

AgriNext

Curriculum for Module 4

Training of

Up-to-date Competences for Teachers in Multifunctional Agriculture

MODULE 4: Collaborative teacher

Duration: 8 hours up to 45 minutes (6 hours face to face training, 2 hours self-preparation)

OVERVIEW

Nowadays teachers mostly work alone, searching for sources, preparing lessons, workshops, assessments, and other pedagogical activities. Professionalism and professional ethics of teachers emphasise collaboration. To be more creative, innovative, up to date with new research, methodology, digitalisation, determination of students' progress and challenges, and mentoring inexperienced teachers, teachers/trainers must collaborate on the school, local, regional, and international levels. The collaborative teacher works with various stakeholders from different professions to provide different sources and make their pedagogical activities more vital and real. The process of working together to achieve a common goal, and improving learner outcomes requires collaboration (planning, problem-solving, contributing to a respectful learning environment, ...) Society and technology development offers a scale of tools that could be used for collaboration, from different platforms, e-classrooms, social media, applications, and others to reach innovative learning environments. Teachers collaborate in various communities within and across the school to create an open learning environment where teachers take collective responsibility for the progress of learners. Nowadays the job market is increasingly changing and because of this we need collaborative teachers, who must work with stakeholders from job markets especially with employers and owners (farmers in the case of multifunctional agriculture). The collaborative teacher works with teachers from other countries to improve knowledge, skills, attitudes, and ethical links to new research, societal and political problems (migrations, wars,) and climate changes.

LEARNING OBJECTIVES

Knowledge

The learner will be able to:

Interpret the goals and importances of networking and cross sector collaboration between and differentiate ways and tools for collaborating the pedagogical process. To 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 learners will be able to:

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, EPALÉ, Cedefop).

Attitudes acquired

The learner will be able to:

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

Pedagogical contents/learning units

Unit 1: Collaborative Teacher Competences

Unit 2: Teachers Collaborating in School Environment

Unit 3: Teachers Collaborating Locally and Regionally

Unit 4: Teachers Collaborating Internationally

Unit 1/Outcomes: Collaborative Teacher Competences

KNOWLEDGE	SKILLS	ATTITUDES
<p>Lerner is able to: Identify and describe collaborative teachers' competences. Compare knowledge and skills more and less properly for the future. Interpret networking activities and required skills and knowledge of VET teachers. Give examples on digital competences in VET and in agriculture sector.</p>	<p>Lerner is able to: Use collaborative competences in planning, implementing and evaluating of the pedagogical process Set up and organise collaborative projects by networking with teachers, agriculture professions and other stakeholders. Practise digital tools on the base of DigComp framework.</p>	<p>Lerner is able to: Acceptance and promotion of collaboration as a necessary competence in modern pedagogy, free from biases related to gender, race, religion, etc. An attitude of inclusiveness, valuing the contributions of all stakeholders regardless of their background.</p>
<p>Transversal skills</p>		
<p>Digital skills Use various digital sources</p>		
<p>Green skills Presenting and illustrating the examples form national and international VET institutions, multifunctional farming, sustainable farming, green jobs...</p>		

Implementation plan of pedagogical activities (Scheme of work / Session plan)

Date:	Location:	Duration:		
Description of participants: teachers in VET (agriculture sector)				
Expected number of learners: 25				
No. of Activity	Timing	Training Methods / Activity	What I do	What they (participants) do
A 1.1	15	Icebreaker activity: Competences for different professions	Deliver the pictures with different professions, encourage learners to talk. Discussion about the competences and collaboration	Chose the pictures of the profession (doctor, farmer, entrepreneur, teacher...) and describe the competences they suit
A 1.2	10	Introduction presentation	Linked to the previous Activity present aim and learning objectives of the Module 4	Follow and listen presentation
A 1.3	30	PowerPoint presentation	Presenting PowerPoint presentation of Unit 1, giving examples and interrupt with questions	Follow presentation, answering on the questions
A 1.4	5	Conclusions	Giving examples of different activities on multifunctional agriculture and motivating learners	Giving associations on competences linked to the examples
Material (What I need to have prepared): Powerpoint presentation, coloured pictures with different professions for Icebreaker activity Computer, Internet, Projector (Whiteboard), Classroom				
References/Sources: Content of Module 4				
Other notes: The duration of each activity can be adapted				

Unit 2/Outcomes: Teachers Collaborating in School Environment

KNOWLEDGE	SKILLS	ATTITUDES
<p>Learner is able to: Interpret TALIS as a database for improving teaching and learning. Differentiate the structure, purpose, and dynamics of teachers collaborating in the school environment and in Learning Communities. List and describe cross-sector collaboration by sharing teaching practices and collaborating with professions, experts and other stakeholders.</p>	<p>Learner is able to: Set up working collaboratively with teachers and other pedagogical staff, including sharing resources, co-planning lessons, providing mutual support... Implement collaborative projects that involve multiple teachers and subjects, enhancing cross-sector teaching and learning. Establish and organise effective teams and communities for collaboration, ensuring clear goals and strategies using digital tools.</p>	<p>Learner is able to: Accept strong commitment to shared educational goals and collective responsibility for student success within the school environment. Enforce an attitude of openness to receiving feedback and considering diverse perspectives from colleagues to improve teaching practices.</p>
<p>Transversal skills</p>		
<p>Digital skills Use various online portals, digital tools such as miro - bring teams together and quickly go from big ideas to execution with a workspace and AI: ChatGPT, MagicSchool</p>		
<p>Green skills Presenting and illustrating the examples from national and international VET institutions, multifunctional farming, sustainable farming, green jobs...</p>		

Implementation plan of pedagogical activities (Scheme of work / Session plan)

Date:	Location:	Duration		
Description of participants: teachers in VET (agriculture sector)				
Expected number of learners: 25				
No. of Activity	Timing Min	Training Methods / Activity	What I do	What they (participants) do
A 2.1	15	Introduction presentation	Presenting data from TALIS presenting collaboration and explaining about TALIS	Follow and listen. Giving some comments
A 2.2	30	Teamwork activity: Collaborating on draft/ ideas for Lesson plans: Multifunctional agriculture using and ChatGPT	Organising teamwork and giving instructions with the help of Activity Handout 1 Giving commentary and explanations linked to the Unit 2	Draft a Lesson plan for the C - VET Multifunctional agriculture: target groups, aim of the training, goals, primary subject blended with MA, duration, standards, special needs to combat the different learning styles of students with ChatGPT
A 2.3	20	Teamwork activity: Draft a Lesson plan for the C - VET Multifunctional agriculture from the criteria described	Organising teamwork and giving instructions with the help of Activity Handout 2 Giving commentary and explanations linked to the Unit 2	Draft a Lesson plan for the C - VET Multifunctional agriculture from the criteria described. Compare results by using one of ready-made templates on Miro (Stickies pack, Mind Map, Story Map, Concept Map) to help you and your teachers, farmers, trainers... compare results
A 2.4	15	Teamwork activity: Use Miro to write down pros and cons of both AI tools	Organising teamwork and giving instructions with the help of Activity Handout 3 Foster discussion of the results of the activity	Compare results by using one of ready-made templates on Miro (Stickies pack, Mind Map, Story Map, Concept Map) to help you and your teachers, farmers, trainers... compare results
Material (What I need to have prepared): Power point presentation, Computer, Internet, Projector (Whiteboard), Classroom, Access to ChatGPT, MagicSchool and MIRO				
References/Sources: Content of Module 4				
Another note: The duration of each activity can be adapted				

Unit 3/Outcomes: Teachers Collaborating Locally and Regionally

KNOWLEDGE	SKILLS	ATTITUDES
<p>Learner is able to: Outline the role of VET institutions and job markets. Describe collaboration between VET and labour market and importance of workplace experience and flexible teaching. Interpret the positive features of strong school-employer relations. Present best practices for initiating and sustaining collaborative efforts at the local and regional levels, and collaborative initiatives in education, especially in the context of agriculture.</p>	<p>Learner is able to: Identify, and effectively use resources from local and regional sources to support collaborative educational activities. Set up the activity (lesson, training, event...) according to the information of skills needed from the agriculture job market.</p>	<p>Learner is able to: Adopt an open and flexible approach to adapting collaborative strategies with local and regional environments and job market needs.</p>
<p>Transversal skills</p>		
<p>Digital skills Use various online portals, digital tools such as miro - bring teams together and quickly go from big ideas to execution with a workspace and AI: ChatGPT, MagicSchool</p>		
<p>Green skills Presenting and illustrating the examples form national and international VET institutions, multifunctional farming, sustainable farming, green jobs...</p>		

Implementation plan of pedagogical activities (Scheme of work / Session plan)

Date:	Location:	Duration		
Description of participants: teachers in VET (agriculture sector)				
Expected number of learners: 25				
No. of Activity	Timing	Training Methods / Activity	What I do	What they (participants) do
A 3.1	20	Icebreaker activity: As a teacher I collaborate with	Give instructions on using Miro to present collaboration relations in each work/activity/task as a teacher	Write down with Miro application the institutions and persons with whom they collaborate in the pedagogical activities
A 3.2	30	PowerPoint presentation	Presenting PowerPoint presentation of Unit 3, giving examples and interrupt with questions	Listening, answering
A 3.3	10	Conclusions	Giving examples of different activities on multifunctional agriculture and motivating learners	Giving associations on competences linked to the examples
Material (What I need to have prepared): Powerpoint presentation, Computer, Internet, Projector (Whiteboard), Classroom, Access to ChatGPT, MagicSchool and MIRO				
References/Sources: Content of Module 4				
Another note: The duration of each activity can be adapted				

Unit 4/Outcomes: Teachers Collaborating Internationally

KNOWLEDGE	SKILLS	ATTITUDES
<p>Learner is able to: Compare and describe different activities for international collaboration of teachers and other stakeholders. Give examples and compare platforms that facilitate international collaboration between teachers/trainers and other stakeholders.</p>	<p>Learner is able to: Demonstrate utility of EU platforms: ESES/eTwinning, CEDEFOP, EPALE. Set up different activities of international collaboration such as participation on network platforms, mobility, international projects, ...</p>	<p>Learner is able to: Accept an ethical approach to international collaboration, ensuring fairness, equity, and mutual respect in all interactions and partnerships. A proactive attitude towards continuous learning about global educational trends, practices, and innovations, and applying this knowledge to improve teaching practices.</p>
<p>Transversal skills</p>		
<p>Digital skills Use platforms ESES, CEDEFOP, EPALE</p>		
<p>Green skills Presenting and illustrating the examples from national and international VET institutions, international projects in multifunctional farming, sustainable farming, green jobs...</p>		

Implementation plan of pedagogical activities (Scheme of work / Session plan)

Date:	Location:	Duration		
Description of participants: teachers in VET (agriculture sector)				
Expected number of learners:				
No. of Activity	Timing	Training Methods / Activity	What I do	What they (participants) do
A 4.1	10	Introduction presentation	Giving different examples for international collaboration between teachers and other stakeholders.	Listening and presenting their experiences
A 4.2	40	Presenting platforms: ESES, CEDEFOP, EPALE	Presenting the platforms ESES, CEDEFOP, EPALE and explaining their possibilities for networking and collaboration. Encouraging learners to share their experience.	Active observing of platforms and sharing their experiences.
A 4.3	15	Reflection	Give the instruction to design their reflection on the Module 4 with Miro Tool	Using Miro Tool and designing the reflection on Module 4
Material (What I need to have prepared): Powerpoint presentation, Computer, Internet, Projector (Whiteboard), Classroom, Access to ChatGPT, MagicSchool and MIRO				
References/Sources: Content of Module 4				
Another note: The duration of each activity can be adapted				