

CURRICULUM STRUCTURE

Introduction

Curriculum structure is divided into General (part A and part B) and Per module (for each Module - M1, M2, M3, M4).

General Curriculum

Part A includes the name of the educational program, target groups, EQF level, who can train, training description (the aim of the training, transversal competences, learning objectives, list of modules), participant's preliminary knowledge required, pedagogical and methodical recommendations, and self-assessment.

Part B includes the organisation of the Training of Up-to-date Competences for Teachers in Multifunctional Agriculture

- Face-to-face training,
- Online training (Self-paced)

Curriculum Per Module

For each of four models

- Face-to-face training: Curriculum and Implementation plan for each module of the training (M1, M2, M3, M4).
- Self-paced learning

Curriculum for each module include name of the module, overview, learning objectives, list of learning units, outcomes of each unit and implementation plan.

GENERAL CURRICULUM

PART A

Training name

Training of Up-to-date Competences for Teachers in Multifunctional Agriculture

Target groups

Teachers and trainers, both those who teach and train professional modules in agriculture and food processing issue, and those who teach general subjects, school management and other pedagogical staff experienced in VET teaching process, and on job learning.

EQF level: 6

Trainers

Trainers and teachers with work experiences in teaching in VET, professionals on multifunctional agriculture/agriculture/food processing, professionals on school system/pedagogical methods/school organisation.

Training description

Aim of the training:

The aim of the *Training Up-to-date Competences for Teachers in MA* is continuous teachers' empowerment of professional and pedagogical competences as a response to the agriculture job market changes. The target group is teachers in VET agriculture schools, both those who teach and train professional modules and those who teach general subjects, with the goal of being aware of the importance of rural development and up-to-date on the agriculture sector.

Transversal competences

The learner will:

Improve their digital competences through various personal and teamwork activities tailored to the content of each module while enhancing their green competences by engaging in critical thinking and analysing best practice examples. This holistic approach also focuses on fostering general education and a wide range of skills, including critical thinking, problem-solving, teamwork, creativity, communication, information management, digital proficiency, green skills, and entrepreneurship.

Emphasis is placed on respecting equality in terms of gender, religion, and race, ensuring equal opportunities for all. Additionally, the program aims to raise awareness about sustainable development in rural areas, the potential of multifunctional agriculture, and the importance of a flexible teaching and learning system to promote lifelong learning.

Learning objectives

Knowledge

The learner will be able to:

specify the elements of a flexible school system and differentiate the role of teacher as flexible in different pedagogical and professional situations, activities and educational levels. Recognise and describe innovative teaching methods and analyse the benefits and challenges of innovative teaching methods, especially in agricultural education contexts. Gain knowledge of the learning management tools that support innovative teaching methods.

Describe how modern technologies contribute to multifunctional agriculture (MA), distinguish the dynamic interplay between tradition and innovation in shaping agricultural practices. Describe and evaluate the new productive approaches (diversification, digitalisation, sustainability...) that improve the quality of life in the rural environment, and MA.

Interpret the objectives and meaning of networking and cross sector collaboration, define strategy and act towards the successful collaboration with pedagogical staff, school management and agriculture sector (job market, researchers...) on the local, regional and international level.

Skills

The learner will be able to:

Adjust the learning process to the needs of the labour market, students and digitalisation in agriculture. Design lesson plans that incorporate innovative teaching methods, tailored to specific educational contexts and student needs, develop active learning environments, design assessment strategies that align with innovative teaching methods.

Modify activities in MA linked to the progress, modernisation and job market needs.

Establish and organise effective teamwork and learning communities for collaborating with clear goals among teachers, and other participants (employers, etc.) in the educational process. Use digital tools and AI to design collaborative projects and interdisciplinary teaching. Select and interact on international networking websites for teachers (ESEP, EPALE, Cedefop).

Attitudes acquired

Learner will be able to:

Accept the importance of flexibility in teaching and learning process and flexible curriculum. Cultivate an open-minded attitude towards adopting and experimenting with innovative teaching methods. Develop a willingness to embrace change and experiment with new teaching methods, recognising the potential for these methods to improve student engagement and learning.

Value the new development opportunities offered by multifunctional and sustainable agriculture, and implementation of smart technologies, IoT and traditional skills.

Accept collaboration as a competence required in the new pedagogy and emphasise the collaboration without any prejudices, regardless of gender, race, religion...

List of modules:

Module 1: Flexible Teacher

Module 2: Innovative Teacher

Module 3: Up to date Teacher

Module 4: Collaborative Teacher

Learner's preliminary knowledge and skills required:

Pedagogical knowledge and skills, basic digital skills, general knowledge linked to agriculture.

Self - assessment

The self-assessment quiz is designed with 24 multiple-choice questions adapted for online form and it could be used in both forms of training: online (self-paced learning), and face-to-face training.

Pedagogical and Methodical recommendations

A Learner-Centred Pedagogy

View learners as autonomous individuals, emphasising their active development of knowledge. Learner-centred approaches require students to reflect on their own understanding and learning processes in order to manage and monitor them effectively. This pedagogical approach shifts the role of the educator or trainer to that of a facilitator of the learning process.

Action Learning

Learners engage in action and reflect on their experiences in relation to the intended learning process and personal development. Action learning enhances knowledge acquisition, competency development, and the clarification of values by connecting abstract concepts to personal experience and the learner's life. The role of the educator is to create a learning environment that stimulates the learner's experiences and encourages reflective thought processes.

Transformative Learning

Aims to empower learners to question and transform the ways they perceive and think about the world, thereby deepening their understanding of it. The educator serves as a facilitator, encouraging and challenging learners to rethink and reshape their worldviews.

PART B

Organization of face-to-face learning¹

The other expressions for face-to-face learning could also be presential learning or classroom learning. Instructional model in which both the teacher or trainer and the learner(s) are physically present, typically in a classroom.

Time and location

Duration of training: 33 hours (per 45-minute period) which is valued with one (1) CP (Credit Point)

For each of four modules:

- 6 hours face-to-face training
- 2 hours of individual assignment for each module (preparing face-to-face training with reading the contents from the handbook - training contents)
- 1 hour of self-assessment

Face-to-face training should be conducted in the classroom for maximum 30 people.

Training materials:

Computers, internet connection, projector, interactive display or digital whiteboard, pens, crayons, paper, flipchart and markers, sign-in sheet

Learning materials published on the AgriNext platform are:

- Curriculum (a general description of the training) and Curriculum for each module (Curriculum per module with Implementation plan).
- Links to four modules (content of the modules) for learners and trainers edited by the Consortium partners of AgriNext.
- Activity Handouts for each Module.
- Self-assessment quiz.

¹ Source: Cedefop.

Online training (Self-paced learning)

Self-paced learning (online training) will be available to the public on the AgriNext platform at any time.

Self-paced learning is an instructional model that provides learners with a degree of flexibility in choosing the time, topics, place, pace or method.²

Training materials:

Computer, internet connection, and e-learning materials published on the AgriNext Platform:

- E-material presenting Modules: M1, M2, M3 and M4 with short video presentation and interactive links.
- Curriculum for each Module of the training (M1, M2, M3, M4).
- Interactive tasks (Quiz questions).
- Self-assessment quiz.

² Source: Cedefop