

## **1 Profile Name**

Master Trainer Code MT-XX

### **1.1 Job description**

Master Trainers empower Teachers and Instructors to conduct labor-market oriented education for production technicians. Master Trainers are experts in vocational training pedagogics and in adult education (andragogy). Because of their own experience in teaching or instructing apprentices, they transfer their knowledge on specific teaching and didactic methods to their colleagues. They represent and promote the VET model with a clear focus on activity orientation and the building up of practical competences, backed up by state-of-the-art classroom teaching. Master Trainers empower Teachers and Instructors to plan lessons in vocational training. They provide competence oriented instruction and teaching connecting theory and practice. They do so by applying the situation oriented didactics approach. To evaluate lessons and to find practical solutions when coordinating their instruction and teaching at the shop floor and in the classroom.

Master Trainers respect Teachers and Instructors as equals, they are their coaches not their Teachers especially in the field of practical expertise. They use the existing knowledge of the Teachers and Instructors, their abilities and attitudes as resources to build upon, focus on strength' and solution-finding capacities, rather than on weak points. They trust in the Teachers and Instructors ability to learn and improve.

Master Trainers are teaching VET apprentices in a part-time job in order to keep in touch with the education practice and to know the needs of the apprentices.

### **1.2 Qualification & Experience**

#### **1.2.1. Qualification**

Have done the Swiss VET Instructor Course CM – Basics of applied didactics and VET Examiner course EX.

#### **1.2.2. Experience**

A minimum of twelve months of instructing experience after qualifying as VET Instructor

#### **1.2.3. Domain competencies**

Master Trainers have sufficient practical experience in their specialization domain.

They have hands on experience on production floor in either assembling, manufacturing or supervising the jobs. They have good understanding of the quality process and manufacturing techniques to improve productivity without sacrificing quality of the product. They are well aware of domain related safety measures.

### **1.3. Entry competencies**

Master Trainers are Instructors or Teachers with the same qualification, work experience and a good mastery of written and oral English (minimal language level B2).

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Master Trainers need commitment, stamina and objectivity in order to carry out their role successfully. They have to be advocates for the introduction of vocational education in India, they have to respond to critical questions from the Teachers and Instructors they coach (which are, in many ways, also colleagues) and to persuade them to take part in the project and defend the interests of VET in their own companies.

Master Trainers should be able to use computers. They should be familiar with MS Office and able to use multi-media applications. They should be comfortable in using internet and ability to search for information and show pedagogy or instructional related material available on the internet to support their coaching.

### **1.3 Working environment and target groups**

Master Trainers act as multipliers. They help their colleagues to improve their teaching and instruction to expand their methodical knowledge with a clear focus on experience and competence based approaches. Moreover, the VET project helps to build the expertise of the Indian production force to meet growing demands from international companies such as Switzerland. It is part of the reform of technical vocational training in India and thus contributes to the long-term wealth of the subcontinent.

### **1.4 Degree of autonomy and responsibility**

As multipliers, Master Trainers have a crucial role as they prepare their colleagues for their future work with apprentices. It is their task to make sure that Instructors and Teachers understand their respective roles, the need of cooperation, flexibility and self-responsibility. As Master Trainers come from the same professional background as the Teachers and Instructors they coach, they have a particular credibility for them and are to use this in order to achieve the project's goals.

Master Trainers are bound to the framework defined within the training module schedules.

### **1.5 Competencies to be developed in attending Swiss VET training for Master Trainers**

#### **1.5.1 Pedagogical Competencies & Resources**

Explain the advanced modern methods of class room training.

Use the latest trends in multiplatform (computers, tablets & mobiles) on-line learning.

Explain methods of online assessment and evaluation and plan vocational training on the shop floor.

#### **1.5.2 Instructional Competencies & Resources**

Apply the knowledge of modern methods of practical training.

Explain the importance of IPERCA approach.

Explain the importance of communication and conflict resolution in shop floor environment.

Explain the importance of health, safety and environment (HSE) concerns.

Learn from the experience of other VET Training partners the good practices and challenges.

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### 1.5.3 Competency Resource (CoRe) matrix

Competency	Resource
To qualify Teachers and Instructors to plan lessons in vocational training	<ol style="list-style-type: none"> <li>1. To develop competencies to prepare a teaching unit and instruction unit</li> <li>2. To develop competencies to organize excursions and site visits</li> <li>3. To develop competencies to prepare an exam</li> </ol>
To enable Teachers and Instructors to teach / instruct competency oriented	<ol style="list-style-type: none"> <li>1. To develop competencies to apply different teaching methods including IPERCA approach</li> <li>2. To apply different forms of classroom management methods and social forms</li> <li>3. To respond to heterogeneity and conflicts</li> <li>4. To apply different testing methods</li> <li>5. To promote self-responsibility</li> </ol>
To develop Teachers and Instructors knowledge to evaluate their work	<ol style="list-style-type: none"> <li>1. To develop competencies to improve one's own lessons</li> <li>2. To develop competencies to evaluate the lessons of other Teachers/Instructors</li> </ol>
To promote vocational education training arrangements	<ol style="list-style-type: none"> <li>1. To promote vocational training arrangements and apprentice interest at the workplace and in school</li> <li>2. To advise and support the partners of the vocational training system.</li> </ol>

### 1.5.4 Summary list of resources Master Trainers should have.

Resources		
Knowledge	Abilities	Attitudes
<ul style="list-style-type: none"> <li>• Basics of CoRe AVIVA IPERCA</li> <li>• Didactics Basis Alignment Classroom Management Time management Planning</li> <li>• Didactic reduction</li> <li>• Social Forms Single work Partner work Group work Plenum</li> <li>• Didactics – methods Testing Heterogeneity Conflicts Communication</li> <li>• Step of proximal development</li> </ul>	<ul style="list-style-type: none"> <li>• Use Application of IPERCA and AVIVA</li> <li>• Organize infrastructure for training</li> <li>• Plan lessons</li> <li>• Manage time</li> <li>• communicate with instructors and the VET manager</li> <li>• Apply methods and settings in classes</li> <li>• Anticipate problems</li> <li>• Respond to Heterogeneity</li> <li>• Solve conflicts (e.g. constructive questioning)</li> <li>• Give constructive Feedback</li> <li>• Assign realistic tasks</li> </ul>	<ul style="list-style-type: none"> <li>• Flexibility</li> <li>• Creativity</li> <li>• Patience</li> <li>• Encouraging self-esteem</li> <li>• Positive reinforcement (reveal competences not mistakes)</li> <li>• Self-criticism</li> <li>• Taking into account possible contributions of apprentices</li> <li>• Conviction that practical experience is the foundation of the teaching process</li> <li>• Consciousness of</li> </ul>

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<ul style="list-style-type: none"><li>• Swiss VET system as implemented in India</li><li>Maintenance of logbook and learning documentation</li><li>• Syllabus to be followed</li><li>• Domain specific</li></ul>	<ul style="list-style-type: none"><li>• Respond to company needs</li><li>• Demonstrate domain specific skills</li></ul>	safe shop floor work culture
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