



# Intellectual Outputs 2.0

---

IO2A4: DEVELOPMENT OF THE GUIDELINES FOR TEACHERS  
AND TRAINERS

PROMOTED BY:



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



IN PARTNERSHIP WITH:

INCAMP

## SUMMERIZE INFO

PROJECT TITLE:

CARBON NEUTRAL MANAGEMENT OF SPORT MARINAS  
INTERNATIONAL MASTER MODULES PROGRAMME (**INCAMP**)

IO REFERENCE:

IO 2 ()

TASK REFERENCE:

IO 2A4 (Development of the guidelines for teachers and trainers)

INCAMP CONTACTS:

Florin.ioras@bucks.ac.uk

AUTHORS AND AFFILIATION:

Raquel Patrocínio (IPTL – Instituto Profissional de Transportes e Logística da Madeira)

DATE:

July 2019

DOCUMENT VERSION 1 STATUS:

V.1

This project 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.





# TABLE OF CONTENTS

<b>Introduction</b> .....	<b>1</b>
<b>1. Defining teachers and trainers</b> .....	<b>2</b>
1.1 Teachers' competences .....	3
1.1.1 21st-century teaching competencies .....	5
1.2 Trainers' competences.....	10



# TABLES

Table 1- Comparison between teachers and trainers.....	2
Table 2 – Teacher Competence Resume.....	5
Table 3 – Trainers’ Competence Resume.....	11



## INTRODUCTION

The roles of the teachers and trainers are becoming more intensified as changes in laws, systems, organizations, qualifications, technology, work practices and social attitudes accelerate.

New goals and core skills for students and trainees such as self-direction, problem solving, team working, enterprise, self-confidence, make increasing demands on their teachers and trainers.

Teachers need to be facilitators of learning in addition to being instructors; trainers need the refined skills of the coach and mentor in addition to being supervisors of their trainees. They need an increased repertoire of teaching styles, both traditional and constructivist and continuing professional development to adapt their repertoire to changing education goals.

In the recent years, the role of teachers and trainers in ensuring effective education and training systems has been at the core of the European agenda.

In its communication “Rethinking Education” (2012), the European Commission notes that the revision and strengthening of the professional profile of all teaching professions is an essential step to reform education and training system.<sup>1</sup>

In this sense, the Commission stresses the need of introducing “coherent and adequately resourced systems for recruitment, selection, induction and professional development of teaching staff based on clearly defined competences needed at each stage of a teaching career and increasing teacher digital competence.

The same focus on the importance of teacher education is put by the EU Council, which emphasizes the need to implement appropriate policies for attracting and recruiting teachers, for providing them with effective initial training education and for ensuring that they can receive constant update of their competences.<sup>2</sup>

---

<sup>1</sup> European Commission (2012). Rethinking education: investing in skills for better socio-economic outcomes. Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions. COM(2012) 669 final.

<sup>2</sup> Council conclusions of 20 May 2014 on effective teacher education, OJ C 183, 14.06.2014, pp. 22-23



## 1. DEFINING TEACHERS AND TRAINERS

Teachers and trainers have different roles and responsibilities in the learning process. It is possible to distinguish between them according to their function and place of employment, despite the differences that exist between countries in how their roles and responsibilities are defined.

Teachers are typically based in schools or related institutions, where they teach either general subjects or vocational theoretical subjects.

In some cases, teachers of practical subjects work in school workshops or simulated learning environments. Trainers, by contrast, are based in and employed by companies. They are often regular employees with occupational responsibilities, as well as responsibilities to train and accompany learners during the company-based part of their learning.

Teachers	Trainers
Of practical subjects, ins some cases, work in school workshops or simulated learning environments of practical subjects;	Are based in and employed by companies;
Teach either general subjects or vocational theoretical subjects;	Are usually a worker with relevant work experience in the company and pedagogical skills;
Roles are increasingly moving towards guiding and enabling learning in cooperation with different teachers and working life representatives.	Have responsibility for training and accompanying learners when in companies

TABLE 1- COMPARISON BETWEEN TEACHERS AND TRAINERS



## 1.1 Teachers' competences

Before addressing the meaning of teacher competence, we must first establish the meaning of competence. Competency is a term used extensively by different people in different contexts; hence, it is defined in different ways. Teacher education and job performance are two contexts in which this term is used. Competencies are the requirements of a “competency-based” teacher education and include the knowledge, skills and values a teacher-trainee must demonstrate for successful completion of a teacher education programme.



Some characteristics of a competency are as follows:

- a. A competency consists of one or more skills whose mastery would enable the attainment of the competency.
- b. A competency is linked to all three of the domains under which performance can be assessed: knowledge, skills and attitude.
- c. Possessing a performance dimension, competencies are observable and demonstrable.
- d. Since competencies are observable, they are also measurable. It is possible to assess a competency from a teacher's performance. Teaching competencies may require equal amounts of knowledge, skill and attitude, but some will not. Some competencies may involve more knowledge than skill or attitude, whereas, some competencies may be more skill or performance based.

Teachers are generally required to possess at least technical upper secondary education in combination with professional experience in their area of expertise. Some type of pedagogical training is generally mandatory, though industry professionals are generally permitted to start teaching while initiating their pedagogical training.

Teachers need a wide range of competencies to face the complex challenges of today's world. Teaching competency is an inherent element of an effective training process, one that aspires to contribute to the welfare of a particular country or the world, itself.

The central figures in the educational process are teachers. The success of training and education depends on their preparation, erudition and performance quality.

During their professional careers, teachers pass through the following levels of professional growth to achieve the acme of professional competency.

- 1st level: pedagogical ability – characterized by detailed knowledge of the subject;
- 2nd level: pedagogical skill – perfected teaching skill;
- 3rd level: pedagogical creativity – marked by implementation of new methods and techniques into educational activities;
- 4th level: pedagogical innovation – distinguished by the incorporation of essentially new, progressive theoretical ideas, principles and methods of training and education.



## TEACHER COMPETENCES

<i>Pedagogical competences</i>	Provides the students / participants a safe learning and working environment that supports to make choices that assist in his or her development
<i>Didactical &amp; methodological competences</i>	Knows various educational strategies, methods, and techniques for teaching, educating, learning and motivating students; Utilise technology, including multimedia resources, effectively and appropriately to aid learning;
<i>Subject knowledge</i>	Thorough knowledge of the subject; Creates a powerful learning environment, including by bringing the learning aspect in connection with the knowledge of the profession in society.
<i>Communication &amp; relational skills</i>	Set clear, challenging and achievable expectations for learners, be able to plan and communicate accordingly and motivate and assist learners to become agents in their learning.
<i>Professional (self-)development</i>	Reflects on their practices, relying on experience, research and other relevant resources to the assessment of their professional development, particularly in their own training project.
<i>Reflective practice &amp; assessment</i>	Uses a range of strategies to support, monitor and assess learning, students' approach to learning, progress achieved, and give feedback.
<i>Organisational &amp; group management skills</i>	Contributing to school management and development.
<i>Research competences</i>	Research competence.

TABLE 2 – TEACHERS' COMPETENCE RESUME

### 1.1.1 21st-century teaching competencies

21st-century competencies have been defined as the knowledge, skills, and attitudes necessary to be competitive in the 21st century workforce. Teacher preparation and professional development should be reworked to incorporate training in teaching key competencies.

The 21st-century teacher needs to know how to provide technologically supported learning opportunities for students and know how technology can support student learning.



## 1. **Teachers demonstrate leadership**

### a. *Teachers lead in the classroom by:*

- evaluating student progress using a variety of assessment-data measuring goals;
- drawing on appropriate data to develop classroom and instructional plans;
- maintaining a safe and orderly classroom that facilitates student learning; and
- positive management of student behavior, effective communication to defuse and deescalate disruptive or dangerous behavior, and safe and appropriate seclusion and restraint techniques.

### b. *Teachers demonstrate leadership in the school by:*

- engaging in collaborative and collegial professional learning activities;
- identifying the characteristics or critical elements of a school improvement plan; and
- displaying an ability to use appropriate data to identify areas of need that should be addressed in a school improvement plan.

### c. *Teachers lead the teaching profession by:*

- participating in professional development and growth activities; and
- developing professional relationships and networks.

### d. *Teachers advocate for schools and students by:*

- implementing and adhering to policies and practices positively affecting students' learning.

### e. *Teachers demonstrate high ethical standards.*

## 2. **Teachers establish a respectful environment for a diverse population of students**

### a. *Teachers provide an environment in which each child has a positive, nurturing relationship with caring adults by:*

- maintaining a positive and nurturing learning environment.

### b. *Teachers embrace diversity in the school community and in the world by:*

- using materials or lessons that counteract stereotypes and acknowledge the contributions of all cultures;
- incorporating different points of view in instruction; and
- understanding the influence of diversity and planning instruction accordingly.

### c. *Teachers treat students as individuals by:*



- maintaining a learning environment that conveys high expectations of every student.
- d. Teachers adapt their teaching for the benefit of students with special needs by:*
  - cooperating with specialists and using resources to support the special learning needs of all students; and
  - using research-verified strategies to provide effective learning activities for students with special needs.
- e. Teachers work collaboratively with families of students and other significant adults by:*
  - communicating and collaborating with the home and community for the benefit of students.

### **3. Teachers know the content they teach**

- a. Teachers develop and apply lessons based on an effective course of study by:*
  - integrating effective literacy instruction throughout the curriculum and across content areas to enhance student learning.
- b. Teachers honor the content appropriate to their teaching specialty by:*
  - demonstrating an appropriate level of content knowledge in their specialty; and
  - encouraging students to investigate the content area to expand their knowledge and satisfy their natural curiosity.
- c. Teachers show they recognize the interconnectedness of content areas/discipline by:*
  - demonstrating a knowledge of their subject by relating it to other disciplines; and
  - relating global awareness of the subject.
- d. Teachers make their instructions relevant to students by:*
  - integrating 21st-century skills and content in instruction.

### **4. Teachers facilitate learning for their students**

- a. Teachers show they know the ways in which learning takes place and the appropriate levels of intellectual, physical, social, and emotional development of their students by:*
  - identifying developmental levels of individual students and planning instruction accordingly; and
  - assessing and using those resources needed to address the strengths and weaknesses of students.
- b. Teachers plan instruction appropriate to their students by:*



- collaborating with colleagues to monitor student performance and making instruction responsive to cultural differences and individual learning needs.
  - c. *Teachers show their acumen and versatility by:*
    - using a variety of methods and materials suited to the needs of all students.
  - d. *Teachers display their awareness of technology's potential to enhance learning by:*
    - integrating technology into their instruction to maximize student learning.
  - e. *Teachers help students grow as thinking individuals by:*
    - integrating specific instruction that helps students develop the ability to apply processes and strategies for critical thinking and problem solving.
  - f. *Teachers help students to work in teams and develop leadership qualities by:*
    - organizing learning teams for the purpose of developing cooperation and student leadership.
  - g. *Teachers reach their students best by:*
    - using a variety of methods to communicate effectively with all pupils; and
    - consistently encouraging and supporting students to articulate thoughts and ideas clearly and effectively.
  - h. *Teachers best assess what students have learned by:*
    - using multiple indicators, both formative and summative, to monitor and evaluate student progress and to inform instruction; and
    - providing evidence that students are attaining 21st-century knowledge, skills and dispositions.
- 5. Teachers reflect on their practice**
- a. *Teachers analyze student learning by:*
    - using data to provide ideas about what can be done to improve student learning.
  - b. *Teachers link professional growth to their professional goals by:*
    - participating in recommended activities for professional learning and development.
  - c. *Teachers function effectively in a complex, dynamic environment by:*
    - using a variety of research-verified approaches to improve teaching and learning

Ideally, then, teachers should demonstrate the following competencies:

- 1) effective classroom management, maximizing efficiency, maintaining discipline and morale, promoting teamwork, planning, communicating, focusing on results,



evaluating progress, and making constant adjustments. A range of strategies should be employed to promote positive relationships, cooperation, and purposeful learning. Organizing, assigning, and managing time, space and activities should ensure the active and equitable engagement of students in productive tasks.

- 2) effective teaching practices, representing differing viewpoints, theories, “ways of knowing” and methods of inquiry in the teaching of subject matter concepts. Multiple teaching and learning strategies should help engage students in active learning opportunities that promote the development of critical thinking, problem solving, and performance capabilities while helping them assume responsibility for identifying and using learning resources.
- 3) effective assessment, incorporating formal tests; responses to quizzes; evaluation of classroom assignments, student performances and projects, and standardized achievement tests to understand what students have learned. Assessment strategies should be developed that involve learners in self-assessment activities to help them become aware of their strengths and needs and encourage them to set personal goals for learning.
- 4) technology skills, knowing when and how to use current educational technology, as well as the most appropriate type and level of technology to maximize student learning.



## 1.2 Trainers' competences

European Member State tend to set minimum requirements for teaching professionals that start working for VET institutions. This is different for trainers in companies, who are often recruited for a trainer position from within the company. They are nominated by their employer to take up the position of work-based learning trainer in the company, while continuing their own function as well.

Typical common tasks of trainers are:

- selecting appropriate training methods for developing practical skills in a real work situation;
- planning and implementing training, assessing, and providing feedback for trainees.

Generally, trainers are also expected to ensure a link between the worlds of work and education, though often this link is the responsibility of a school and its teachers.

Nowadays, trainers often need to go beyond conveying vocational knowledge and skills and supporting workers in practical learning. This requires enriching the role of an 'instructor' with coaching and mentoring, providing guidance and stimulating learning culture in enterprises.

### TRAINER COMPETENCES

<i>Pedagogical, andragogical, psychological competences</i>	To support apprentices with learning difficulties through individual design of the training and learning guidance, reach supportive aids if necessary and consider providing the possibility to extend the training time.
<i>Social, communicative, and motivational skills</i>	The trainer must be able to create conditions conducive to learning and create a motivating learning culture which includes give and receive feedback.
<i>Practical training content</i>	The trainers must be able to create based on training regulations a company training plan, which is geared particularly toward professional and business processes typical for the work.
<i>Guidance monitoring, evaluation, and assessment</i>	Assessment of a candidate's competences through tests for competence-based qualifications
<i>Didactical &amp; methodological competences</i>	Views information about the training institute, the needs of the participant and the opportunities within the training



*Legal framework and responsibilities*

*Personal development & cooperation*

company to examine how the learning objectives can be achieved;  
 Planning of vocational skills demonstrations and/or competence tests.

Understand their own functions and the contractual elements of the sector and/or company in terms of training

The workplace instructor develops his or her own work as an instructor;  
 Manage relationship with people outside the company that are involved in the apprentice's training

TABLE 3 – TRAINERS' COMPETENCE RESUME



## 2 BIBLIOGRAPHY

- Broek, S. ,.-V. (2017). *Teachers and trainers in work-based learning/apprenticeships*. Brussels: European Commission.
- Caena, F. (2011). *Education and Training 2020 Thematic Working Group Professional Development of Teachers*. European Commission.
- Directorate General for Employment, S. A. (2018). *Teachers and Trainers Matter*. Luxembourg:: European Union.
- Schöbel, N. M. (29 de 04 de 2020). *Pedagigcial Suport for apprenticeships: Teachers and Trainers*. Belgium, United Kingdom: European Commission.