

Training trainers to foster effective



Claire Arthur caught up with a trainer and some participants from one of the NRC's 'train the

trainer' courses, and found out what they thought of it.

Last year in August the NRC trained a group of trainers to enable them to deliver the Effective Teaching Skills in Supplementary Schools course.

Initially, the course had been piloted in Milton Keynes. Following this, the NRC accredited the course through the Open College Network (OCN); it now gives learners three credits at Level 2 or 3.

The course has already been delivered in Kensington and Chelsea, Northampton and Milton Keynes, with additional local authorities and schools buying it for the 2012/13 financial year.

Here's what people have said about the course so far.

Participants' views

Is informative

Irem Syed says the course has been positive and informative for learners who attended in Milton Keynes.

They all felt that what they learned has enhanced their roles as teachers and will have an impact on the teaching and learning in their schools.

Builds confidence

The training helped them to feel confident to use different teaching strategies when delivering in their particular settings; they felt they could fully recommend the course to their teachers.

'You may have the knowledge of the subject,' commented one learner. 'This course gives you the skills to pass it on.'

Develops knowledge and skills

Barbara Cundell and her colleague, Mohamed Nuur, delivered the course to participants from a few supplementary schools and madressahs from around Northamptonshire.

In total, 23 people completed the course, which began with the pre-course session at the beginning of November 2011 and took twelve weeks to complete (one two-hour session a week).

Learners in Northamptonshire gave some excellent feedback:

'This is a good lesson for us because before we didn't have much knowledge; but now I have to be proud for saying I have confidence,' said one.

'The course is a very good idea and gives all the basic necessities for any teacher in the supplementary or madressah sector of teaching. I would advise any person who wants to teach [in these schools] to attend this kind of course,' said another.

A trainer's views

Angela Bell, who taught the course in London, felt it was helpful to have printed resource and learner's files, as these offer scope for independent reading and make it clear what learners need to do to achieve Level 2 or 3. Learners have something solid to take away from the course, and teachers find it much easier to mark their work.

Is hands-on and practical

Angela says this very practical course asks learners, all the way through, to evaluate their own teaching by considering their lesson planning, assessment, classroom management and use of resources – and to decide where their strengths are and what they can improve.

Helps participants self-evaluate

'The final section of the course focuses on self-evaluation and this is the most exciting one to mark,' says Angela. 'This is because the learners say how they are going to change their teaching in the future, which new ideas they will try out and which they will introduce to other teachers in their schools.'

Angela particularly enjoyed teaching the course because of the enthusiasm and hard work of the learners in Kensington. 'They varied from complete newcomers to the UK and to teaching, to very knowledgeable professionals with many years' experience in their own countries, or in supplementary schools in the UK. I think that the interchange between learners was fantastic, and they learned as much from each other as they ever did from me.'

Angela reports that two changes will be made when the course is repeated in London with a new group of learners during the summer: the group will meet more often but for shorter times; and learners will start learning how to evaluate their teaching right at the very beginning.

Effective Teaching Skills in Supplementary Schools

About the course

The Effective Teaching Skills in Supplementary Schools course can be completed within 24–30 taught learning hours.

The learners' commitment is essential, as evidence from their own teaching practice at supplementary schools is required.

Effective teaching skills



'Micro-teach was a great opportunity for feedback from colleagues ... never get that in the supplementary sector.'
Learner, Kensington and Chelsea

Feedback shows that more time for group discussions is needed to delve deeper into certain topics. The NRC therefore encourages tutors to develop their future sessions to incorporate additional learning time or tutorials to assist their learners.

The course takes learners through learning outcomes, assessment criteria, learner file and resource books; a variety of activities help embed the learning and suggested session plans.

Remember that tutors have the flexibility to deliver this course in the way that best suits the learners they work with – and to bring their own experiences to the training to enhance the learning experience.

Cost

Local authorities, supplementary school forums and individual supplementary schools can purchase this course for £3,857 for 15 learners. This includes: assessment and internal moderation; management and administration; and a *Learner's file* and *Resource book* for each learner.

Purchasing organisations provide appropriate training venues and refreshments.

To find out more about the course or the train the trainer sessions, so that you can learn to deliver the course yourself, please email training.admin@continyou.org.uk, or call Claire Arthur on 07817 584 044.

Constructing bilingual learning

Teachers in complementary schools are often assumed to be using outmoded teaching strategies and an authoritarian approach to discipline.

However, it is rare for mainstream teachers to have visited these community-run schools.

Funded by the Paul Hamlyn Foundation, Mahera Ruby and Charmian Kenner (Goldsmiths, University of London) have completed a two-year action research study with complementary school teachers in East London.

This challenges mainstream preconceptions in showing the creative range of teaching strategies devised to meet the needs of multi-level, mixed-age classes in underresourced conditions.

Uniquely, the research set up partnerships between complementary teachers and local primary school teachers, in which they visited each others' settings and jointly planned topic-based lessons adapted to each context.

Findings demonstrate that mainstream teachers had much to learn from their complementary colleagues about negotiating teacher-student relationships, the child as independent learner and as leader within a learning community, and the use of bilingual strategies.

The article was published online in [Language and Education journal](#) (Taylor & Francis) on 3 April 2012 and is available at: www.tandfonline.com/doi/abs/10.1080/09500782.2012.666248.

My sweet grandma
I miss you, could you
come with me,
bye bye, Rahima

Ayeeyo Luul
Asalaamu caleykum
Ayeeyo macan
wanku xisay li imow
Nabadeey ayeeyo luul.

Rahima

Child's message to grandma in Somalia