



BAfA
Baltic Alliance
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Tandem Training for WBL Tutors Training Program

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Why Tandem Training

- In work-based learning VET school and Host Company work in Tandem.

They have joint responsibility for guiding Trainee through learning, for ensuring good quality of WBL.

- Training together VET tutors and workplace tutors can be the 1st step for building the partnership (the Tandem) between VET and Company.



Why Tandem Training

Double results:

- 1) *Skills of tutors*
 - 2) *Cooperation and communication between VET and Ent*
- S and C can communicate their expectations;
 - Personal contacts, **continuous dialogue between S&C**
 - curriculum, required skills
 - how to support and guide VET trainee
 - how to handle problems
 - Become a **team** in WBL
 - Learn from each other, see good cooperation examples
 - Develop communication and pedagogical skills
 - Improve schools' methodological capacity to support workplace tutors



Why Tandem Training

Schools believe that the quality of WBL or apprenticeships depends on companies. They expect more interested involvement and more ability to provide pedagogical support. Companies believe that schools do not show enough interest about what is going on during WBL, do not provide enough support.

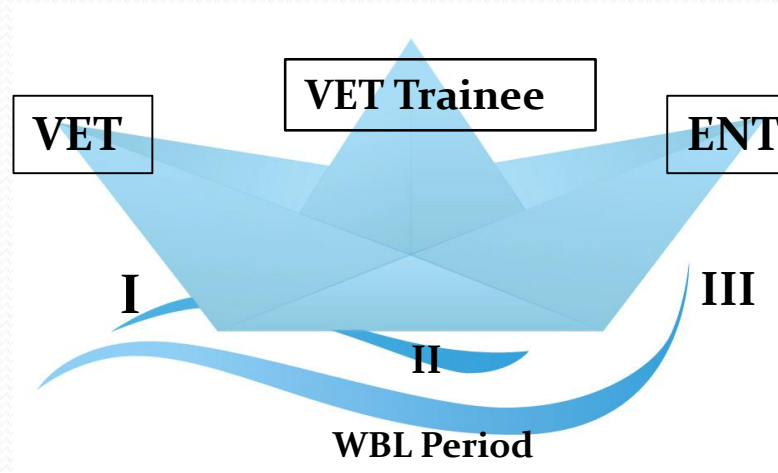
www.qualityplacements.eu

Poor quality, problem situations in WBL – can be corrected and resolved through cooperation and communication between the involved actors.

Cooperation, Communication in WBL

3 key actors:

- VET tutor
- VET trainee
- Workplace tutor



3 stages:

- Before
- During
- After



WBL Tutor Training programme

Aims:

- Knowledge of basic requirements, rules of WBL
- Skills of planning, organizing WBL steps
- Pedagogical skills
- Communication and cooperation skills

See Topics in printed programme (handout)

Link with the “WBL Tutor Competence Profile”

Program Structure

General

- Introduction, about WBL
- Planning the process, role of tutor, WBL curriculum

Before

- Responsibilities of involved parties
- How to perform the tasks: organizational, pedagogical, communication aspects through WBL experience

During

- Responsibilities of involved parties
- How to perform the tasks: organizational, pedagogical, communication aspects through WBL experience

After

- Responsibilities of involved parties
- How to perform the tasks: organizational, pedagogical, communication aspects through WBL experience

Shaping a “Baltic Programme”?

WBL Tutor training program from Latvia (developed over previous 5 years) – benchmark

Tandem of Trainers

Baltic Train-the-Trainer workshops: Result: teams of lead trainers in LV, EE, LT

Tandem training programs and events in LV, EE, LT – adapted to national contexts

Working on Competence profile of WBL tutor

Next step: Peer learning. Visiting and watching trainings of neighbours. Summarize best ideas

Descriptions of national programs

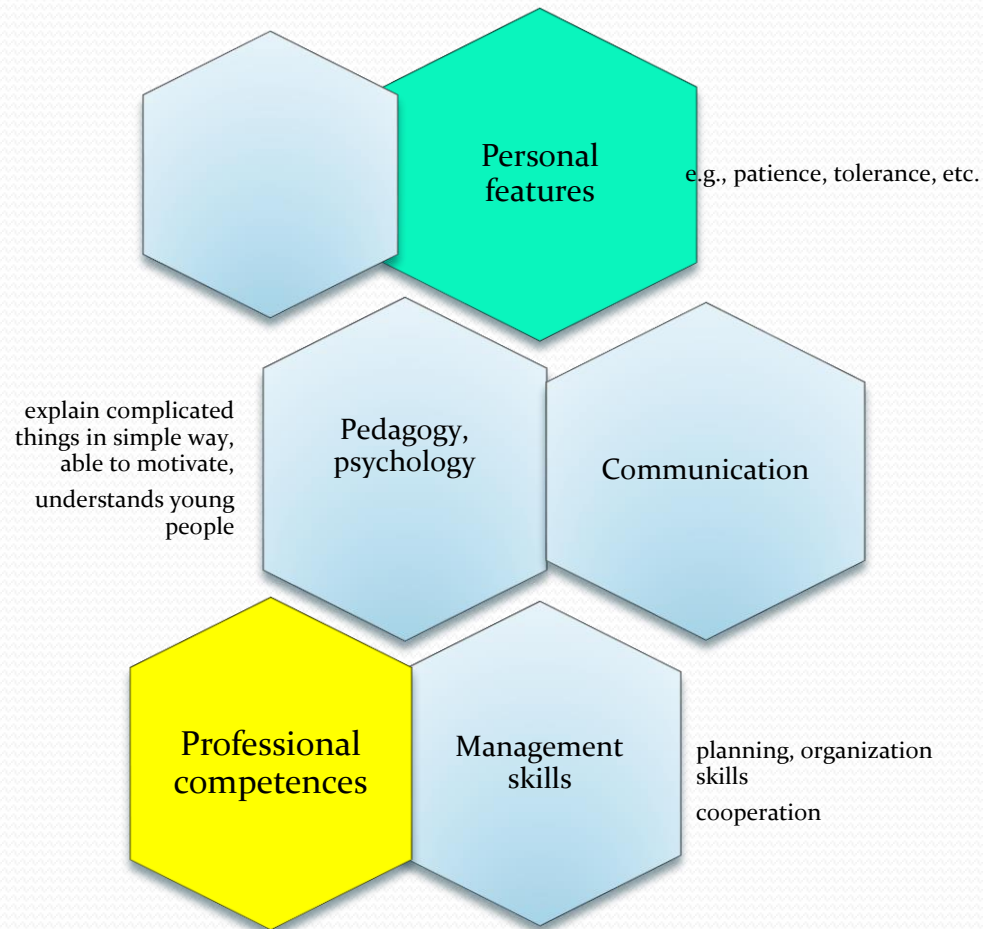
Methods and tasks:

- Group work and pair work, team-building elements
- SWOT analysis, case studies
- Simulations and role plays
- Brainstorming and discussions
- Peer learning (sharing experience, observations, etc.)
- Texts, e.g., some pieces from “Practices and policy pointers”

EXAMPLES of TASKS



Towards a «Baltic WBL Tutor Competence Profile» + Handout





Thank you!



Fakts, ka es varu iesēt sēklu un tā kļūst par ziedu, mazliet padalīties ar zināšanās un tās kļūst par citu zināšanām, uzsmaidīt kādam un saņemt smaidu atpakaļ, tas man nozīmē nepārtrauktu garīgu vingrināšanos.

— Leo Baskalia