

## Teachers as Trainers: Alistair Smith Learning with Anytime TSA

### 1. Summary

Teachers as Trainers will be a programme to develop senior school staff who have a responsibility for developing others. It will be a combination of formal input and practical application with an emphasis on experiential learning. Each participant will undertake both an Individual and a Partner Project on topics of worth to their schools. They will be observed teaching and delivering training.

### 2. Structure and Duration

Teachers as Trainers will span three terms and culminate in a series of development experiences led by the participants.

| Module                                                    | Format           | Purpose                                                                                                                           | Outcomes                                                                                                                                                                                                       |
|-----------------------------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Orientation<br>March 2015                              | Twilight         | To introduce participants to the programme and initiate the Competency Profiling Process                                          | <ul style="list-style-type: none"> <li>• Introduce Content and Learning Methods</li> <li>• Commit participants to the full programme</li> <li>• Establish Baseline Competencies</li> </ul>                     |
| 2. Module One<br>April 2015                               | Two days         | To experience the key inputs and experience some of the training processes                                                        | <ul style="list-style-type: none"> <li>• Introduce the Competencies in detail</li> <li>• Introduce the key development and training concepts</li> <li>• Build the confidence and trust of the group</li> </ul> |
| 3. Tutor Observations<br>April – May 2015                 | School visits    | To see each participant teach, and interact with others then talk to them about their development needs                           | <ul style="list-style-type: none"> <li>• Establish a fuller understanding of each participants' needs</li> <li>• To give guidance and feedback where appropriate</li> </ul>                                    |
| 4. Module Two<br>June 2015                                | One day          | To set up the Individual and Partner Projects                                                                                     | <ul style="list-style-type: none"> <li>• Further develop the Project Concept</li> <li>• Agree who is doing what and initiate planning</li> </ul>                                                               |
| 5. Individual and Partner Projects<br>June – October 2015 | By arrangement   | To embed the benefits of the programme in each participants' school                                                               | <ul style="list-style-type: none"> <li>• Partners offer support for others' Project work</li> <li>• Partners visit others' school and practice observation and coaching skills</li> </ul>                      |
| 6. Module Three<br>October 2015                           | One day          | To share the outcomes of Individual and Partner Projects                                                                          | <ul style="list-style-type: none"> <li>• Partners present their findings which are then critiqued</li> </ul>                                                                                                   |
| 7. Tutor Observations<br>October – Nov 2015               | School visits    | To see each participant deliver a presentation to others on their Individual and Partner Projects                                 | <ul style="list-style-type: none"> <li>• To observe each participant in a training role</li> <li>• To give guidance and feedback where appropriate</li> </ul>                                                  |
| 8. Module Four<br>November 2015                           | Two days         | To provide opportunities for further inputs and allow each participant to take the group through a presentation of their choosing | <ul style="list-style-type: none"> <li>• Participants design and deliver development experiences for others which are then critiqued</li> </ul>                                                                |
| 9. Showcase Event<br>Group Project<br>December 2015       | Twilight/Evening | To present the Individual and Partner Projects to a wider, public audience                                                        | <ul style="list-style-type: none"> <li>• Participants take part in a Group Challenge which is to design and deliver a Teach Meet on a Training and Development theme</li> </ul>                                |
| 10. Individual School Development Challenges              | In-House         | On-going development within school                                                                                                | <ul style="list-style-type: none"> <li>• Individuals assume a school responsibility for maintaining their development work</li> </ul>                                                                          |

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### 3. Teachers as Trainers Competencies

Teachers as Trainers will be delivered against a Developer Competency Framework, the final detail of which would be agreed by participants. An outline Developer Competency Framework would allow for better programme design could be along the following lines.

| Competency Area | Competency                                                                                                                                                                               |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Presenting   | Can engage a large audience through the successful delivery of a time defined and compelling presentation.                                                                               |
| 2. Delivering   | Can engage a group to convey information or insights with integrity and expertise.                                                                                                       |
| 3. Modelling    | Can choose, or be given, an area of interest or need and, through a mix of carefully executed activities take a group to an agreed end                                                   |
| 4. Training     | Can research participants' needs beforehand and, consequently, design and deliver a mix of beneficial experiences to an agreed end                                                       |
| 5. Facilitating | Can negotiate participants' needs and manage a loosely structured, open programme of development activities with an emphasis on process, practical application and reflection.           |
| 6. Developing   | Can, as part of a long-term relationship, research, design and deliver a flexible programme of development activities with an emphasis on process, practical application and reflection. |
| 7. Observing    | Can observe the performance of others in a variety of practical contexts, form and share insightful judgments of worth to the observed.                                                  |
| 8. Coaching     | Can, sustain a positive developmental relationship over time with an individual or group and, by skilled questioning and feedback, generate insights for improvement                     |
| 9. Mentoring    | Can utilise one's own experience, knowledge and insights to guide and develop others                                                                                                     |
| 10. Researching | Can apply an understanding of practical research methods to one's own work context in a purposeful and beneficial way                                                                    |
|                 |                                                                                                                                                                                          |

### 4. Possible Module, Observation and Project Completion Dates

Teachers as Trainers will begin after Spring half-term 2015 and culminate in the Autumn of 2015. The programme will comprise:

### 5. Programme Outline

Teachers as Trainers will comprise formal input, individual research projects, paired and group challenges focused on school needs. There will be observations of individuals in both teaching and development contexts and coaching against the Developer Competency Framework.

### 6. Programme Outcomes

As a result of participating in Teachers as Trainers staff will develop a range of skills to improve their abilities to lead the development of individuals, departments and school communities. They will encounter challenges in a variety of contexts which will broaden their repertoire of training techniques and methods.

**7. Participants**

Participants will be experienced practitioners with some management and, or, whole school responsibility who are leading, or ready to lead, training and development in and beyond their own school. Recommended numbers would be 16 perhaps across six schools.