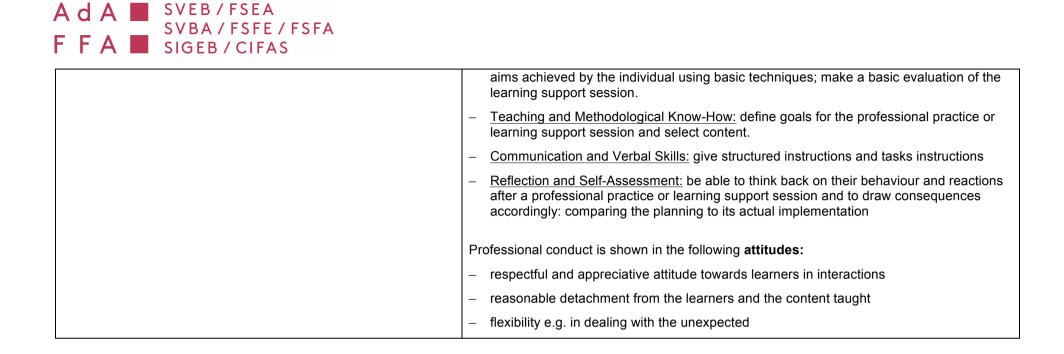# Competencies and Resources (Co-Re) for the ToT PPT module

Supporting Learning in One-to-One Settings

Professional Skills: The ability to prepare, teach and assess support to individual adult learners on-the-job or with learning within their own field of expertise an to do so within the context of specific concepts, lesson plans and teaching materials.

Competencies	Resources
Parts A and B	**Knowledge** (regarding context, guidelines, theories and models, methods and strategies)
▪ Applying the key objectives, the adult learning methodology and other organisational requirements to the support they offer during professional practice and learning.	– Institutional Context: Key institutional objectives and focus; requirements for individual support; rights and duties of the professional trainers
▪ Aligning specified aims and content to the overall context and needs of the **individual learner** they are supporting.	– Educational Market: Standards for teaching programmes; standards for evaluation criteria and for the processes for qualification procedures.
▪ Setting aims for learning activites with the learner and monitoring their achievement using appropriate techniques.	– Swiss Educational System: Knowledge on how the Swiss educational system functions
▪ Designing teaching activities based on the principles of adult learning and justifying their choice of method with regards to the individual learner - as well as to the subject matter and the professional field.	– Professional Field Context: a broad and up-to-date knowledge within their field, its teaching practice and its subject-related or work-related method regarding learners in one-to-one settings
▪ Designing learning support for an individual that promotes independent use of study skills and self-confidence in their ability to achieve learning goals (self-efficacy).	– Theories and Models: Principles of psychology of learning, specifically related to adult learning; principles of communication; especially relating to communication with individuals.
▪ Giving the individual learner constructive feedback on their progress based on pre-defined formal criteria.	– Methods and Processes: Principles of teaching methodology or adults specifically adapted to individual learners (setting objectives, choosing content, planning professional practice or learning support sessions, selecting techniques, using evaluation procedures appropriate for individual learners).
▪ Managing the relationship and interactions between Professional Practice Trainer and the individual learner.	**Skills** (cognitive skills, practical skills, interpersonal skills)
▪ Reflecting on their behaviour as a professional trainer and taking the necessary steps based on the conclusions drawn.	– Cognitive Skills: Analyse the given context; observe the person to be supported and determine their abilities; review their progress and based on this prepare the next steps in their learning process.
	– Procedure: Conduct a simple teaching analysis for the specific individual learner; plan learning support based on guideline requirements, context and time available; assess

	aims achieved by the individual using basic techniques; make a basic evaluation of the learning support session.
	– <u>Teaching and Methodological Know-How:</u> define goals for the professional practice or learning support session and select content.
	– <u>Communication and Verbal Skills:</u> give structured instructions and tasks instructions
	– <u>Reflection and Self-Assessment:</u> be able to think back on their behaviour and reactions after a professional practice or learning support session and to draw consequences accordingly: comparing the planning to its actual implementation
	Professional conduct is shown in the following **attitudes:**
	– respectful and appreciative attitude towards learners in interactions
	– reasonable detachment from the learners and the content taught
	– flexibility e.g. in dealing with the unexpected

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Competencies	Resources
Part C (corresponds to module ToT FD-M3**)** • Have supporting conversations with individual learners • Awareness of learning styles, identifying learning problems and supporting the individual learner in developing solutions to those problems • Being aware of the individual learner's abilities and learning progress and giving constructive feedback. • Informing interested learners of suitable education and further training opportunities as well as qualifications available in their field of expertise. • Conducting one-to-one communication with an awareness of their own roles and their attitude.	**Knowledge** (regarding context, guidelines, theories and models, methods and strategies) – <u>Educational Market:</u> Training programmes offered in their field of expertise – <u>Swiss Educational System:</u> Knowledge on how the Swiss educational system functions – <u>Professional Field Context:</u> reference systems and training structures, requirements for training programmes; requirements, assessment criteria and procedures for qualification procedures – <u>Organisational Context:</u> Training programmes offered – <u>Theories and Models:</u> Communication models, especially relating to communication with individuals; learning theory, especially relating to learning elements that promote or hinder learning; knowledge of different learningn stagies and learning styles – <u>Methods and Processes:</u> advice on study skills; feedback; methods or recording competencies and resources **Skills:** (cognitive skills, practical skills, interpersonal skills) – <u>Cognitive Skills</u>: Observe and analyse learning behaviour; identify learning preferences and potential problems; recognise strengths and weaknesses of individuals with regard to the learning process; when communicating, keep an eye on the overall situation and define priorities. – <u>Teaching and Methodological Know-How:</u> Enable personalised and differentiated learning for the individual learner; prompt learners to reflect on their learning process; teach learning strategies, study skills and work methods. – <u>ICT-Skills:</u> undertake internet research – <u>Communication and Verbal Skills:</u> Conduct motivating and solution-oriented conversations; word observations precisely and without bias; apply basic communication techniques (e.g. questions, active listening); communicate in an appreciative but clear manner (e.g. feedback on learning outcomes); address difficulties; use graphics and sketches to explain complex issues (e.g. in educational advisory services).

	– <u>Interpersonal Skills</u>: establish trust in one-on-one communication, are clear on their role and manage relations in a suitably open manner (e.g. distinction between consulting / support / feedback / assessment); are aware of their own patterns of communication and behaviour in one-on-one communication.
	– <u>Reflection and Self-Assessment</u>: Able to think back on their behaviour and reactions after communication with an individual learner and to draw consequences accordingly:
	– Compare the objectives, the development and the results of the communication
	– Reflect on their role, their behaviour and their interventions
	– Identify areas for improvement
	– Show awareness of their role(s) and the limitations thereof
	Professional conduct is shown in the following **attitudes:**
	– respectful and appreciative attitude towards learners in interactions
	– impartiality
	– attentiveness and observaton skills
	– integrity
	– focus on learner's resources