

Unit 7: Training

AIM

The aim of this unit is to enable inspectors to manage training programmes, develop educational materials and formulate educational projects.

LEARNING OUTCOMES

By the end of this unit, inspectors will be able to:

- assess training needs of teachers
- devise methods of prioritising training needs
- select and apply suitable methods of training
- devise and manage educational projects
- describe characteristics of adult learners
- identify relevant educational materials and techniques of developing them
- use training materials appropriately
- design follow-up activities for training programmes
- establish mentoring systems in schools.

CONTENT SUMMARY

- 7.1 Training Needs assessment
- 7.2 Training Techniques
- 7.3 Adult Learning
- 7.4 Developing Education Materials
- 7.5 Follow-up Activities
- 7.6 Mentoring
- 7.7 Formulation of Educational Projects

7.1 TRAINING NEEDS ASSESSMENT

Key Information

Methods of assessing training needs:

- observation of teachers and pupils in class and out of class
- interviews
- questionnaires
- analysis of pupils' performance and examination results
- analysis of written inspection reports
- research or surveys

Activity 7a

Working in groups:

- (a) Describe systematically how you, as an inspector, would determine the training needs of your teachers.
- (b) What criteria would you use for prioritising training needs?

Trainer's Notes

Some criteria to use in prioritising training needs are:

- suitability to individual teacher's needs
- national/government needs
- professional needs
- response to policy changes
- educational development plans
- pupils' educational needs.

7.2 TRAINING TECHNIQUES

Activity 7b

Using the training skills and experience in the group devise a 20 minute training session for teachers on one of the following topics:

- good listening skills
- using the environment as a teaching/learning resource
- stimulating high-fliers in the classroom

Be prepared to justify your selection of training techniques at the end of presentations.

Trainer's Notes

The idea for Activity 7b is that participants on the course actually do some training. There are different ways of organising the activity depending on the numbers involved. Groups of three or four are best for the planning stage. They can then decide for themselves how many will be involved in the presentation stage.

If you have large numbers then you will only have time for the groups to share i.e. to train, one other group.

In this case you have:

- 20 minutes preparation time
- 20 minutes presentation of group A to group B (C to D) etc.
- 20 minutes presentation of group B to group A (D to C) etc.
- 15 minutes de-briefing time.

With very small numbers (i.e. under 12) you could have the small groups presenting to the whole group.

Some training techniques are:

- lecturing
- demonstration
- field work
- discussion
- discovery method
- simulation
- role-play
- group work
- question and answer

Factors to consider when applying training techniques:

- nature of the trainees
- nature of the topics and subjects
- availability of relevant training materials
- nature of physical environment
- time factor

Activity 7c

In groups, identify typical topics which can be taught to teachers during an INSET seminar using each of the following methods:

- lecturing
- demonstration
- field work
- group work

7.3 ADULT LEARNING

Key Information

Adult learners are different from children. Therefore, when designing programmes for training adults, certain factors should be taken into consideration.

Activity 7d

Work in groups:

If you, as an inspector, had an opportunity to run a training programme for adult learners, what factors would you take into account to run the training workshop successfully?

Trainer's Notes

Some of the characteristics of adult learners worth considering are that they:

- want to learn items or topics relevant to their immediate needs
- have individual needs or characteristics be considered
- need more individual attention
- prefer to study at their own pace
- prefer to learn through real life situations
- have expectations related to community and social norms.

7.4 DEVELOPING EDUCATIONAL MATERIALS

Key Information

Considering shortage and expense of teaching materials, it is imperative that teachers acquire the knowledge and skills of producing appropriate teaching aids from local materials. Teachers should also be able to use available teaching and learning materials. It is therefore the duty of inspectors to help teachers achieve this important role.

Activity 7e

Working in groups:

You are organising a workshop for teachers on how to develop specific teaching materials of your choice.

- (a) List all materials you would need.
- (b) How, as an inspector, would you help teachers design teaching programmes using audio cassettes?
- (c) State the steps of producing the aid.

Trainer's Notes

The reading materials may include charts, printed handouts, audio cassettes etc

- An example for producing cassette programmes:
- Assistance by inspectors:
 - written support materials
 - recorded material
 - prepared lessons
- Factors to consider when developing educational materials:
 - relevance
 - cheap to produce
 - user-friendly
- Main stages in developing educational materials:
 - identifying needed materials
 - planning for production
 - recruiting relevant personnel to assist in material development
 - trialling the materials in pilot schools
 - utilising the materials

7.5 FOLLOW-UP ACTIVITIES

Activity 7f

Mention reasons why you as an inspector should carry out follow-up activities after conducting a training programme.

Trainer's Notes

- Necessity of follow-up activities:
 - monitor and evaluate effectiveness of a training programme
 - motivate the trainees to practise acquired knowledge and skills
 - assist in devising related future training programmes
- Typical activities to include in a follow-up programme
 - visiting the trained officers in their working environment
 - distributing questionnaires to extract information on the strengths and weaknesses of the programme
 - monitoring performances of the trained personnel

Activity 7g

As an inspector, you have organised a training seminar for school heads related to changes in the school curriculum. In groups design a follow-up programme to monitor the performances of headteachers and the effectiveness of the training programme

7.6 MENTORING

Definition: A mentor is a recognised professional who serves as a role model and guides others to identify solutions to problems for themselves rather than giving direct advice.

Activity 7h

- (a) In groups, share ideas on the criteria to be used by inspectors in selecting mentors from among the serving teachers.
- (b) Suggest steps inspectors should take to establish a mentor system in their areas.
- (c) List the functions of a teacher who is acting as a mentor.

Trainer's Notes

Some criteria for selecting a mentor:

- experience
- competence
- geographical and social factors

Roles of a mentor:

- offering professional and social support and guide to teachers
- counselling teachers

7.7 FORMULATION OF EDUCATIONAL PROJECTS

Activity 7i

Work in small groups and then share your ideas with the rest of the whole group.

Discuss the major stages of developing an educational project

Trainer's Notes

Techniques of project formulation may include:

- identifying the project
- drafting
- reviewing the draft
- implementing
- evaluating the project

Characteristics of a good project:

- relevance
- sustainability

Activity 7j

The Ministry of Education has set aside a budget consisting of a certain amount of money to rehabilitate four dilapidated schools. As an inspector, you have been called upon to devise a relevant project proposal and implement it.

In groups devise a project proposal based on the information above.

SUMMARY

This unit has exposed inspectors of schools to the basic techniques of developing programmes and developing educational materials. The unit has also exposed inspectors to the basic methods of training, of handling adult learning and of formulating educational projects. Hence, inspectors who have been exposed to this unit should be able to prepare and implement inservice training workshops effectively.

REFLECTION

Reflect on the information and skills you have acquired from this unit and think about how you will apply some newly acquired knowledge and skills in your job.

REFERENCE

Farrant, J.S. (1991) *Principles and Practice of Education*, Longman, UK