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**„TTV – Tools of the Trade for Teaching in VET (vocational educational training)“**  
**Leonardo Transfer Project :10/2011 – 09/2013**

**Overview over methods that we worked with and that we applied in Germany during the support and coaching of trainers in VET:**

- participating observation, according to previously defined criteria
- feedback to trainers (either one by one (e.g. after the participating observation) or to a whole group of trainers) in order to present, discuss and validate observations, results, interpretations
- questionnaire that included closed questions / questions with a scale and also open questions (where trainers could state their experience or opinion)
- a second evaluation sheet on which trainers rated the most common results that came out of the open questions in the first survey

**During the coaching phase we used the following methods:**

- usage of a coaching contract and a sheet for documentation of the coaching
- work with a teaching diary for trainers<sup>1</sup> or a (virtual) learning diary for trainees
- application of simple tools for trainers self-observation during daily professional life (usually a scheme or table of one page with a couple criteria and some questions that the trainers could answer for themselves on

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<sup>1</sup> During the work with a learning diary the trainers observed themselves as they worked with trainees and they wrote down the most interesting or important observations during a break or after work (for ten minutes each day). After one or one and half week (depending on the trainers working conditions) we would to a coaching session with them on the topic (for about half an hour, either face by face or by phone – also depending on the schedule of the trainer). We used that method also to reflect with trainees their learning steps during project learning and peer learning.

a second page) → the tools were each one related to a particular subject that the specific trainer was interested in to work on.

Subjects were e.g.:

- „dealing with diversity“,
- „dealing with so called „deficits“ (either trainees „deficits“ in *knowledge* or *other* „deficits“ that trainees showed),
- „dealing“ with trainees that disturb the teaching/training“

- work with questions on particular topics related to education or social science  
topics were e. g.:
  - adolescents and education,
  - educating trainees that have a migrational background (issues of integration and participation)
  - working with the concept of empowerment
  - working with a focus on competences and on the potential that trainees have
  - increasing motivation

The questions that we used served two purposes:

1. raise awareness on the topic and on the issues related to it
2. reflect their own attitude and daily practice in relation to the topic

- play with role models / reflect on trainers (own) role in order to change perspectives respectively broaden the trainers understanding and perception and their capacity to act in their professional life
- play with roles (identifications) that people adopt within societal institutions and systems and relate them to specific issues (own position, power dynamics, comfort or discomfort with role etc.)

### **What else did we supply?**

- handouts on very basic themes that have an influence on the training situation, such as:
  - knowledge base on „motivation“, „group dynamics“,
  - guidelines on how to deal with life issues of trainees that have an impact on the training and on their learning,
  - (basic) background information on specific problems of (single) trainees (to create understanding and awareness)
  - information about approaches for the assessment of skills and competences of trainees
  - a collection of approaches / methods to identify informal learning outcomes
- supervision of „project learning“ of trainees (involving the writing of a learning diary by trainees)

- support of trainers own production / creation of teaching /learning material for trainees
  - exchange of trainers (collegial advice sessions), accompanied by coach / professional and a moderator
  - feedback to management (under protection of confidential information that stemmed from trainers)
  - articles on relevant issues for insttutional development and implementation in this area (vocational educational training and diversity)
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