COURSE OF INITIAL PEDAGOGICAL TRAINING FOR TRAINERS

1 - Denomination of the course

This offer points out the organization of a training action called: “Course of Initial Pedagogical Training for Trainers”.

2 - General goals

After having completed this course successfully, the trainees should be able to:

- Define the trainers’ role within the context of their activity and the respective skill profile;

- Prepare, develop and evaluate the training sessions considering the learning process facility through the selection and application of the more adequate pedagogical means and methods and using the training operational effect through the definition of operational goals and through the results control.

- Self-evaluate their performance according to the required skills profile.

3 - The programme contents of the course and the specific goals of each module

The programme contents and the specific goals of each module we propose to be developed during the training for trainers’ course follow the following references:

3.1 - The trainer and the context in which the training take place:

a) The synthesis of the programme contents

This module contains information referring to the characterization of the training systems and sub-systems in Portugal, namely the training in relation to the employment market and the education system. It also talks about the identification of the skills required for the trainer according to the different training sub-systems and the training modalities.

b) The specific goals

When completing the module, the trainees should be able to:

1 - Define within the Portuguese education system, the different training sub-systems according to the different goals and the specific target public as well as the methods and the pedagogical means that are used;

2 - Identify the national and the European community legislation which establish how the training is developed, as well as the various regulations and other applicable rules;

3 - State the skills and abilities required for the trainer’s activity in different training sub-systems.
3.2 - Theories, factors and learning processes

a) The synthesis of the programme contents
The main theories and the learning and teaching models are approached in this module. They are characterized by the mains factors and the conditions of their implementation.

b) The specific goals
After concluding this module successfully, trainees are supposed to able to:

1 - Identify concepts, theories and learning and teaching processes models.

2 - Identify the main factors and conditions which facilitate the learning and teaching process.

3 - Master the processes and the psychological factors of learning, such as:
   - Modes and steps of learning
   - The learning process
   - Psychological factors of the learning process

3.3 - Pedagogical methods and techniques.

a) The synthesis of the programme contents
With this module, we intend to enable the trainees to identify the different pedagogical methods and techniques that are used in the training process, as well as the goals, characteristics, and strong and weak points.

We also aim to point out the need to compare the adequacy of the training goals in relation to the target public and the training context

b) The specific goals
After concluding this module successfully, trainees are supposed to able to:

1 - Tell the difference between pedagogical methods and techniques to be developed in the training context.

2 - Typify the conditioning factors of the choice of pedagogical methods and techniques.

3 - Link the method and technique choices with the contents to be transmitted, respecting the different target public and the learning context.

3.4 - Pedagogical relation, group animation and the management of various learning ways

a) The synthesis of the programme contents
The aspects related to the group dynamics in the training context and to the psycho-social contexts associated to the training are analysed in this module.
It will also dwell on the questions related to the specific aspects and to the individual learning rhythm as well as the management of the various learning ways following the pedagogy of the principles of individualization.

b) The specific goals
At the end of this module, trainees should be able to:

1 - Identify the interpersonal communication processes;
2 - Recognize the individual attitudes permitting the communication;
3 - Identify the main group phenomena;
4 - Identify the types of behaviours which contribute to the conflict resolution;
5 - Identify the motivation mechanisms;
6 - Distinguish and adopt motivation strategies in the training;
7 - Identify leadership styles and their effects on the pedagogical practice.

3.5 - Training planning

a) The synthesis of the programme contents
This module talks about the guidelines and the rules that should be used in the elaboration of training units planning and in learning and teaching sessions planning.

b) The specific goals
At the end of this module, the trainees should be able to:

1 - Identify the guidelines in compliance with the elaboration of training units planning;
2 - Plan teaching and learning sessions;
3 - Put in order the contents to be presented in each session;
4 - Define the learning sequences.

3.6 - Definition and structure of the training goals

a) The synthesis of the programme contents
This module should concentrate on the characterization of the training goal functions, the different definition levels, their elements and application. In this context, the techniques that permit the possible use and hierarchism of the training goals should also be transmitted to the trainees.
b) The specific goals
After a successful conclusion of this module, the trainees are expected to be able to:

1 - Recognize the importance of the specific and general goals definition;
2 - Identify the functions implied by the pedagogical goals;
3 - Define the domains in which the training goals can be formulated;
4 - Create pedagogical goals in operational terms;
5 - Order the goals following the knowledge domains.

3.7 - Training didactic resources and its news IT (Information Technology)

a) The synthesis of the programme contents
The content of this module should be centred on maximizing the use of I.T. as pedagogical auxiliaries, including the use of new information and communication technologies.

It should also specify the way in which the pedagogical and didactic means are collected, selected, conceived and adapted according to the pedagogical strategy to be used.

b) The specific goals
At the end of this module, trainees are supposed to able to:

1 - Recognize the potentiality and limitations of audiovisual means as teacher’s, including the new information and communication technologies;
2 - Identify, select and use the pedagogical means in an adequate way;
3 - Select, conceive and adapt the pedagogical and didactic means, in multimedia support following the strategies to be used.

3.8 - Learning evaluation

a) The synthesis of the programme contents
This module approaches the different types, moments, goals, techniques and tools of the evaluation of the learning results in relation to the goals previously defined, as well as in function of the subjectivity of the evaluated activity.

b) The specific goals
At the end of this module, the trainees should be able to:

1 - Distinguish the different levels of the results evaluation of the training;
2 - Create and use evaluation tools in accordance with the goals previously defined;
3 - Verify and control the teaching and learning results and the training efficiency and efficacy;
4 - Identify the causes of the training subjectivity.

3.9 - Training evaluation

a) The synthesis of the programme contents
The evaluation criteria and tools for the training efficiency are the subject of this module, in a systematic and evolutive perspective. The ways of adjustment leading to the training process improvement should also be considered in this module.

b) The specific goals
After concluding this module successfully, trainees are supposed to able to:

1 - Apply the systematic and evolutive method to analyse the training results;
2 - Propose ways of adjustment leading to the improvement of the training process;
3 - Reflect upon the goals and aims of the evaluation;
4 - Approach the different types and criteria of evaluation;
5 - Reflect upon the subjectivity of the evaluation;
6 - Develop the evaluation processes and techniques.

3.10 - Pedagogical simulation

In this module we wish to implement the self-evaluation process and to train the skills acquired during the preparation area, animation and evaluation of the training sessions, the development of the critical, synthesis and work skills, and the diagnosis of the pedagogical behaviour in need of improvement.

The initial pedagogical training for trainers should include, at least, an initial and a final pedagogical simulation.

a) The synthesis of the programme contents
The pedagogical simulation is the implementation of the self-evaluation process that permits the practical-training of the skills acquired during the preparation, the animation and evaluation of the training sessions, the development of the critical synthesis and work skills, and the diagnosis of the pedagogical behaviour that needs to be improved.

The final pedagogical simulation should integrate the following:

1 - Elaboration of the Session Planning;
2 - Application of Evaluation Techniques and Tools;
3 - Training Development

and should also consider the following methodological aspects:

1 - The simulated training session with the use of the filming camera technique;
2 - Promotion of group discussion concerning the pedagogical behaviour observed;
3 - Identification and choice of the most relevant pedagogical aspects;
4 - Reflection upon the skills demonstrated and the areas to be improved.

b) The specific goals
At the end of this module, the trainees should be able to:

1 - During the initial pedagogical simulation:
   1.1 - Identify and describe the main abilities, expressed in terms of behaviour during the preparation, development and evaluation of a training session;
   1.2 - Identify the pedagogical behaviour that should be acquired or improved during a training action;
   1.3 - Develop the self-evaluation and group-evaluation ability;

2 - During the final pedagogical simulation:
   2.1 - Prepare, develop and evaluate training sessions;
   2.2 - Identify the most relevant pedagogical aspects in the teaching-learning process;
   2.3 - Propose alternative solutions, to present diverse strategic suggestions;
   2.4 - Practise evaluation and self-evaluation skills related to behaviour observed in the development of a teaching-learning session;
   2.5 - Compare the pedagogical skills level acquired during the training process, with the performance level at the beginning of the training;

4 - Training organization

4.1 - Modular structure

The programme contents are fitted into modules of versatile duration (see enclosed document) that should be developed in a autonomous way.

The modules should be presented sequentially in order guarantee better logics in the learning process.
4.2 - Duration of the course

The training period will be thus of 28 working days with 10 to 15 trainees.

The absence of teachers will be compensated without causing delays in the learning process and affecting the training quality.

The training will always have presentational character.

4.3 - The course methodology

The methodology to be adopted for the course of Initial Pedagogical Training for Trainers should consider the characteristics of the target public and be based on adapted and diversified techniques, preferring the active methods to facilitate the knowledge acquisition, through the socio-cognitive implication, resolution, discovery and resolution of problem situations.

4.4 - Composition of the trainees group

The group, composing between 10 to 15 selected trainees, should be as homogeneous as possible to facilitate the transmission of knowledge and the acquisition of new skills in the pedagogical-didactic domain. The trainees should have, at least, the obligatory scholasticity.

The priority should be given to the candidates that already have some professional experience to facilitate the subject matter context.

We will give priority to the candidates with the highest level of scholastic skills in a way they could present, in the future, a better performance level as trainers.

The selection of the candidates will be done through the curriculum analysis followed by an interview in accordance with the enclosed guidelines.