

**Pedagogical Manual :** MFL Department

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| **Section** | **Professional Development** |
| **Resource** | PD3: Peer-Led Training |
| **Objective** | *To deliver training to colleagues using your own expertise base as an MFL Department* |
| **Outcomes** | * To assign training delivery to different members of the department * To align training needs with your department and your school. |
| **Resources** |  |
| **Time** | 20 minutes |



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| *Part 1: Defining your needs* | 5 mins | As a department, create a table with 4 columns. This can be handwritten for now until next steps are agreed.  The title for each column should be : **Needs/Team Member/Delivery/Impact**  Asa group discuss the needs of your department. You might use the following questions to help guide your discussion:   1. *What are your school’s SSE targets and how will you enact these as a department?* 2. *In what areas would you like the teaching in your department to improve?* 3. *Is there something that you have seen that you would like to implement?* 4. *What are your areas of weakness as a department?*   Write these ‘NEEDS’ into the first column of the table. Limit your group to 10 items. |
| *Part 2: Assessing your knowledge base* | 5 mins | We now move to ‘team member’.  Go through each item in the list and decide which members of the team have expertise in these areas and could provide training to the rest of the team.  Those items which cannot be delivered by a member of the team label as EXTERNAL but and the name of the member of the team who is interested in pursuing training in this area should also be noted down. |
| *Part 3: Delivery* | 5 mins | When will this training take place? This should be written in the third column  A usual place where training can take place is in a departmental meeting or on a training day. Training sessions should ideally be short and focused. For example, one member of your team might deliver training on the use of a digital tool keeping the session to only 10 minutes. This could be delivered in a departmental meeting.  If training is going to be EXTERNAL, then a plan should be put in place for when the outcomes of the training are going to be delivered to the rest of the department. |
| *Part 4: Impact* | 5 mins | In the last column, you are going to plan how this training will impact your team’s practice. For example, if it is the use of a digital tool, you could say that the impact is ‘All teachers used the tool for an assessment in April 2019’. |