

Training for Teachers

by Charles Writer

Submission date: 28-Sep-2019 07:02PM (UTC+0700)

Submission ID: 1181808030

File name: Training_for_Teachers.txt (3.41K)

Word count: 490

Character count: 2876

1. PART 2: Training For Teachers

a) Objectives

- To equip teachers with the skills needed in solving problems facing students
- To impart in teachers additional knowledge and understanding of the content being taught
- To cultivate self-confidence in the teachers
- Ensure teachers are better-equipped to deal with the challenges they encounter within the classroom environment

Training Outline

Thematic component	Training Description
--------------------	----------------------

Knowledge on child development

Possess the ability to deliver age-appropriate content to children within the educational setting

Classroom interactions	To equip teachers with strategies on how best to interact with students in the classroom setting
------------------------	--

Also, learn how to develop the child's self-esteem while teaching

Learn the various strategies of motivating individual learners

Effective communication Appreciate the importance of clear communication with the students

Hone the skills to listen keenly to the student in order to identify their weaknesses and issues facing them in the learning process (Cohort Nominate, 2016).

Handling disciplinary issues Learn how to appropriate deal with different student behaviors

Understand student behavior

Equip them with skills for positive reinforcement of students

Detailed Training Lessons

Training Program Components	Description
-----------------------------	-------------

Training Manual	
-----------------	--

The manuals enable teachers to review the course, curriculum guidelines, the various theories included in the curriculum, and the expected teaching outcomes	
--	--

Classroom management Organize students into small group for effective delivery of teaching content. Have a defined plan for handling disciplinary problems within the classroom

Micro teaching Design the lessons in small groups so that students understand and participate in the different activities (Chatterji, 2003). Encourage the students to respond during the group activities. Seek feedback from student once the lesson comes to an end.

Also, have a habit of giving own feedback on the content taught.

Planning learning activities : Such activities should be in line with the learning objectives and course outline. Inclusion of skits to enable students learn the skills of problem solving Offer useful experiences that allow the students to practice , actively partake in the lessons and give useful feedback

Assessments These are geared towards determining whether the students have understood the content taught (Brown, 2013). They are in the form of performances or tests. Assessments should be both summative and formative.

a) List of potential follow-up activities

Reflect on the results of students' assessment. Check if they have met the learning objectives and if not, plan on how you will revisit the issues at play. The assessment will also reveal if students have comprehended the material taught. Again, this could be student-specific. As such, the follow-up should be student-centered. Use the feedback as an insight for developing future lesson plans.

a) Training Materials

Use of power point presentation by the facilitator

Also, handouts given to teachers during the training sessions

b) Evaluation tool

Evaluation helps to give valuable information for decision-making

Give tests before and after the training to determine the teachers' level of competence

Evaluation helps to identifies areas of strength and weaknesses among teachers and hopefully, correct these.

Training for Teachers

ORIGINALITY REPORT

0%

SIMILARITY INDEX

0%

INTERNET SOURCES

0%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

Exclude quotes Off

Exclude bibliography Off

Exclude matches Off