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Description générée automatiquement

**Preparation scheme of teachers/trainers to conduct trainings of construction site managers and team leaders/foremen based on the results of observation of real working situations on construction sites**

**General assumption**: we are not working on a complete system of training trainers, but only on their preparation for training construction managers and team leaders / foremen working on renovation positions. The results of this "**experiment**" can be used to conduct other training activities, carried out in a „sandwich training scheme” (schools/training centers + companies).

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| Preparation scheme of the teachers / construction trainers interested in the development of their methodological (tool) competences in the field of the ability to observe real work situations (on construction sites) with which construction managers / foremen meet and use the results of these observations to design programs and content of education. |

**Starting point** : Work situations experienced by construction site managers and team leaders/ foremen on construction sites

**Educational objectives/target skills for trainers:**

* To understand (in-depth) of the professional development system of construction managers and team leaders/ foremen working on construction sites implementing renovation projects in a given country and the proposal for its improvement prepared within RenovUp project.
* To master the tools for observing and analysing the working situation on construction sites in order to design training programmes and content better suited to the real and individual needs of participants (see tool 1).
* To master the tools of diagnosing training needs of trainees (team leaders/ foremen and construction managers), i.e. their positioning on the paths of their professional development (see tool 2).
* To master the tools for assessing the progress of trainees (team leaders/ foremen and construction managers) during the professionalization process (see tool 3).
* To understand, identify elements and know-how on the use of Open Badges for the recognition of learning outcomes.

**GENARAL FLOW**

**Stage 2**

Testing of the tool 1

(construction sites)

**Stage 4**

Testing of the tool :

* 2 (at school/training cener)
* 3 (construction site)

CHRONOLOGY, CONTENT, PEDAGOGICAL METHODS (proposal for discussion, supplementation, etc.)

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| **Stage/ step/**  **period** | **Form** | **Educational objectives to be achieved** | **Contents** | **Methods (proposed examples)** |
| 1 | 2 day f2f meeting – | * To understand (in-depth) of the professional development system of construction managers and team leaders/ foremen working on construction sites implementing renovation projects in a given country and the proposal for its improvement prepared within RenovUp project. | 1. **Getting to know each other's** meeting moderator (representative of the RenovUp Partnership) and participants (teachers / trainers) - their professional experience, both didactic and construction; 2. Justification for the implementation of the RenovUp project: its objectives, assumptions, results obtained (very synthetically); 3. **Current conditions and challenges** (organizational, technical, legal) in the work of managers and team leaders/foremen, e.g. how they enter the labour market, their duties, how do these two functions differ, formal and informal qualifications, development paths (from research as part of RenovUp – IO1); 4. Presentation of the concept of a modular system of professionalization of construction site managers and team leaders/foremen specializing in renovation works (**IO1-A3a**), including.:  * Professional tasks / activities undertaken by them on construction sites, * Knowledge and skills used by them in the above-mentioned professional situations, * Correlation between professional situations at the workplace of construction site managers and team leaders/ foremen and educational (pedagogical) goals as the **core of the work of teachers** / **construction trainers** (table: work situations grouped into thematic blocks corresponding to the course / schedule of construction works versus educational goals enabling competent action in these situations).  1. Presentation of the **main goal of the experiment** (against the background of comprehensive activities planned as part of the entire RenovUp project), i.e.:  * emphasizing the fact that the condition for the usefulness and effectiveness of training for construction managers / foremen is the knowledge of the realities of work by the teachers / trainers training them; * Preparation of teachers / construction trainers to analyse the work situation (on the construction site) and to include the results of this analysis in the process of creating an educational / training offer for the middle managerial staff of the construction industry; * Professionalization of the teacher/trainer's approach to the trainees and its improvement in terms of adaptation to real needs – INDIVIDUALIZATION of didactic processes.  1. Presentation of participants in the context of the objectives of the experiment – discussion and reflection on: do teachers/trainers have the opportunity to observe real working situations on construction sites (if so – when; if not – why?); whether contacts with employers allow/support their professional development of teachers/trainers; | 1. Discussion, the possibility of free speech with references to one's own experience; 2. Power Point presentation on the RenovUp project, incl. the project website (especially institutions related to the construction industry, results available in national languages); 3. Power Point presentation on the concept of a modular system of professionalization of construction managers / foremen (e.g. SWOT analysis) 4. Group work: development of a mind map on the topic: "Benefits of participating in experimental preparation to take advantage of work situations in educational content design”   Presentation + discussion  discussion |
| * Mastering tools for observing and analysing the working situation on construction sites in order to design training programmes and content better suited to the real and individual needs of participants (see tool 1) | Presentation and discussion of the tool for observation and analysis of the professional situation, with particular emphasis on the following issues:   * For each of the two functions (1)construction manager and 2) team leader/foreman) a slightly different tool has been prepared, * the use of the tool (its completion) is not an end in itself, but serves to accurately set educational goals for classes that in the future teachers/trainers participating in the experiment will conduct for current or future construction managers and/or team leaders/foremen, * the tool should be approached flexibly. Not always everything can be observed (and fill in every field – this is not a mistake!), * it is possible to simplify (reduce the details) of the tool, e.g. only to the level of blocks, but remember to maintain a correlation between form 1 and the others, * the tool is in no way used to assess the observed behaviour / phenomena on the construction site, but to record real data, facts. | Examples/potential types of data (entries) that can be expected in the completed form  Multimedia materials (e.g. Video with a recording of construction works, participants observe the working situation using tool 1).  Discussion the results for educational purpose |

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| 2 | **visits to 3 construction sites** | * Identification of work situations useful for the purpose of building an educational/training offer.   *Note:*  *They can spend 1 or more days on each construction site, depending on organizational capabilities, the scope of construction work, etc.* | 1. Teachers/trainers go with the tool and the ability to use it to the construction site. They transcribe the actual working conditions of the construction manager and/or team leaders/foreman, in every aspect of his work, bearing in mind the 5 main observation axes (environment, methods, equipment, labour force and documents) related to the identified professional situations. In the case of the possibility of photography, you should take care of the consent of the owner of the construction site and possibly the employees themselves. 2. It is very important and recommended to observe the same professional activity on different construction sites (in different contexts, various in terms of size or nature of renovation works – adapted to the area of interest / specialization of the teacher / trainer). 3. ***To be agreed (?)***: On the basis of the observations made, a list of remarks is created, which should be paid attention to when building (updating) the curriculum / training (a list of critical points that constitute a difficulty / challenge in the work of the manager / foreman, new materials, machines, tools, sought-after specialist skills, new legal requirements). | Working with the tool 1 on construction sites.  Analysis and critical reflection on the collected data (in the school / training centre) |
| 3 | 2-day f2f meeting  *It seems that 1 day will be enough* | * To master the tools of diagnosing training needs of future trainees (team leaders/ foremen and construction managers), i.e. their positioning on the paths of their professional development (see tool 2)  **part 1: Presentation** | 1. Exchange of experience of teachers/trainers gathered during observations on construction sites, including exchange of comments on:  * usability of tool 1, suggestions for its improvement, * the results of observations of the working situation experienced by construction site managers / foremen (comparative analysis of observation results).  1. Making teachers / trainers aware of the need for individualization in the approach to participants of trainings for construction site managers / foremen, in particular those professionally active – having a baggage of professional experience and the benefits resulting from such individualization (material and time effectiveness during training). 2. Presenting teachers/trainers with tool 2 used to diagnose the training needs and/or wishes of trainees (construction site managers / foremen), i.e. positioning on the path of their professional development with particular emphasis on:  * The goal, which is to diagnose the training needs of the trainees, as well as his achievements for the preparation of an individualized training plan, * Forms – interview with a future trainees (construction manager / foreman), * Structure - based on a correlation table of professional situations and educational goals (see RenovUp IO1 A3 report), * Principles of agreeing answers - a mutual agreement between the teacher /trainer conducting the interview and the interviewed trainee as to the achievement (non-achievement) of a given educational goal. | discussion  Presentation + discussion  Simulation of an interview with a potential training participant using tool 2 (paying attention to body language, voice, atmosphere of trust, partner relations) |
| * To master the tools for assessing the progress of trainees (team leaders/ foremen and construction managers) during the professionalization process (see tool 3)  **part 1: Presentation** | 1. Exchange of experience of participants (teachers/trainers) on the methods and tools they use to evaluate progress in the development of knowledge and skills of the people they train; 2. Presenting teachers/trainers with tool 3 to evaluate progress in acquiring new skills by construction site managers/foremen during their training, including:  * Form – a questionnaire filled in by the teacher / trainer based on the results of observation of the manager / foreman in the work situation on the construction site (or on the training ground simulating the construction site*???*), * Structure – consistent with tools 1 and 2 (*there are some doubts, because of different scale*), * The meaning of individual symbols, colours, etc. etc. * Possibility to modify the tool, according to the conditions and needs. | discussion  Presentation + discussion  + questions/answers session |
| 4 | 2 interviews with future trainees (foremen and/or construction site managers) | * To master the tools of diagnosing training needs of trainees (team leaders/ foremen and construction managers), i.e. their positioning on the paths of their professional development (see tool 2)  **part.2: Testing** | 1. Teachers/trainers participating in the RenovUp experiment interview two current or future trainees - participants of the training for construction managers and or team leaders/ foremen, respecting the rules and guidelines contained in the instructions for tool 2. 2. They conduct an analysis of the results, i.e. the degree of advancement of the trainee in achieving the educational goals defining the construction manager / foreman before undertaking the training. 3. Based on the results of the interviews, they diagnose the training needs of each trainee.   ***To be agreed***: What is the tangible result of using tool 2? How to formulate conclusions from the results of the interview? | Working with tool No. 2 in the school / training centre – conducting interviews with 2 actual or future trainees + critical reflection on the collected data |
| 2 visits to the construction sites (or simulation training ground) to assess the progress of the training participant | * To master the tools for assessing the progress of trainees (team leaders/ foremen and construction managers) during the professionalization process **(see tool 3**)  **part 2 testing** | 1. Teachers/trainers participating in the RenovUp experiment conduct in working conditions (on a construction site or simulation training ground) observation of the progress of two trainee - participants of training for construction managers and/or team leaders/ foremen, respecting the rules and guidelines contained in the instructions for tool 3.  ***Note***: It is assumed that for the purposes of the RenovUp experiment, these will be the same trainees for whom training needs have been diagnosed using tool 2. Even then, it may be difficult to note progress because the scale of responses in both tools (2 and 3) is different. 2. They conduct an analysis of the results, i.e. define the trainee's progress in achieving educational goals defining the construction manager / foreman   ***To be agreed***: What are results from the use of tool 3? How to formulate conclusions from the results of the progress evaluation? | Working with Form 3 on a construction site (or simulation proving ground?) + critical reflection on the collected data in the school/training center |
| 5 | 2-day f2f meeting | * To understand, identify elements and know-how on the use of Open Badges for the recognition of learning outcomes. | 1. Exchange of experience gained by teachers/trainers during the testing of tools 2 and 3, especially comments on:  * usefulness for the purpose of transferring the results of the analysis of the work situation for educational purposes and training programs of middle managers in the renovation and construction industry, * suggestions for improving the improvement of the proposed tools.  1. Familiarizing participants (teachers / trainers) with the idea of Open Badges as a form of confirming learning outcomes, attracting more and more fans and users on the educational services market and on the labour market, including:  * Previous experience and know-how of the teachers/trainers about Open Badges (OB). * A brief genesis of OB (scouting) and contemporary fields of application (social networks, computer games, validation and certification of competences). * How to understand OB? What is really hidden under the graphic symbol? * Collection of OBs (badge Backpack). * Main « actors » of the system: Issuers, earners, displayers, consumers. * What OB can be used for?   ***Note***: it is important to pay attention to one of the most important advantages of this system, which is the possibility of confirming much smaller "portions" of skills (so-called Micro credentials), which are part of a larger whole (motivation to keep trying; satisfaction from smaller but more frequent successes and achievements).   1. What role of the OB was assigned in the RenovUp project and what is the role of teachers/ trainers in their implementation:  * OB for teachers/ trainers – trainers as OB earners, * OB for trainees of training for middle managerial staff (construction site managers / foremen) - teachers / trainers as participants in the processes of validation of learning outcomes, * OB for participants of training of middle managerial staff (construction managers / foremen) - teachers / trainers as consumers (e.g. at the stage of formulating an individualized educational / training offer taking into account previously acquired learning outcomes, confirmed by OBs).  1. General summary of the entire experiment: exchange of insights, feedback, conclusions, including suggestions for modifications / improvements, possibilities of dissemination and further implementations.   ***To be agreed***: in what form of feedback (orally/in writing)? If in writing, do we standardize a form for the project? | discussion  SWOT analysis  Presentation (including multimedia, films promoting OB., possibly the specificity of solutions in a given country)  presentation + discussion  discussion, incl. brainstorm |