



REPORT FOR NATIONAL PILOT SESSIONS PORTUGAL

TWO o'clock

2011 - 2013

OVERVIEW

TLA and LC National Pilot Sessions aims to test the transfer of innovation in each partner's country by carrying on two national pilot sessions (one for TLA and other for LC) for the target group (VET trainers, teachers, managers and staff), to promote a national roundtable after each national pilot session with their participants and relevant stakeholders in order to present and discuss the TLA and LC methodologies and tools and to start the mainstreaming (horizontal and vertical) for WP5 and WP6 and to obtain national feedback during the roundtables about TLA and LC methodologies and tools in each partner country in order to better select and adapt it to their reality and needs for WP1

The national pilot sessions will be held by each partner organisation's countries. The national pilot sessions (one for TLA and other for LC) will be 3 days (1/2 day for the round table) training course in each partner language with 10 participants from the target group (VET trainers, teachers, managers and staff). Each session will use all the instruments adapted and translated by each partner, including the transfer workshop contents, and monitored by one VET participant who attended the transfer workshop. However methodologies such as workshop, roundtables, questionnaires, action plan can be used. The pedagogical and andragogical approach taken will vary from country to country taking into account the specific needs of the target groups.

Dates of the National Pilot Sessions:

Partner	Organisation	TLA National Pilot Session	LC National Pilot Session
P1	ISQ	6, 7, 8 May 2013	13, 14, 15 May 2013

TLA

In Portugal, ISQ promoted three days piloting session on TLA, involving 21 participants (were invited 23 professionals), including VET managers, teaches, trainers and decision makers, from a range of public and private organisations (please see below the table with the identification of the participants).

Two main objectives were defined for the pilot: (i) to create awareness among the different stakeholders about the Teaching and Learning Advisor concept, methodology and tools; (ii) to promote the development of skills on pedagogical and team management, promoting a reflection and exchange of experiences about the current challenges related with classroom behaviour and diversity.

In order to cover these objectives, ISQ designed a hands-on pilot focused on the following contents:

- Behavioural management in the classroom
- Leadership
- Positive management
- Equality and diversity
- Interculturalism
- Emotional management
- Conflict management
- Rights, responsibilities and rituals
- Plan of action and improvement



In general, the participants made a positive evaluation of the pilot, finding most of its aspects rather suitable or very suitable. Below are presented some of the more positive aspects pointed out by the participants:

- ✓ *“Sharing fears and successes. Shared understanding that there are several ways to get somewhere, largely thanks to the efforts of the trainer and organizer.”*
- ✓ *“Everything. It was exceptional”*
- ✓ *“The methodology used in training.”*
- ✓ *“Brainstorming. To see that everyone shares the same concerns.”*
- ✓ *“The group built the sessions.”*
- ✓ *“Opportunity to know other realities/professional experiences.”*
- ✓ *“The promotion of collective learning.”*
- ✓ *“Replacement and relocating the axis of the problem. The right and relevant question.”*
- ✓ *“Group work, because it helps the sharing of experiences.”*
- ✓ *“Good group dynamics. The debate among participants.”*
- ✓ *“Keep being like that, so full of strength!”*
- ✓ *“Systemizing good practices and concepts would be essential.”*
- ✓ *“You did not provide a conceptual framework, so I feel that the topics were not closed.”*
- ✓ *“Diversity and interculturalism were not part of any content.”*
- ✓ *“Create a TLA theoretical and axiomatic base and also a profile (even if temporary).”*
- ✓ *“As someone suggested, don’t forget to provide an “upgrade” – it is important to have a second version of the course were more practical cases are addressed.”*
- ✓ *“Thematic conferences and gatherings.”*
- ✓ *“Sharing experiences, because it allows you to know some realities and unmake preconceived ideas.”*

The participants also had an opportunity to state any less positive aspect related to the pilot sessions, namely:

- ✓ *“Little time to develop so many subjects.”*
- ✓ *“Crucial notions given lightly. There should have been more Team Building.”*
- ✓ *“There was no final systematization of concepts”*
- ✓ *“There was no training; these sessions were made by the group; we didn’t hear the “trainer”; lack of leading in the addressed issues; there was no closure.”*
- ✓ *“Inaccuracies in the TLA profile.”*
- ✓ *“Time goes by so quickly and impairs reflections and conceptualizations.”*
- ✓ *“I think few TLA tools were disclosed. This course should have lasted longer.”*
- ✓ *“There should have been more exemplifications or demonstrations of good practices.”*
- ✓ *“I would like to have access to a bibliographical list so I can read more about the subject.”*

Name of Participants	Name and Type of Organisation	Professional Role	How was the effect?
Alcina Cardoso	Municipality of Sintra	Training Manager	+
Alexandra Santos	ISU – NGO and VET centre	Trainer	+
Amarília Cabaços	Freelancer	Trainer	+
Ana Martins	Teachers Training Centre – Oeiras	Director/Teacher	+
António Salas	School of Kindergarten Teachers Mary Ulrich	Teacher	+
Brenda Johnson	Public Institute for Social Services	Technician	+
Carlos Modesto	Group of Schools Santa Catarina	Teacher	+
Cecília Rosa	Higher Institute of Administration of Lisbon	Teacher	+
Dulce Mourato	Freelancer	Trainer	+
Isabel Marques	Group of Schools Aquilino Ribeiro	Deputy Director/Teacher	+
Isabel Nunes	ISQ – Training Department R&D	Project Manager/Trainer	+
M ^a Lurdes Colaço	Freelancer	Trainer	+
M ^a Madalena Salavessa	SO – VET centre	Manager/Trainer	+
Marina Baptista	ISQ – Training Department	Pedagogical Coordinator	+
Marisa Pisco	Freelancer	Trainer	+
Marta Garcia	ISQ – Training Department	Training Coordinator	+
Paula Vicente	State of the Art – VET centre	Manager	+
Raquel Pinheiro	National School of Firemen – VET centre	Training Manager	+
Rita Gomes	ISQ - Training Department Sines	Training Technician	+
Sofia Ferreira	ISQ – Training Department	Training Technician	+
Vítor Colaço	Freelancer	Trainer	+

Date of the session	Target group	Contact person	What was done (presentation, tools, kits)	Effects		
				P	LP	N
13/05/2013	VET managers, teachers, trainers and decision-makers	Isabel Nunes icnunes@isq.pt External trainers Nuno Ribeiro Nuno Creado	<ul style="list-style-type: none"> ✓ Leadership ✓ Positive management Group dynamics, individual exercises, videos	x		
14/05/2013			<ul style="list-style-type: none"> ✓ Equality and diversity ✓ Interculturalism ✓ Rights, responsibilities and rituals Group dynamics, individual exercises, videos	x		
15/05/2013			<ul style="list-style-type: none"> ✓ Behavioural management in the classroom ✓ Conflict management ✓ Emotional management ✓ Plan of action and improvement Group dynamics, individual exercises and simulation	x		

P: Positive LP: Less Positive N: Negative

PILOT REPORT	Analysis	The pilot session was very dynamic and promoted active personal participation in the different activities, individual and in group. Despite the amount of participants and different professional background (e.g., managers, school teachers, VET trainers), it was unanimous that all had the opportunity to learn and exchange experiences and best practices.
	Performance measures	All participants evaluated the pilot using the common template developed by the partnership. In addition, a qualitative feedback was also collected at the end of the pilot.
	Efficiency	The presentation and the activities prepared promoted the participation and the time management. All contents proposed were covered.
	Effectiveness	The pilot was carefully planned in order to achieve the goals proposed, i.e., cover all the contents defined. During the three days some reengineering was made in order to better meet the participants' needs and ensure enough time for discussion and exchange of practices.
	Impact	All participants considered the TLA methodology and tools very useful for their professional life and want to continue develop their professional competences in this field. At national level, ISQ is currently working with the Teachers Training Centre of Oeiras in the development of specific training curriculums, to be submitted to the national body responsible for the accreditation of training actions for teachers, The Scientific-Pedagogical Council of Continuing Teachers Training

The LC pilot session involved 16 participants (were invited 21 professionals), including VET managers, teachers, trainers and decision makers, from a range of public and private organisations (please see below the table with the identification of the participants).

Two main objectives were defined for the pilot: (i) to create awareness among the different stakeholders about the Learning Coach concept, methodology and tools; (ii) to promote the development of personal and interpersonal skills required to be a coach.

In order to cover these objectives, ISQ designed a hands-on pilot focused on the following contents:

- Introduction to Coaching: application to VET
- Coaching Methodology: benefits and challenges
- GROW Model
- Johari Window
- Model DESC
- Emotional Intelligence
- Structure of thought
- Network of relationships
- Self-concept
- SMART Objectives
- Plan of action and improvement



In general, the participants made a positive evaluation of the pilot, finding most of its aspects rather suitable or very suitable. Below are presented some of the more positive aspects pointed out by the participants:

- ✓ *“To put myself back in the position of trainee.”*
- ✓ *“To observe the response of the trainees to the stimuli.”*
- ✓ *“Diversified methodologies that enhance the learning process.”*
- ✓ *“Trainer’s profile, since he managed to tailor the action to the multifaceted characteristics of the group.”*
- ✓ *“The clarity, empathy and competence of the trainer.”*
- ✓ *“Adequacy of the subjects addressed.”*
- ✓ *“Very diverse and rich group.”*
- ✓ *“Excellent interaction between trainer, trainees and coordinator; good training material; excellent methodology; excellent group spirit.”*
- ✓ *“The adopted methodology and the LC tools.”*
- ✓ *“The group; the trainer’s ability to communicate; time management; rigor in the approach to the theme.”*
- ✓ *“To put ourselves in the position of trainees, because it was an exercise in humility.”*
- ✓ *“The trainer’s ability of facilitating. The way everyone participated in the group tasks.”*
- ✓ *“Trainer. Group dynamics. Subjects.”*
- ✓ *“Dynamic and creative action. Teaching methodologies applicable in professional life.”*
- ✓ *“The methodology, for its diversity.”*

The participants also had an opportunity to state any less positive aspect related to the pilot sessions, namely:

- ✓ *“Being few days.”*
- ✓ *“The course could have lasted long for us to better explore some matters.”*
- ✓ *“It would have been interesting to have access to the documentation shown, so that we could add information to the trainer’s action, with more focus to the future.”*
- ✓ *“Formative time somewhat scarce. Levity in addressing some issues.”*
- ✓ *“I think it was too short.”*
- ✓ *“Little deepening of the themes and contents due to the short time.”*
- ✓ *“Framework for action in terms of target audience.”*
- ✓ *“I would like to have a bibliography for consultation.”*

Name of Participants	Name and Type of Organisation	Professional Role	How was the effect?
Ana Martins	Teachers Training Centre – Oeiras	Director/Teacher	+
António Paiva	Freelancer	Trainer	+
António Salas	School of Kindergarten Teachers Mary Ulrich	Teacher	+
Helena Brites	Group of Schools Aquilino Ribeiro	Teacher	+
Isabel Nunes	ISQ – Training Department R&D	Project Manager/Trainer	+
João Coelho	Teachers Training Centre – Amadora	Director/Teacher	+
João Mateus	Freelancer	Trainer	+
João Santos	QualiCAD – VET centre	Manager/Trainer	+
M ^a Madalena Salavessa	SO – VET centre	Manager/Trainer	+
Marina Baptista	ISQ – Training Department	Pedagogical Coordinator	+
Mário Martins	PORTAL FORMA-TE Portuguese Trainers Network	Administrator/Trainer	+
Paula Vicente	State of the Art – VET centre	Manager	+
Raquel Pinheiro	National School of Firemen – VET centre	Training Manager	+
Rui Monteiro	Freelancer	Trainer	+
Sónia Neves	Group of Schools Santa Catarina	Teacher	+
Vanessa Palma	ISU – NGO and VET centre	Manager	+

Date of the session	Target group	Contact person	What was done (presentation, tools, kits)	Effects		
				P	LP	N
06/05/2013	VET managers, teachers, trainers and decision-makers	Isabel Nunes icnunes@isq.pt <u>External trainers</u> Nuno Ribeiro Nuno Creado	<ul style="list-style-type: none"> ✓ Introduction to Coaching: application to VET ✓ Coaching Methodology: benefits and challenges <p>Group dynamics, individual exercises, videos</p>	x		
07/05/2013			<ul style="list-style-type: none"> ✓ GROW Model ✓ Johari Window ✓ Model DESC ✓ Emotional Intelligence ✓ Structure of thought <p>Group dynamics, individual exercises, videos</p>	x		
08/05/2013			<ul style="list-style-type: none"> ✓ Network of relationships ✓ Self-concept ✓ SMART Objectives <p>Group dynamics, individual exercises and simulation</p>	x		

P: Positive LP: Less Positive N: Negative

PILOT REPORT	Analysis	The pilot session was very dynamic and promoted active personal participation in the different activities, individual and in group. Despite the amount of participants and different professional background (e.g., managers, school teachers, VET trainers), it was unanimous that all had the opportunity to learn and exchange experiences and best practices.
	Performance measures	All participants evaluated the pilot using the common template developed by the partnership. In addition, a qualitative feedback was also collected at the end of the pilot.
	Efficiency	The presentation and the activities prepared promoted the participation and the time management. All contents proposed were covered.
	Effectiveness	The pilot was carefully planned in order to achieve the goals proposed, i.e., cover all the contents defined. During the three days some reengineering was made in order to better meet the participants' needs and ensure enough time for discussion and exchange of practices.
	Impact	All participants considered the LC methodology and tools very useful for their professional life and want to continue develop their professional competences as future learning coaches. At national level, ISQ is currently working with the Teachers Training Centre of Oeiras in the development of specific training curriculums, to be submitted to the national body responsible for the accreditation of training actions for teachers, The Scientific-Pedagogical Council of Continuing Teachers Training

GENERAL CONCLUSION

Looking at the global feedback of both pilots, TLA and LC, it is clear that the overall result of the national sessions was extremely positive, with the majority of the participants giving mostly the maximum rate to all aspects. All participants received the following participation certificates:



In general, all partners showed their willingness to have further training on both topics. In this sense, ISQ is currently working with the Teachers Training Centre of Oeiras in the development of specific training curriculums, to be submitted to the national body responsible for the accreditation of training actions for teachers, The Scientific-Pedagogical Council of Continuing Teachers Training. Similar training targeted to VET trainers will be offered by ISQ after the end of the TWO o'CLOCK project.