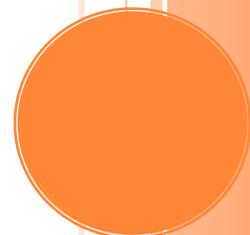


HANDBOOK OF THE NEW CURRICULUM

*Competence Development in Health Precaution for
disadvantaged target groups and teachers/trainers in
adult education and qualification*

This document describes the obligatory competence profile of trainers who implement the curriculum of H-CoDe. The competency profile is the outcome that results from the fields of learning, the learning situations, the contents, the methods of the H-code curriculum. It is the basis for the implementation of a European curriculum on the basis of the EQF (European Qualification Framework).



Handbook of the new Curriculum

The development of the Curriculum H-CoDe – Introduction into the curriculum underlying didactical-methodical theory

Learning fields - more than just re-stocked content for teaching?

Objectives and contents of vocational school teaching in German framework curricula are structured since the year 2000 step by step by fields of learning.

Going beyond a mere outline function learning fields should allow to include the latest developments in society and the economy and to integrate them into school learning. This, beyond the formal aspects are meant when we talk about learning field orientation and the learning field approach.

Learning field oriented curricula provide the capacity building (action competence) at the centre of teaching.

- They allow a clarification of goals of vocational education at the level of experts, human and social skills
- They support the principle of action orientation
- They are geared to business and work processes
- They refer in addition to subject-specific content increasingly socially communicative and reflexive aspects in the training
- They allow for a greater professional aspect at school
- They offer better ability to adapt to changes in the working world, made possible by a more open form in which the contents have exemplary character
- They take into account the need to limit the material wealth.
- They assist with the orientation on business and work processes integrated, action-oriented tests
- They involve the provision of human and social skills in vocational subjects

Why learning situations

In learning situations, learning areas for teaching under the conditions of each school or organisation will be concretized. This is only possible with knowledge of the underlying action situations or fields.

The structure of a learning situation is determined by the sequence of the action phase information, planning, decision-making, assessment. Typically, a learning environment is more learning situations that depict different action situations, prepared for teaching. The learning situations make the reality in the theoretical lesson visible and understandable. The students get a real idea about the contents because they are participating actively in the learning and have control about their own learning.

How can the learning situations be structured?

Each learning situation should allow in a full act of the students.

The structure of this action can be an idealized pose in a series of different phases. In its simplest form it is with Plan - Execute - described check, is further differentiated between Inform - Planning - Decision - Running - Checking - differentiated evaluation.

This structure can used to plan learning situations, the coordination between the colleagues, the subjects or between practice / professional practice and theory.

The alignment of lesson planning - here the planning of learning situations - at this phase provides guidance and helps to comply with the fundamental considerations for action orientation in the design of concrete teaching.

The planning grid shown in the materials are developed. In them the lesson planning / master tuning is shown as a coarse structure. It serves as a basis for the design of the learning situations.

Inform, Analysis

The students acquire a complex task or problem, analyze, if necessary, operating conditions or describe errors or faults. The agreement of an action or teaching objective for the joint work opens up participation leeway for pupils. It is perfectly legitimate that the teacher dictates the objective when the instructional situation, make the curricular requirements and occupational needs limits for participation necessary.

Planning

The students plan to obtain information, they develop a work plan and a timetable for the action in the classroom and consider different ways of working.

Forms of documentation and presentation and criteria for assessing / monitoring and possible action items must be discussed.

The number of planning alternatives can be limited by prior decisions and pre-selection of the teacher, depending on skills and previous knowledge of the students more or less.

Decision

In plenary or in groups by setting up a plan or multiple plans or solution concepts the agreement on approach, timeframe, comparison responsibilities, possible form of presentation, document mentation and action product takes place.

Running

The students participate in, for example, based on criteria catalogues at an appropriate level of control and review of working practices, presentations and work results and action products. They question themselves critically, including the work processes and behaviour results.

Checking

In this reflection of the entire course of action (Phase 1-5) it comes to a comparison with the action formulated at the end of phase information and / or educational goal.

Evaluating

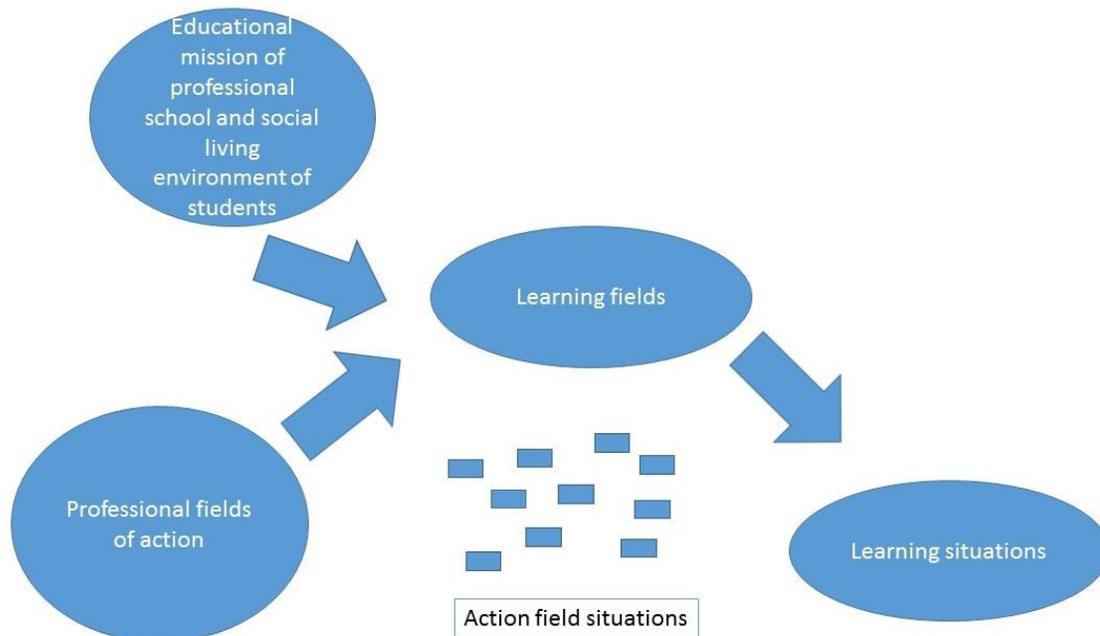
This comparison takes place on the three levels of information gain, compliance work plan and schedule and work of individuals.

Important here is that it in this reflection primarily the focus lays on the view of the participants to themselves: To their own learning process, their own information gain to the introduction in the group.

Reflecting

The importance of evaluating the meaning of "looking back", "filtering out", "sort", "personal rate", "make-it-visible" is the focal point. Criticism and / or naturally negative experiences and anger are also included. Here now joins the action cycle by still form the basis for the possible entry into a new phase information of questions that have been found during the evaluation.

Summary:



Action field situations:

Every profession is characterized by a variety of occupational tasks and courses of action.

Based on company work practice the professional typical have to be described as typical action situations of this profession, including those that can be expected in the future.

Fields of action:

The variety of action situations actually occurring makes it necessary to these to be examined for their relevance to the profession, its future significance, their similarities, their exemplarity, etc., as well as to their suitability as the basis of learning fields and then to structure: In fields of action.

Learning fields and learning situations relating to the fields of action and this action situations underlying, but they do not reflect just resist, but point beyond them, e.g., by the educational mission of the vocational school.

Learning fields:

Vocational training fields are framed by didactic-methodical reflection on the basis of fields of action and the educational mission of the school. Via the educational mission, the individual and social life environment of the pupils will be involved and prevent a narrowing of professional fields of action.

Learning situations:

In learning situations, learning areas for teaching under the conditions of each school will be concretized. This is only possible with knowledge of the underlying action situations and fields.

The structure of a learning situation is determined by the sequence of the action phase “information”, “planning”, “decision-making”, “rating”. Typically, a learning environment is processed through multiple learning situations that depict different action situations for teaching.