher Training specialists who are receiving training in the numeracy minimum core and delivering it to their own trainees.

Trainees are trainee teachers on teacher training courses for the post-compulsory sector who are attending the numeracy minimum core training session.

Participants is the term used for those participating in the numeracy minimum core training activities: in day 1 these are trainers, in day 2 they are trainees.

Title: The Numeracy Minimum Core: Addressing the Needs of Trainee Teachers	Trainers:	Date:
Aims: <ul style="list-style-type: none"> ▪ To review the participants' skills, knowledge and understanding of adult numeracy relevant to the numeracy section of the <i>Minimum Core</i>. ▪ To enable participants to develop an understanding of how these skills may be developed in trainees. 	Objectives: By the end of the session participants will have: <ul style="list-style-type: none"> ▪ identified the range of content in the numeracy Minimum Core ▪ participated in a numeracy Minimum Core session with emphasis on <ul style="list-style-type: none"> – self assessment of personal numeracy skills – presentation of their personal maths histories – methods used in calculations and learners' errors ▪ identified training issues related to the content and delivery of the numeracy minimum core ▪ planned the delivery of a session on the numeracy minimum core. 	

Skills for Life Improvement Programme

Day 1

Time	Purpose	Topic and Content	Resources
9.30	Everyone to be introduced to the trainer-trainers (and each other) and to provide a non-threatening opportunity to introduce talking about numbers	Introductions Names and who and what we are Introduction to 'Minimum Core' Aims and objectives of this session Starter: Each participant gives their name and a significant number	Session plan Briefing sheet (Min Core) Trainer diary
9.45	Illustrate example activities from the minimum core (numeracy) Provide an opportunity for self assessment of personal numeracy skills Encourage discussion about numeracy topics and mathematical techniques	Completing and Evaluating Numeracy Activities Trainers complete carousel of example minimum core numeracy activities Discussion on issues arising from numeracy activities Trainer-trainers distribute checklist of minimum core personal numeracy skills for discussion of trainee activity	Numeracy activities Review sheet Checklist
10.45	To help trainers prepare their personal maths histories To provide examples of different forms of presentation To model the use of different styles of presentation	Personal Maths Histories Trainers introduce personal maths histories and possible ways to present them Trainers write/ draw their own personal maths histories in small informal groups (continue after break)	Maths history format sheet
11.00	Break		
11.30	To identify the social and personal factors relevant to the acquisition of number skills To raise awareness of the importance of social and personal factors in learning To identify the connections between personal histories and using mathematics	Social and Personal Factors Trainers display maths histories Trainer-led discussion on using personal maths histories Social and personal factors that have affected trainers noted Relevance to adult numeracy learners' development indicated	Trainers' maths histories Flipchart
12.00	To explore the types of typical errors that numeracy learners make To identify underlying assumptions made about basic arithmetic To share different calculating methods To review possible causes for student errors in calculations	Numeracy Errors and Misconceptions Trainers correct and analyse errors made in some numeracy questions and discuss causes of errors and approaches to calculations in small groups Trainers display examples of their own calculations Trainer-led whole group discussion on errors and misconceptions and their causes with relevance to trainers' own subject areas	Example calculations Error and misconceptions activity sheet

Skills for Life Improvement Programme

Time	Purpose	Topic and Content	Resources
12.30	Lunch		
1.30	This is a kinaesthetic activity to introduce the session with movement To encourage group work in solving arithmetic questions	Starter Each participant gets a card with either a number or arithmetic sign (+, – etc) Target numbers are identified and participants have to get to the target number (or as close as possible) using the cards	Cards
1.45	To allow participants the opportunity to see other groups undertaking some aspects of minimum core training and consider delivery issues	Video of Minimum Core delivery Participants watch the video and identify issues that they think may occur with their trainees	Video of minimum core delivery
2.05	To answer outstanding queries and concerns about the specific activities To share amongst the whole group some of the insights that some participants have had To identify the approaches that have been used in the series of activities	Discussion of issues Participants work in small groups to identify issues raised by the training so far – in relation to own skills and knowledge and training issues Issues are fed back to whole group which discusses ways to address issues	Flipchart paper and pens Trainer diary
3.05	Break		
3.25	To allow time to prepare delivery on the second day To consider what support is needed	Preparation for training In pairs, participants plan the following day's training. Consider the timing of activities and issues that they expect will be raised with own trainees Trainer-trainers circulate and complete Individual Training Plans with participants	Training packs Individual Training Plan
4.20	To summarise issues raised and allow for final questions	Summary and close Trainer-trainer summarises the day. Final comments from participants	
4.30	End of Day 1		

Skills for Life Improvement Programme

Day 2

Time	Purpose	Topic and Content	Resources
9.30	To prepare for numeracy minimum core training	Preparation for training Trainers and trainer-trainers prepare rooms and materials for training	Packs and rooms
10.30	To provide numeracy minimum core training to trainee teachers in separate course groups	Introductions Names and number starter Introduction to 'Minimum Core' Aims and objectives of this session	Session plan Briefing sheet Trainer diary
TBA		Completing and Evaluating Numeracy Activities Participants complete carousel of example minimum core numeracy activities Discussion on issues arising from numeracy activities Trainers distribute checklist of minimum core personal numeracy skills for completion after the session	Numeracy activities Review sheet Checklist
TBA		Personal Maths Histories Trainers introduce personal maths histories and possible ways to present them Participants write/ draw their own personal maths histories in small informal groups (continue after break) Participants each present maths histories to whole group (2-5 minutes each) or in small groups or displayed around the room	Maths history format sheet
1.00	Lunch		
2.00	To continue to provide numeracy minimum core training to trainee teachers in separate course groups	Starter (Optional)	
		Social and Personal Factors Trainer-led discussion on using personal maths histories Social and personal factors that have affected participants noted Relevance to adult numeracy learners' development indicated	Participants' maths histories Flipchart

Skills for Life Improvement Programme

TBA		<p>Numeracy Errors and Misconceptions Participants correct and analyse errors made in some numeracy questions and discuss causes of errors and approaches to calculations in small groups Participants display examples of their own calculations Trainer-led whole group discussion on errors and misconceptions and their causes with relevance to participants' own subject areas</p>	<p>Example calculations Error and misconceptions activity sheet</p>
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Time	Purpose	Topic and Content	Resources
TBA	To continue to provide numeracy minimum core training to trainee teachers in separate course groups	<p>Numeracy Errors and Misconceptions Participants correct and analyse errors made in some numeracy questions and discuss causes of errors and approaches to calculations in small groups Participants display examples of their own calculations Trainer-led whole group discussion on errors and misconceptions and their causes with relevance to participants' own subject areas</p>	<p>Example calculations Error and misconceptions activity sheet</p>
TBA		<p>Summary and close (Minimum Core Training) Trainer summarises numeracy minimum core training and indicates next steps to trainees</p>	
3.30	End (Trainees) Break (Trainers)		
3.45	To consider how the training has achieved its objectives To consider what will need to be followed up in trainers' own institutions	<p>Reflection In groups, trainers discuss issues and identify shared issues In feedback, all to discuss how any issues may be resolved Trainers make notes of what has to be followed up in their own institutions and for any particular trainees</p>	<p>Training packs Individual Training Plan</p>
4.15	To conclude the trainer-training and collect evaluations	<p>Summary and evaluation Trainer-trainer summarises two days and invites final comments Trainers complete evaluation form</p>	SfLIP Feedback form
4.30	End of Day 2		

