



EUROPEAN CENTRE FOR MODERN LANGUAGES

CENTRE EUROPEEN POUR LES LANGUES VIVANTES

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Second medium-term programme of activities 2004-2007

Project C7 – TrainEd

Training teacher educators

"Changing roles and responsibilities of language educators"

Second central workshop report 1/2006

(Graz, Austria, 28 February – 4 March 2006)

Project team

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This report is accessible in English and in French on the ECML website: <http://www.ecml.at>

The Executive Director of the ECML should be informed about any full or partial translation of the report and a copy of the translation should be sent to the ECML for information.

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The TrainEd project aims to assist teachers who become pre- or in-service trainers, staff developers, mentors, etc., in exploring the competences they will need as trainers – and in developing their training knowledge, skills and attitudes. As their roles and responsibilities are changing and expanding, many teacher educators in Europe may feel confident about the content areas of the training courses, but they frequently have to learn the actual training skills the hard way. To support them, the TrainEd project will produce a trainer training guide for language teachers who become teacher educators.

Following the 6 National Training Events that took place in 6 member states during 2005, the second central workshop of the project took place at the European Centre for Modern Languages (ECML), Graz. It was attended by 26 teacher educators from 24 European countries. The participants represented the target audience of the TrainEd training guide, being in their majority teacher educators at the beginning of their training careers.

The main objectives of the 5-day workshop were:

- to pilot the first draft of the TrainEd training guide (the Kit)
- to develop and pilot further materials for the TrainEd CD-ROM.

In light of the feedback given by participants during and at the end of the workshop, the project team considers that the objectives have been achieved.

Workshop timetable

TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Welcome to the ECML Introduction to the TrainEd Project Ice-breaking activities	BEFORE TRAINING Training Needs Assessment	WHILE TRAINING Focus on groups (cont.)	WHILE TRAINING Facilitation	MICRO-TRAINING and Practice GROUP PRESENTATIONS/ TRAINING ACTIVITIES
TrainEd Workshop and Timetable Introduction to the KIT + CD-ROM Successful Training Activities	BEFORE TRAINING Course design	WHILE TRAINING Observation	WHILE TRAINING Presentation skills Lecturing vs. Facilitating	
PROFESSIONAL IDENTITY OF TEACHER TRAINERS	EVALUATING TRAINING	WHILE TRAINING Feedback	MICRO-TRAINING and Practice Preparation in small groups	POST TRAINING Analysing Kit Evaluation ROUND-UP
TEACHER TRAINERS' MOTIVATION	WHILE TRAINING Intro: focus on groups Multicultural Evening			

During the first half of the workshop, we all journeyed through the various sections of the kit, exploring teacher educators' professional identity and motivation, as well as what they do 'before training', 'while training' and 'after training'. During a large part of the second half of the workshop, participants worked in smaller groups to prepare and facilitate their own training activities, in which they put into practice, in a very creative and imaginative way, the issues discussed previously during the workshop. Most of the participants considered this micro-training activity to be extremely useful, especially as it allowed them to check and try out what they had learnt during the workshop.

The participants acted not only as trainees for the activities, but also as consultants for the TrainEd team, offering thoughtful feedback and suggestions for the final version of the training guide.

The project team – although having a clear agenda for piloting the kit draft – strived (true to our educational philosophy) to conduct the workshop in a participant-centred way; thus quite a number of tasks were developed during the workshop, based on participants' responses and suggestions. Occasionally, working modes were negotiated with participants, and almost all activities contained reflective stages.

Every day of the workshop contained short input sessions as well as individual, pair and small group activities. Although our main training mode has been facilitative and experiential, we also discussed and used other training modes, e.g. lecturing vs. facilitating – to a lesser extent, though, as compared with more participative training modes, e.g. facilitating learning in a group/group discussion. The team members took responsibility for various topics and sections from the TrainEd Kit; most of the sessions, however, were co-facilitated by at least two team members: we believe this has contributed added value to our workshop, not only in terms of modeling co-facilitating and team-training for the participants, or adding to the dynamism of the workshop, but also to our own learning from each other within the team.

We collected formal and informal feedback from the participants, throughout the week: first, on the Kit materials, and secondly, on the training provided by the team during the workshop.

As is always the case in such culturally-diverse workshops, as team members we believe we have learned a lot during the workshop we co-facilitated, and would like to thank our colleagues, the participants, for their full and fruitful involvement in the TrainEd activities we proposed. The project team was also constantly and efficiently supported by the translating team, as well as by the ECML management and support staff.

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