

**WP3 - TRAINING/COACHING OF TRAINERS**

**Training centre (BTP CFA) of Bordeaux-Blanquefort (Gironde, France)**

**PART ONE: Two 1/2 days on site**

PARTICIPANTS :

* Florent Torregaray (trainer in occupational risk prevention)
* Caroline Penneron (trainer in painting, coating and finishing work)
* Amine Saadaoui (trainer in site planning)
* Maxime Krithari (trainer in French and communication)
* Frédéric Bouton (trainer in structural work)

TRAINERS/ACCOMPANYING PERSONS :

* Pierre Touillon (trainer of trainers, CCCA-BTP)
* Béatrice Beaujan (educational coordinator).

PLACE AND DATE: **BTP CFA training centre in Blanquefort, 6 February (afternoon) and 7 February 2023 (morning)**

**DEVELOPMENT OF THE ACTION**

First half-day :

* Presentation of the participants.
* Questions "What do you know about the RenovUp project?
* Initial exchanges: It appears that the participants already had a good level of knowledge of the work expected in the RenovUp project, mainly thanks to the awareness-raising and information work carried out beforehand by the training centre's educational management.
* Additional information was provided on the overall framework of the project, its objectives and expectations.
* Presentation of the RenovUp project and the expectations of the experimentation (PowerPoint + RenovUp website)
* Discussion on the pedagogical preparation strategy crossing the inputs from the work site (observations of work situations and learners in work situations) on the one hand and the requirements of the reference documents (training descriptions, formal or informal) to create **learning situations in the training centre.**
* The group redefined **a work situation** (real situation on a building site involving different actors, different tasks and activities, use of various materials and equipment, etc.) and **a learning situation** (an "imaginary" situation in the training centre, in a room or in a workshop, created from real and tangible work situations and professional elements with a view to training and achieving **educational objectives**).

Work

Situation 1

Work

Situation 2

Work

Situation 3

Referenced learning objective A

Referenced learning objective B

Referenced learning objective C

Source: Pierre Touillon, CCCA-BTP (February 2023)

* Presentation of the tools (grids 1, 2 and 3 of the RenovUp project): Explanation and purpose of each tool.
* It was pointed out that all the usage patterns and tools proposed in the RenovUp project were non-blocking guidelines (initial proposals) and that trainers could modify or adapt them, while respecting their purpose.
* **Grids 1 and 2**: to collect factual, convincing, realistic elements, not necessarily "good practice", and also to identify problems encountered on the sites to confront the trainees with them in training sequences, in the spirit of learning by solving problems. Alternation between inductive and deductive approaches.
* **Grid 3, possibly to be used in conjunction with grid 4**: Diagnostic tools, before and during training (grid 4). These are tools for identifying the training needs of each future trainee (identifying the modules and training components in which they will participate).
* Presentation of Open Badges (as foreseen in the RenovUp project)

Ideas that emerged from the first half-day discussion:

* Organise European mobility for training centre staff working on site manager and team leader training (KA1 Erasmus+ action)
* Positioning grid 4 could also be used as a final assessment grid for learners' skills (also for obtaining Open Badges).

Second half-day :

* Feedback from the previous day :
* Interest in working in a group (more efficient work)
* Enrichment of practices through the contributions of the RenovUp project
* Combining site observation and trainee monitoring during the same company visit
* It is a pity that this work did not start at the same time as the modularisation work undertaken at the CFA.
* Presentation of the **monitoring grid 4**. Exchanges and discussion on the cursor/assessment spirit and its meaning (with assessment levels 1, 2, 3, 4 or A, B, C, D). It was clarified that, in order to avoid a "neutral" and uninformative assessment, the cursor was deliberately set at four levels of assessment and not five.
* Many questions about the meaning of the grid and its use in a situation were expressed by the participants. Consequently, clarifications were made to explain that it is not an evaluation grid in the corrective or certificative sense, but **a grid for assessing a degree of mastery and autonomy**. It is to be used to carry out a formative evaluation. Thus, the assessment issued must inform on :
* The trainee's strengths (valorisation of knowledge).
* Points to be improved and avenues for improvement (it is essential to give feedback, that is the whole point of this evaluation integrated in the training process).

It was suggested that a "comments" or "other" column be added so that the person doing the monitoring could note down anything that they felt was relevant to the trainee's progress.

* Development of a work programme by the next meeting:
* Work on the appropriation of tools (adaptation of the RenovUp grids to the reality of learning situations at the Bordeaux-Blanquefort training centre)
* 21 Feb 2023: Two company visits by two trainers separately, each preparing, but with the understanding that the report and analysis of these visits will be done jointly (use of grids 1 and 4) as part of the training attached to BLOCK 2 RenovUp - all components (team leaders).
* 22 Feb. 2023: Visit to the company by two trainers, in pairs, for more relevant observations and their analysis with crossed views (use of grids 1 and 4) within the framework of the training courses attached to BLOCK 3 RenovUp - all components (team leaders).
* The use of the positioning grid is relevant at the beginning of the trainings. Given that BLOCS 2 and 3 RenovUp - team leaders are integrated into the wider training courses which started in September 2022, it is the use of grid 4, to assess the progress of learners, which will be tested.
* Educational engineering strategy:
* Step 1: Each trainer (participating in the coaching action described here) will define his/her pedagogical objectives for a learning sequence/situation. Based on the cross-referencing of the RenovUp training guide and the formal training reference framework for team leaders, he/she will define the objective of the sequences to achieve the targeted pedagogical objectives.
* He/she will think of a problem to be solved in line with the said objective: it must be engaging to make the trainee want to solve it. It must also be within the trainees' reach.
* He/she will design a realistic learning situation combining the "real" elements observed in the field.
* He/she will prepare all the documents of the learning sequence/situation (course materials, workshop materials if necessary, evaluation materials)
* He/she will test the learning sequence/situation with one or more groups of learners - future team leaders in building renovation.

NEXT STEPS :

* Observation of work situations in companies, in the presence of learners on the renovation site (between mid and end of February 2023) and production of analysis documents as described above.
* 2e training/coaching of trainers, **6 and 7 March 2023**, at the BTP CFA training centre in Bordeaux-Blanquefort.

Projections for the next meeting on 06 and 07 March:

* Feedback on experiences to be shared, analysed and discussed: Feedback on actions taken.
* Pedagogical engineering work to create a learning sequence/situation.
* Programming of future activities (in the context of the finalisation of the RenovUp project, or even its extension).