

O2-A4

Development of the guidelines for teachers and trainers

Project Acronym:	IM-FUTURE
Project Start Date:	2 nd November 2016
Project Duration:	30-Months
Project End Date:	1 st May 2019
Project number:	2016-1-UK01-KA203-024438
Coordinator:	BUCKINGHAMSHIRE NEW UNIVERSITY
Report Authors:	Giovanni Tosi - COSMOB

“IM-FUTURE” has been funded with support from the European Commission. This publication reflects the views only of the author and the Commission cannot be held responsible for any use which may be made of the information contained therein.



Co-funded by the
Erasmus+ Programme
of the European Union

Introduction

The specific objective of the master is the transfer of technical-professional skills, concerning a specific figure proposed for the Wood-Furniture sector. The course is structured in modules and training units, and each of them corresponds to specific skills that, considered individually, will be evaluated as a result of the training path, and can be recognized, within the working context, as components of specific professionalism. In relation to the quality and expediency of the skills acquired at the end of the training program, the Master intends to achieve uniform standards within the European Union.

The intent is to implement a structured and shared system of integration between the different areas: university education, vocational training and work, in order to increase the skills of personnel who must contribute to the implementation of innovation processes in the optic to increase the competitiveness of small and medium-sized enterprises.

This document focuses on the activities of the Master carried out by teachers and / or trainers, for which it is necessary to provide guidelines according to the organization in different training modules that will involve different types of students: young people, employed adults and unemployed adults. In detail, the teachers will have to allow younger students to acquire technical skills at the post-secondary level, that meet the needs of the labour market and which can be spent within an integrated certification system, in order to encourage and accelerate their appropriate job placement.

In adults who are already employed, the right to training in every phase of life must be stimulated starting from the completion and qualification of the skills possessed and the professional experience already gained, with the aim to foster the extension of this knowledge and competences and then to become senior technicians.

There are also unemployed adults for whom it is necessary to reconvert their profile and expand professional opportunities by acquiring specific technical skills related to the needs of the working world.

TEACHING SKILLS OF MASTER TEACHERS

Even if there are no standard characteristics to be respected by a master teacher, there are many information published in educational journals, periodicals, and researches, through which it is possible to establish practices and procedures to be implemented by teachers during their classes. More in detail, there are 9 effective teaching categories that include knowledge and skills to be held and policies / procedures to be kept into account.

1. Knowledge of Content
2. Planning Skills
3. Skills in Selection and Use of Materials
4. Skill in Class Management
5. Skills in Human Relations
6. Instructional Skills
7. Community Involvement
8. Professional Growth
9. Policies and Procedures

Here below there is a description of traits and characteristics that teachers shall possess within each specific category.

1. Knowledge of Content

The teacher is well informed and updated and he shall approach each subject matter in a positive, enthusiastic manner; he is able to correlate the different subject matter areas and he understands and uses all components of the established curriculum for which he is responsible.

2. Planning Skills

The trainer shall show written evidence of long-range and short-range instructional plans and he secures the necessary materials, equipment, and eventual additional resource personnel in

advance. The teacher is the main responsible providing activities for transfer of learning and implements lesson plans to meet the needs of the group.

3. Selection and Use of Materials

A teacher shall select relevant materials which are related to the specific objectives and appropriate to the abilities of learners. In addition, it is possible to use textbook and other effective instructional materials (including newspapers, supplementary books, artifacts, TV, etc.): in this regard, the teacher gives adequate instructions to students for use and care of them.

4. Skills in Class Management

At first, the trainer is the main reference establishing class expectations at the beginning of the year, shares them with students, and consistently maintains them. Moreover, he shows respect and consideration for others and expects the same traits by the students. A good teacher confers privately with individual students when the need arises and deals with the unexpected in a calm, rational manner.

5. Skills in Human Relations

The teacher actively seeks to know and understand students, works toward development of positive self-image within learners, generates a psychological environment conducive to learning, actively listens to students. Moreover, he gives positive reinforcement to acceptable academic and social behaviour and confronts students whose behaviour is in violation of established policy.

6. Instructional Skills

The trainer keeps strictly into account the learning objective from the established curriculum verifying it is at the appropriate level of difficulty for the students. Consequently, he monitors the understanding of the students and eventually adjusts teaching according to emerged needs. In general, the teacher shall maintain the focus of the students on the objectives through a correct use of learning principles.

7. Community Involvement

A teacher utilizes community resources in the learning process whenever possible and he serves as a positive model in the community, whose activities he is involved in.

8. Professional Growth

A trainer has also a role in meaningful professional growth activities, participates in staff development and in-service activities and he is involved in district curriculum development activities.

9. Policies and Procedures

The teacher shall follow all established policies and procedures and he always acts in a reasonable and prudent manner.

More in general, the Master that will be implemented in the context of IM-FUTURE project, is aimed at training students for their integration in furniture companies and to stimulate new entrepreneurship initiatives based on the implementation of new technologies; for this reason, the teachers will have to develop new approaches in teaching and training with the scope to educate students about the use of ICT, sensors, automations for the furniture sector. This kind of integration is nowadays increasingly common both with a view to improving the life of disadvantaged people in the home environment, both for a more comfortable house for everybody, according to the principles of design for all.

COMMITTMENT OF MASTER TEACHERS

As previously mentioned, this document has the objective to provide indications for teachers that will be involved in master activities and classes. Here below, a list of all commitments that each teacher shall respect in developing training actions.

- Ensure own presence and expertise
- Collect and interpret the needs expressed by the students

- Identification of punctual answers to students' questions
- Clarity in explanations
- Respecting the organizational methods of the course (practical activities, tests, etc.)
- Ensure correct use of educational material
- Respect of the timing of the lessons taking into account the teaching needs
- Punctuality
- Respect of the training objectives
- Adoption of active teaching methods
- Proper transfer of skills
- Correct use of available tools and equipment
- Preparation of periodic learning checks to verify the levels of competence envisaged as a result of the course
- Support any other educational initiatives and practical training, closely related to the objectives of the course and coherent with the same
- Implementation of ex-post verification measures
- Take into account, in the presence of young people or employed adults, their work commitments in the articulation of the times and methods of carrying out the training courses
- Transfer of specific skills acquired in an industrial context
- Implementation of measures and teaching methods to guarantee the coverage of the credits foreseen for each module

Considering the objective of the courses and the different thematic of each module, the skills and the commitment of the teacher will interest all the training areas in which students will have to increase their competences: products, processes, technologies, quality control, management, design, materials, logistics, communication, marketing, IPR, working context, etc.