HOW TO CREATE THE TRAINING PLAN FOR TEACHERS

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"Benita Gil" Center

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HOW TO CREATE THE PLAN

The training plan for teachers of this center contemplates the adaptation of knowledge and methods to the evolution of the reality of the entities of the third sector of the social economy, as well as the specific didactics applied. In addition, it will also adapt to methodological evolutions in the areas of coordination, organization, guidance, mentoring, inclusion, equality, diversity, etc. and specifically in relation to conflict resolution, gender-based violence and bullying.

The general objectives of teacher training are:

- Keep technical knowledge up to date.
- Special attention to ICT innovations.
- Continuously update pedagogical training.
- Reinforce creativity.
- Knowledge and use of other European languages.
- Encourage the exchange of good practices and experiences.
- Continuous application of critical thinking principles and techniques.
- Continuous improvement in areas such as:
  - Tutoring of students
  - Attention to diversity
  - Promotion of reading
  - Improvement of coexistence
  - Conflict Resolution
  - Cooperative Work Dynamics
  - Regulatory Update
  - Prevention of occupational risks
  - Safety and first aid.
- Reflect on one's own pedagogical practice.
- Promotion of research.

It is the responsibility of the school's management to stimulate, assess and harmonise the training needs of teachers. These processes will be participatory, informed, informed and consequential. The results will lead to the optimal training actions being planned for each school year. It is the obligation of all the staff of the center to collaborate and participate in the training plans.

This planning will include the promotion of specific measures to promote cooperative teaching work, as well as the general information that can be provided on innovative didactic research underway.

The procedures or stages for the development of this training plan include:

- Identify training needs.

- Establish the channels for training proposals.

- Analyze and prioritize proposals.

- Design a concrete plan.

- Get it going.

- Evaluate.

On the other hand, the training plans for each school year will also include the good practices developed by the center, the results of which have been shown to be positive, with the aim of disseminating them both inside and outside the center itself to increase their impact.

Before specifying the training proposals for each course, the training needs of the teaching staff of the center will be correctly identified. These must be contextualized and therefore must respond to generalist criteria derived from the experience of previous courses and not so much attend to personal issues. In order to determine the training needs, the teaching line of the center will be taken into account, the needs to adapt to legal and regulatory changes, as well as all those recommendations and reports that have been prepared internally or externally to contribute to the teaching improvement of the center. Self-assessment techniques will be used to help provide a diagnosis of training needs. This process may be reflected in a self-assessment report of the center.

When designing training, it is necessary to take into account the different responses or attitudes that the teaching staff will adopt in this regard. In this way, we will find teachers involved in their improvement who will be able to assume different positions such as enthusiasm in participating in groups and training activities or even opting for self-taught outing. On the other hand, there are teachers for whom their involvement in training depends on the existence of a direct relationship between the training content and those of their teaching areas or specific needs. On the other hand, newly incorporated teaching staff may need specific training in matters related to the teaching specificities of the center, but may not need it in other matters for which their recent training or experience gives them sufficient training and knowledge, so they will not require training actions.

The final result will be reflected in an Annual Training Plan that will specify the needs detected and the proposals for action, which will normally be oriented in the medium or long term, giving rise, where appropriate, to multi-annual training plans. To prepare this document, the Report of the previous plan, the proposals for diagnosis and self-evaluation, as well as the general objectives of the Training Plan for Teachers will be taken into account. The forecasts of the Annual Training Plan must be realistic and coherent with the general context of the center.

In the development of the Annual Plan, various training modalities may be used, specifically:

- Self-taught training.

- External courses. Individualized or in a group. Face-to-face, blended or distance learning.

- In-center training. Working groups on specific issues.

- Participation in seminars, meetings, joins... to make contributions or learn about the latest developments.

At the end of the period of development of the Annual Training Plan, an evaluation document of both performance and results must be drawn up, which will take the form of a **Report**. This will serve to culminate a continuous process that will have assessed each training activity at the end of its development, contemplating headings such as satisfaction of the participants, adequacy to the objectives sought, results obtained or impact on the teaching activity of the center. The report will be used to carry out a process of reflection and evaluation related to the planning, execution and results of the training plan. The achievement and coherence of the actions with respect to the objectives set will be specifically assessed and in a reasoned manner. The failure to carry out any of the previously planned training actions must also be assessed and justified. The content of the Report will be oriented not only to evaluations but also and significantly to facilitate decision-making regarding the orientation and improvement of teacher training in future plans.

The **timing** of teacher training will be guided by the deadlines and moments of development of the annual course, so that the diagnostic stage will be carried out in the weeks prior to the start of the course and parallel to the start of the course, the management of the center will make public the Annual Training Plan. The activities derived from the plan will be carried out during the academic year, with the exception of those cases, especially seminars, conferences, congresses, etc. that are outside the duration of the course. At the end of this course, the evaluation will be carried out and the development report of the training plan will be prepared.

PRIORITY AREA OF TRAINING: ICT IN TEACHING PRACTICE

In the center's teacher training, there will always be a specific section dedicated to the use of information technologies and fully up-to-date training in the field of computer science. The virtual nature of the center itself and the centrality of the use of these techniques in its methods and work more than justifies the importance of continuous and up-to-date training in this area.

The aim is for the knowledge and use of ICTs to be fully updated, in order to put them at the service of teaching due to their motivating potential and accessibility. These technologies are the center's main means of providing training and information thanks to the interactive nature that enhances its intrinsic attractiveness.


Training in this regard must include both the teaching use of the tools, as well as the ways and formats to facilitate their use by students, who will have to be provided with the necessary help to take full advantage of the possibilities offered by these technologies. In this regard, it is a priority objective to have tools that facilitate the simple and functional learning of computer tools, both by those employed in the teaching activity, and by others who are present in daily life or in the activities of the entities of the Third Sector of the Social Economy. Digital literacy must guide all teaching activity.

Specifically, it will be necessary to contribute to teacher training with regard to educational software and good practices in its use. To do this, it will have to be put in direct correlation with the tools provided by critical thinking.

In this area, it will be important to have tools and procedures so that teachers can work permanently in groups on the exchange of experiences and knowledge that are often obtained through self-taught procedures. The use of the school's own human resources and their knowledge and skills will be taken into account in this regard. In any case, the planning of training activities will be carried out after a process of reflection and with due justification, using the most appropriate formulas to meet a need that normally has very different levels among the teaching staff.

In the diagnosis of teacher training needs, the following will be specifically considered:

- Ignorance or unfamiliarity with free software and its environments.
- Difficulties in the use of educational software and applications or information and communication.
- Difficulties or unreliable practices in the search for correct information or in the identification of uncertain or false information.
- Difficulties in the development of curricular materials using ICTs.
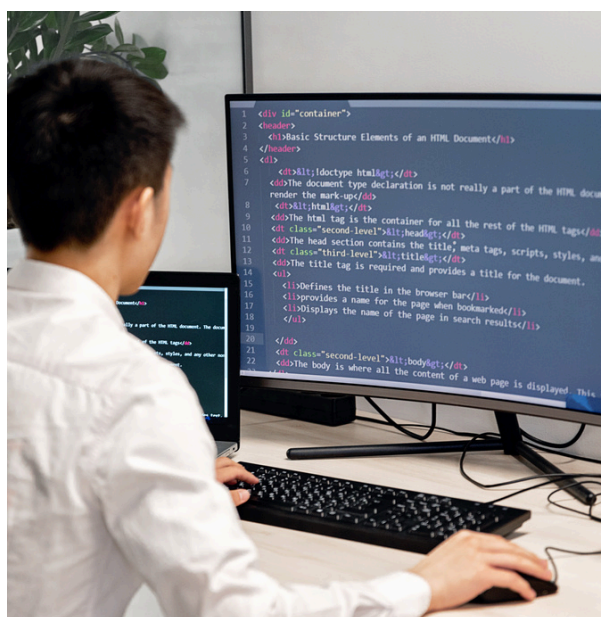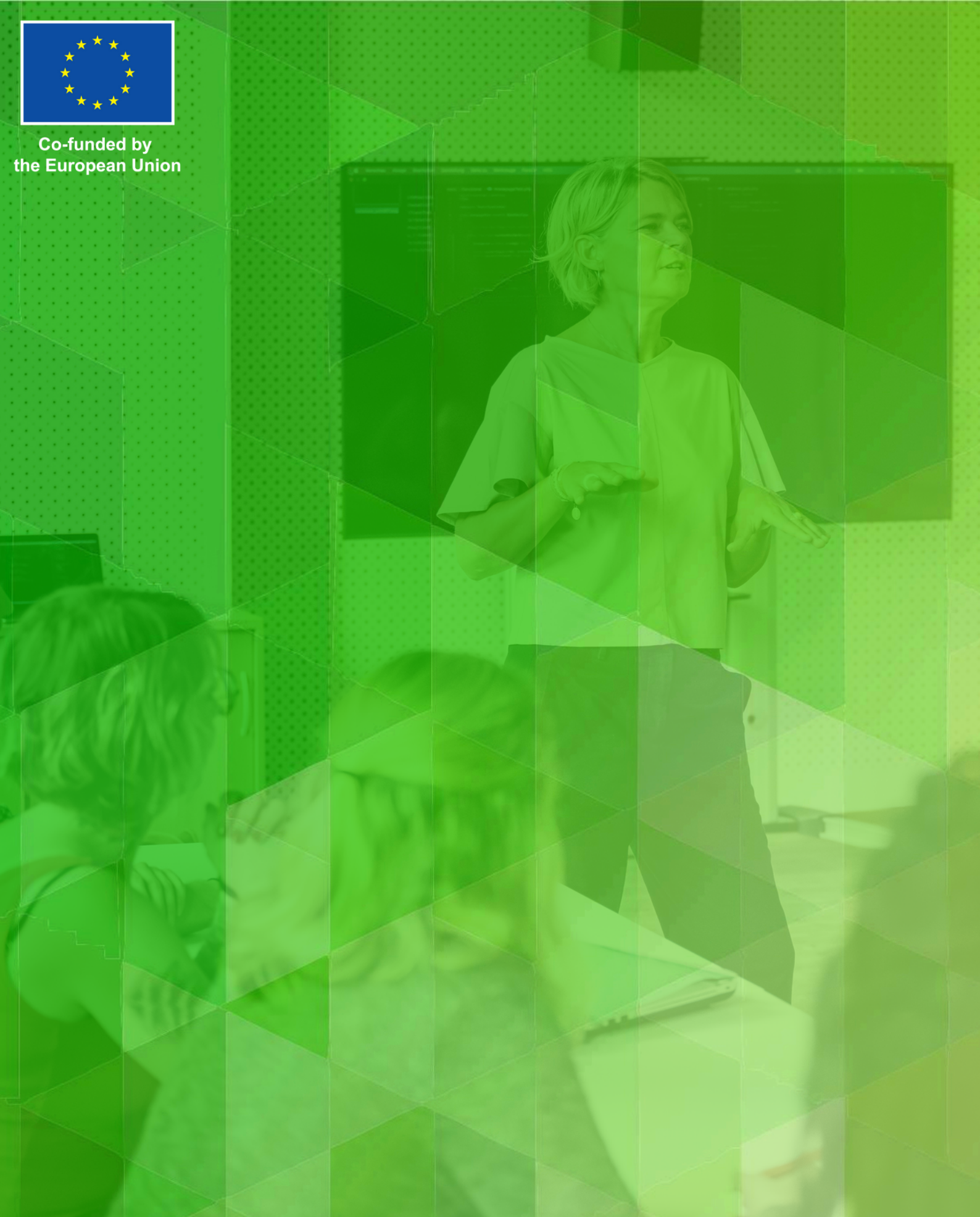

Training in this field will be specifically geared towards objectives such as:

- Internet Tools
- Office Applications
- Educational Platforms
- Open Educational Resources
- Educational Apps
- Design of curricular materials
- Web Design
- Webquest Design
- didactic use of ICT
- Shared work environments.