

**CORE TRAINING FOR INSTRUCTORS PROGRAMME
TRAINING FOR TRAINERS – COURSE SUMMARY**

RESOURCES:

- CTI-4 Training for Trainers ~ Course Summary
CTI-10 Syllabus for the CTI Trainees
The Manual (3rd Edition May 2013)
Inspiring Scottish Country Dancers Introduction and Level One-Foundation

ADMINISTRATION:

- CTI-8 Trainee's Application Form for the Programme
CTI-13 Video Consent Form
CTI-15 Trainer Feedback Form final submission
CTI-16 Trainer Confirmation Form
CTI-19 Moderator Report Form

ADDITIONAL MATERIALS:

- CTI-14 Trainer Feedback Form for use during training
CTI-17 Record of Progress during Course
CTI-18 The Role of the Moderator
CTI-22 How to develop Skills for teaching Scottish Country Dancing within the Programme
CTI-23 Dancers' Needs and Learning Styles
CTI-24 Dance Analysis Leading to Planning your Lesson (sample template)
CTI-25 Lesson Plan (sample template)
CTI-26 Notes on Giving Feedback
CTI-27 Giving Feedback – Scenarios for discussion
CTI-28 The Art of Recapping
CTI-29 Administrative Responsibilities of Teachers and Organisers
CTI-30 Guidelines for the Use of Video in Training and for Submission at Course Completion
CTI-31 Instructions for Uploading Videos to the RSCDS Office **pending**

DEFINITIONS:

- CTI: Core Training for Instructors
Trainee: A dancer who enrolls in the programme
Trainer: A suitably qualified RSCDS teacher, who assists the Trainee in developing their skills
Instructor: Name for a Trainee who has successfully completed the training process
Course Leader: An existing Trainer who delivers the familiarisation session to a prospective Trainer
Moderator: A Trainer (possibly a Course Leader) who undertakes a random review of submissions for the issuing of the Statement of Instructor's Proficiency.

INTRODUCTION

The Trainers in the Core Training for Instructors Programme play the main role in helping Trainees become proficient instructors. Trainers also determine when a Trainee has reached a standard expected of those successfully completing the training process.

Trainers must be class teachers with a full (Part 2) RSCDS Teaching Certificate. Following qualification of Full Certificate, teachers should have 5 years of teaching experience, which should include working with beginners and intermediate dancers.

In view of the responsibilities mentioned above, prospective Trainers must take a short training/induction course. The course is designed to be taken online and may involve study of videos of a range of teaching scenarios.

Subject to the availability of the necessary equipment it may be possible to arrange for Trainer courses to be taken by small groups of prospective Trainers during a residential or weekend school.

The prospective Trainers will be asked to work through a series of tasks in advance of the course, and produce a brief note of some key points for each. These will then be discussed during the course to help ensure a common understanding of the expected skills.

A Course Leader may act as a mentor to the Trainers that they train. For example, they may review videos from Trainers whom they trained, if a Trainer and their Trainee feel that such feedback would be helpful. This support could take place at any stage while a Trainer is working with a Trainee.

Scope of the course for Trainers

This training course will include:

1. Administration of the Programme: paperwork and personnel
2. Familiarisation with the aims and methods of the Programme
3. Using the *Inspiring Scottish Country Dancers Introduction* and *Level One - Foundation* documents and appropriate sections of the Manual (3rd Edition – 2013)
4. The Core Skills: Definitions and what to look for
5. Understanding dances and planning lessons
6. Giving feedback, including process for confirming CTI course completion on behalf of the Trainee
7. Use of Video
8. Administrative Responsibilities of Instructors/Organisers
9. Review by the Moderator

SECTION 1 - PAPERWORK AND PERSONNEL WITHIN THE CORE TRAINING FOR INSTRUCTORS PROGRAMME

Aims

- To become familiar with the paperwork associated with the Programme
- To understand the administrative structure of the programme and the involvement of the various personnel
- To understand how to introduce the materials and the system to the Trainee

Materials

The following documents:

CTI-8	Trainee's Application Form for the Programme
CTI-10	Extract from Syllabus – Section B – Steps for Training
CTI-14	Trainer Feedback Form ¹ for use during training (TFF)
CTI-15	Trainer Feedback form final submission ¹ (TFF final)
CTI-16	Trainer Confirmation Form (TCF)
CTI-19	Moderator Report Form

Frequently Asked Questions ²

Note 1: The detail of using the Trainer Feedback Form will be addressed in Section 6 below.

Note 2: The FAQ Document will evolve as the Programme develops – each Trainer who undertakes training will be able to submit questions to be included for the benefit of others.

Tasks

- Read through each form and identify where it fits into the process as outlined in the Course Syllabus Section B.
- Consider the purpose of the forms, and how to introduce and explain them to a Trainee.

SECTION 2 – FAMILIARISATION WITH THE AIMS AND METHODS OF THE CORE TRAINING FOR INSTRUCTORS PROGRAMME

Aims

- To understand the role of the Instructor, once trained
- To understand the role of the Trainer
- To discuss the methodology underpinning the role of the Trainer
- To understand how to help a Trainee understand dancers' needs and different learning styles
- To become familiar with the CTI Syllabus

Materials

CTI-10	Syllabus for CTI Trainees
CTI-22	How to develop Skills for teaching SCD within the CTI Programme
CTI-23	Dancers' Needs and Learning Styles

Tasks

- Consider the role of an Instructor: the nature of the classes likely to be taught and the expectations of such classes of their Instructor.
- Read through Syllabus Section E, and identify any areas you wish to discuss with the Course Leader, especially considering a distance-learning situation with a Trainee.
- Consider how to develop the necessary skills in a Trainee.
- Consider how the level, style and extent of support given to a Trainee would change as they progress.
- Consider how to explain different learning styles to the Trainee and how to help him/her respond to these.

SECTION 3 – USING *INSPIRING SCOTTISH COUNTRY DANCERS* AND APPROPRIATE SECTIONS OF THE MANUAL (3RD EDITION)

Aims

- To become familiar with the detail of *Inspiring Scottish Country Dancers* and assess how it can be used to support the Trainees in training, and in their preparation for classes
Note: Trainers should use this document with discretion as not all documents referred to are yet in existence.
- To become familiar with the recommended sections of the Manual and assess how these can be used to support the Trainees in training, and in their preparation for classes

Materials

Inspiring Scottish Country Dancers Introduction and *Level One-Foundation*
CTI-21 The Manual (3rd Edition) – see Syllabus Appendix 1

Tasks

- Consider how to introduce *Inspiring Scottish Country Dancers* to a Trainee, how it could be used when training a Trainee, and how they might use it in class preparation.
- Consider the appropriate Manual sections and how to determine a Trainee's existing familiarity with the document.
- Consider how the recommended sections could be used when training a Trainee.

SECTION 4 - THE CORE SKILLS – DEFINITIONS AND WHAT TO LOOK FOR

Aims

- To develop a clear understanding of each core skill, why they are necessary, and how they could be developed

Materials

CTI-10	Syllabus for CTI Trainees, Section D: Core Skills
CTI-26	Notes on Giving Feedback
CTI-27	Giving Feedback – Scenarios for Discussion
CTI-28	The Art of Recapping

Tasks

- Work through the list of Core Skills. For each, consider how a Trainer would encourage a Trainee to recognise and develop these features.
- Use the scenarios from the Feedback document to consider how a Trainer would help a Trainee improve any skills that are not apparent or that need to be developed.
- Consider how to develop the Trainee's recapping skills and techniques.
- Consider any elements in the Core Skills that a Trainer may not be very familiar with.

SECTION 5 – UNDERSTANDING DANCES AND PLANNING LESSONS

Aims

- To understand the need to encourage the Trainee to plan lessons carefully
- To understand how to help Trainees realise the value of studying dances carefully (dance analysis) and how it can help with delivering effective lessons

Materials

Note that these materials are for background information. They may or may not be relevant for any individual Trainee.

CTI-24	Dance Analysis Leading to Lesson Planning flowchart sample
CTI-25	Lesson Plan (sample template)
CTI-10	Syllabus for CTI Trainees Appendix 2 – Suggested Dance Sources
RSCDS publications with dances at an appropriate level for the target class	

Tasks

- Consider various ways to plan lessons and how to help the Trainee decide what is appropriate for them, by taking into account the needs of the class and of the Trainee, dependent upon their previous experience.
- Sharing of a class with another teacher. Trainers must consider the implications of shared classes for a Trainee.
- Trainers should encourage Trainees to use the original instructions for a dance.

- Select a range of dances and consider how to help a Trainee decide which, if any, parts might be selected for particular attention during a class.
- Select a range of dances; consider the most challenging sections; devise forms of words which would help the Trainees explain key elements more clearly.
- Consider how to develop a Trainee's skill in planning lessons, how often, how detailed
- Consider how to encourage a Trainee to self-evaluate, the aspects to be evaluated, and how to improve.
- Consider the place of assigning home preparation to complement elements in the training course.

SECTION 6 - GIVING FEEDBACK

Aims

- To become familiar with the Trainer Feedback Form
- To recognise how well a Trainee is achieving the Core Skills
- To become familiar with how Feedback should be set out

Materials

CTI-14	Trainer Feedback Form for use during training (Word format)
CTI-15	Trainer Feedback Form final submission (PDF format)
CTI-16	Trainer Confirmation Form
CTI-17	Record of Progress during course
CTI-26	Notes on Giving Feedback
CTI-27	Giving Feedback-Scenarios for Discussion
	Results of the consideration of Core Skills from Section 4

Tasks

- Review the Trainer Feedback Form and consider how it is used to provide feedback to the Trainee on the progress they are making.
- Consider the document Notes on Giving Feedback and how it can be used to develop the skills required and to write supportive and developmental feedback, including echoing the terminology from the Core Skills list and the Trainer Feedback Form.
- Consider how to write feedback on the Scenarios in the Giving Feedback - Scenarios for Discussion document.
- How often should a Trainer see their Trainee teach either personally or on video?
- Consider the value of keeping a record of how the Trainee is progressing.
- Consider how to decide that a Trainee has progressed enough to merit a Statement of Proficiency.
- Review the Trainer Confirmation Form, and when it is appropriate to use it.
- Consider a situation where a Trainer feels that a Trainee is not picking up on feedback and making the necessary changes and/or is not going to achieve the requisite standard.

SECTION 7 – USE OF VIDEO

Aims

- To understand the advantages of using video as a learning aid
- To familiarise the Trainers with the techniques of using video recording with a class
- To familiarise the Trainers with the procedures for submitting video to RSCDS Office

Materials

CTI-13	Video Consent Form
CTI-30	Guidelines for the Use of Video in Training and for Submission at Course Completion
CTI-31	Instructions for uploading video to the RSCDS Office pending

Tasks

- Review the information in the Guidelines document. How would you support the Trainee with recording and sharing videos with you?
- What are the benefits to the Trainee of using video recording throughout the CTI training period?
- Consider any concerns that might arise among class members in regard to making and sharing videos, and how these might be resolved.
- What needs to be considered for the final video submission?

SECTION 8 – ADMINISTRATIVE RESPONSIBILITIES OF INSTRUCTORS/ ORGANISERS

Aims

- To understand the administrative responsibilities of instructors/organisers

Materials

CTI-29	Administrative Responsibilities of Teachers/Organisers
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Tasks

- Consider how a Trainee might react to the administration tasks involved.
- Consider how to support the Trainee.

SECTION 9 - REVIEW BY MODERATOR

Aims

- To understand the purpose of the Review by a Moderator

Materials

CTI-18 The Role of the Moderator

Tasks

- Become familiar with the document The Role of the Moderator.
- All Trainers will have their first Trainee's submission moderated. Consider how a Trainer could benefit from a review by a Moderator.