

CARMA

Non-formal learning for student motivation



Teacher Competence Assessment Model

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How to use the Competence Assessment Model?

The CARMA project has included the development of an assessment model for the teachers in order to make them aware of their skills and what they have learnt thanks to the use of non-formal learning techniques in their classroom.

The tool is foreseen to be used at individual level but also within a peer-to-peer method with other teachers to support them in assessing their skills development when they implement non-formal learning techniques in the classroom.

The model is organised with 4 main competences (with some abilities related to each competence):

- I. Facilitation and moderation skills
- II. Competences in collaborative learning
- III. Know-how in collaborative assessment
- IV. Use of non-formal education

The Model can help you and your school establish a framework for measuring the skills and competences of teachers in understanding, identifying and implementing successful collaborative learning environments, whilst reflecting on the principles of non-formal education together with actual classroom practice.

I. Facilitation and Moderation Skills

TIPS TO HELP REFLECTION:

Facilitation and moderation skills are based on the understanding of group dynamics, of the importance given to the individual and of the proposal of a wide variety of learning- teaching methods. To facilitate the student's learning process, the teacher is the architect who designs the lesson by adapting the methods, the educational objectives and the learning environment to the students. Having a specific facilitation style allows the teacher to engage into interesting dynamics that foster the participation of each and all students. Being a facilitator also means ensuring the quality of the lesson by aiming at accomplishing the educational objectives and being capable to adapt to students. It means that the proposed methods are stimulating and encourage students to engage in the learning process. The facilitator is also a guide that provides a safe and caring environment for all students. And finally, being a moderator and facilitator also entails a sense of adaptation specially to ensure the learning process of students with specific needs through inclusive methods.

1 Ability to further develop one's "facilitator" style and to manage and engage a group of students in the classroom dynamics

As a teacher, you should have knowledge about the dynamics of the group and the needs of the students in a more individual way. Knowledge of learning as a continuous process and as a group of processes. To push young people forward without much/less pressure, to engage young people in activities, to reflect and adjust the learning process, to improvise according to a changing training situation, to identify group processes and act accordingly. Assume its style of teaching (having defined and invested). Actively listen to students. Assume the positions of facilitator / leader / observer

2 Ability to provide structure for the group to work together, while engaging the students in the class context, and to meet the defined/proposed learning objectives

As a teacher, you should have knowledge of tools and techniques that facilitate a learning environment, of the needs and group dynamics, of the stages of the learning process, of participatory / emancipatory / empowerment pedagogy. “Embark” the group in the activity, listen to the feedback of the students in order to adapt the activity, know how to react quickly to answer/secure/change the workshop. Skills to choose, adapt or create an appropriate method. Able to support and encourage/confront the group and/or learner in a useful way. Group management, facilitation, debriefing, problem solving, mediation and conflict transformation. Adaptation and flexibility to meet the needs

of students and to follow the pedagogical objectives. “Feeling” the energy of the group. Create a safe, enriching, inspiring, learning environment for individuals and groups. Curiosity and openness to improvise and experiment learning techniques.

3 Ability to address conflict and to react in a flexible way to unusual/changing circumstances in the classroom, during a lesson.

As a teacher, you should be able to choose, adapt or create an appropriate method. Able to support and encourage/confront the group and/or learner in a useful way. Group management, facilitation, debriefing, problem solving, mediation and conflict transformation. Adaptation and flexibility to meet the needs of students and to follow the pedagogical objectives. “Feeling” the energy of the group. Create a safe, enriching, inspiring, learning environment for individuals and groups. Curiosity

and openness to improvise and experiment learning techniques.

4 Ability to keep a safe environment, while providing the right conditions to enable each student to express himself/herself and to participate in the classroom lesson

As a teacher, you should have knowledge of tools and techniques that facilitate a learning environment, of the needs and of the group dynamics, of the stages of the learning process, of participatory / emancipatory / empowerment pedagogy. “Embark” the group in the activity, listen to the feedback of the students in order to adapt the activity, know how to react quickly to answer/secure/change the workshop.

5 Ability to communicate empathically

As a teacher you should be able to define empathy, emotions. Emotional intelligence principles. Knowledge of ways and methods to manage one’s own emotions. Knowledge about emotions and related mechanisms. Knowledge of empathy and related mechanisms. Active listening. Skills to deal with emotions, to ask for support and to empathise and to relate to emotional mechanisms. To identify one’s own feelings and emotions and their impact on others. To work with empathy in a way that allows others to learn from the experience. Know-how to listen to one’s own emotions and recognise one’s limitations / need for support (colleague, pause outside ...). Open to the clear expression of thoughts, feelings and emotions. Demonstrate openness in discussing young people’s personal and emotional issues when raised in the youth work context.

6 Ability to adapt a teaching method to the needs of the pupil, taking into account the pupil's personality

As a teacher you should have knowledge about different methods of accompanying pupils with specific needs, theory of differentiated education. To create a relationship of trust based on the expression of the difficulties for the student and the steps of the accompaniment proposed for the teacher. Adapt its support to the needs of the students (judge how to stimulate, inspire, comfort); Recognise the progress of each student's positive reinforcement.



COMMENTS



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II. Competence in Collaborative Learning

TIPS TO HELP REFLECTION:

Collaborative learning involves the active participation of students (they are in fact perceived as the main actors of the learning process), with a clear orientation towards the meeting the learning goals and pedagogical objectives. In this process, the students are empowered, taking responsibility for their learning process through their involvement and the confrontation of their ideas. The teacher should guarantee the value of diversity as a learning resource by considering the specificities of each student and thinking about the enhancement of their potential. One of the major objectives is to allow all students to express their ideas and opinions in a safe and stimulating environment.

1 Ability to encourage group processing in order to empower learners in a way that is conducive to different ways of learning

To show positive interdependence. Knowledge of group processes, of different learning styles and methods to identify them. To apply and deal with principles of participatory /emancipatory / empowerment pedagogy. To establish a supportive relation with the learner. To support and to encourage/ confront learners in a useful way. Learning to learn.

2 Ability to engage pupils in classroom activities and responsibilities, actively

As a teacher you should have knowledge about empowerment pedagogy, the learner at the heart of his / her learning, empowerment of the student. Share / assign tasks / responsibilities among students. Know-how to delegate. Being open to letting the pupils take part and being in an approach of pedagogical accompaniment. Have and share the overall vision of responsibilities related to class and school - society. Posture encouragement to take responsibility. To show positive interdependence.

3 Ability to take into account individuals

As a teacher you should be able to identify and support an individual's specific way of learning. Adjust attitude

according to learner's personality. To promote the value of each individual and the diversity that exist inside a group = richness of a group.

4 Ability to encourage and to stimulate pupils to express their ideas and opinions

As a teacher, you should have knowledge about theories on communication of expression, knowledge of methods facilitating self-expression, modeling ideas, methods of creativity. Theory of collective skills. Facilitating exchange times, fueling exchange, provoking reactions, questioning. Create peer-to-peer exchange times. Ready to welcome opinions and accompany them to their emergence. Facilitate controversy, argumentation, peer learning.

5 Ability to implement collaborative activities inside the classroom that add value to the learning process

As a teacher, you should recognise the sense of collaboration, the complementarity between personal work and group work. Student learning mechanisms. Types of personalities. To perceive the macro / meso / micro objectives of the collaborative activity. Use a panel of method, know-how to adjust them to the needs of the group, each student, the environment. Listen to needs.



III. Know-how in Collaborative Assessment

TIPS TO HELP REFLECTION:

Collaborative assessment entails the involvement of the student in the learning process and should be based on the (self-) perception of the development of skills and competences. Thus, to ensure a constructive evaluation, the teacher should give clear and explicit instructions to the whole classroom and to each student. There are various methods of evaluation that support the adaptation of the needs of students, especially those with special needs. That is why, this evaluation should be transparent, transversal, constructive and should ensure a positive approach for each student. A key moment in the collaborative process is related with the process of giving feedback – each student should receive feedback of the results of his/her learning process. This feedback should be constructive and encouraging.

1 Ability to assess the performance of students with clarity, through specific evaluation guidelines and various tools and methods, adapted to the individual needs of pupils

As a teacher you should be able to develop criteria for evaluation and assessment and to use different methods. Share relevant information and practices in NFE with colleagues. Implement a constructive evaluation process that is clear to everyone. Skills to apply evaluations and impact assessment methods and principles for designing evaluation processes in relation to the needs of students and the

educational/learning objectives. Skills to choose appropriate methods to assess young people's learning objectives and needs. Recognition of the importance of evaluation and impact assessment during and after the educational process.

2 Ability to show fairness and equity in the assessment of students

As a teacher you should be able to define unbiased criteria and knowledge of evaluation methods. Knowledge of different ways to collect information. To create a relationship of trust based on the expression of the difficulties for the student and the steps of the accompaniment proposed for the teacher. Skills to collect, choose, interpret and use information according to the context of the activity.

3 Ability to demonstrate consistency and reliability in the assessment of the students

As a teacher you should be able to keep coherency on approaches and attitudes. Use of non-formal techniques regularly. Install a climate of trust among students and exchanges/ expression between students and teacher. Share the approach with colleagues. Avoid having on one hand collaborative and NFE approaches and on the other hand have a very formal and classic teaching model.

4 Ability to give constructive feedback in the assessment process of each pupil

As a teacher you should have knowledge of the principles and mechanisms of feedback and about feedback techniques. To give, receive and integrate feedback in a constructive way.

To analyse learners' strengths, weaknesses and learning opportunities and to plan learning process accordingly. To initiate and support self-reflection on learning. Create a trustful and safe space for young people to reflect upon and work on their transformation.

5 Ability to use the results of evaluation for the improvement of practice in a collaborative way

As a teacher you should have knowledge of the principles and methods of assessment and self-assessment, of strengths, weaknesses and learning opportunities in relevant fields and contexts. Create a trustful and safe space for young people to reflect upon and work on their transformation. To allow the students to participate in setting their own learning needs and objectives. Adaptation to new/unforeseen situations. Openness and readiness to accept various perceptions of one's competences and learning achievements. reactions, questioning. Create peer-to-peer exchange times. Ready to welcome opinions and accompany them to their emergence. Facilitate controversy, argumentation, peer learning.



IV. Use of Non-formal Education Methods

TIPS TO HELP REFLECTION:

Non-formal education methods create a comfortable environment which help students to be involved and engaged in the learning process. For teachers, non-formal education is rich in such participatory methods that connects the teaching process with the needs of the student and that meets the learning objectives, while having the capacity of adapting/ adjusting continuously. In fact, non-formal techniques are not simple recipes, they rely on a permanent adaptation to the needs of the class. The added value of the collaborative approach is in the complementarity of resources mobilised around students and in the concept of interculturality – the capacity of recognising the “other person” and to understand him/her and to learn through his/her perspective. It is an on-going empowerment process that is initiated to support the development of the student’s ability to act with a critical mind, that involves the student in his/her learning process, in his/her class, in his/her school, with the confidence to express himself/herself.

1 Ability to integrate intercultural approaches in the classroom

As a teacher you should have knowledge of interrelations within a given group, of mechanisms linked to stereotypical constructions of reality, of the notions and concepts of acceptance of ambiguity and change. Skills to initiate critical reflection, to deal with ambiguity and change. Refuse to use methods which implicitly reinforce stereotypes and discrimination. Reflects and uses theories, concepts and experience with regards to ambiguity and change, deals with programme-related ambiguity.

2 Ability to set up an environment of well-being in the classroom

As a teacher you should have knowledge of group processes and of the principles of creating an encouraging learning environment. Knowledge of safety regulations in a given context. Skills to identify the potential of the environment, to identify risk factors, to support and encourage/confront the group and/or learner in a useful way. Empathy, honesty and respect. Creativity and attentiveness to the safety of the learner and group.

3 Ability to choose the appropriate non-formal methods and adapt their implementation to the needs, the context and the learning objectives of the classroom

As a teacher you should have knowledge of the concept and

values of non-formal learning as an educational practice. Knowing group dynamics, diversity backgrounds and challenges of young people, of ways and methods to manage to identify learners' needs, of the dynamics of the individual learning process, of information, counselling and relevant educational / professional guidance sources. Skills to adjust the educational approach to learners' needs. Skills of identification of aims, needs analysis, facilitation, leadership, delegation, inclusive educational approaches, inclusive methods. Establish a supportive relationship with the learner. Organise and refer to appropriate resources to support one's learning. Considers and applies the principles of non-formal learning when designing the programme with a particular focus on 'learner-centred', 'transparency', 'democratic values', 'participation' and 'social transformation.

4 Ability to cooperate with external parties that open pupils to complementary educational initiatives

As a teacher you should be able to integrate external support/partnership/expertise. Seeking advice, information and support. Using a wide range of learning approaches (reading, watching, shadowing, courses, peer-to-peer, online, out of the classroom, practical). To be adaptable and ready for change. Showing genuine interest in new ideas.

5 Ability to empower the students and support their emancipation.

As a teacher you should know about the theory on empowerment, reflection on the emancipation of the pupil himself/herself, from class to the collective. Be actively involved in facilitating the active participation and empowerment of students. Encourage involvement and commitment. Enabling pupils to express their own creativity and aspiration.



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