

LIFE-LONG LEARNING TEACHER PROGRAM.

CIPFP MISERICORDIA.

Valencia, 2017

FIRST STEP:

→ Ask teachers about their interests in ongoing formation

HOW DO WE ACHIEVE IT?

We have an on-line course on the Moodle platform designed to that purpose.

SECOND STEP:

We study all the requests and we select the most popular

We have budget for carrying out 5 courses per year.
All of them include certification for teachers and trainers.



As a result,

- Teachers learn together new knowledge and tools to apply in the classroom with their pupils.
- We establish closer personal relationships between the teachers staff.
- We improve our work system.
- Our training is recognized through merits that increase our career

These are the most often requested topics during this course:

- English
- New technologies applied to teaching
- Emotional intelligence and conflicts resolution in the classroom
- Gender Equality
- Visual thinking

Why?

Promotion of gender equality is the new vocational training course we are conducting

New technologies to put them into practice in our distance training courses.

Emotional intelligence helps us to manage personal relationships in the classroom

Visual thinking organizes the information through images

English as an important tool to manage information and work in the classroom with the students.

Cause we need

LEARNING AND ENJOYING TOGETHER.



INNOVATION AND RESEARCH

**(ERASMUS PROJECTS, INNOVATION PROJECTS, AF
ENTREPRENEUR PROJECT)**

**Teachers of “Vocational guidance and training”
Department have a wiki:**

***Project Based Learning (PBL) Project Based
Learning (PBL)***

UPPScience.

A UPPScience Community of Practice (CoP) for managers, teachers and trainers in Vocational Education and Training (VET)
Improve research, better quality education and a stronger European Research Area.

Increase cross border cooperation around the use of professional profiling, research and publishing as a strategy for upping the quality of, and bringing a more scientific approach to VET.

Activities: training in research methodologies, innovation and creativity.

DWYF

Early School Leaving is a term that represents missed opportunities for young people and loss of social and economic potential.

At individual level the consequences of ESL affect people throughout their lives and reduce the chance to participate in the social, cultural and economic dimensions of society. ESL also has significant social and individual consequences. This includes the increased risk of unemployment, poverty and social exclusion. (European Commission Final Report, November 2013)

Reducing ESL is essential for achieving key objectives in the EU2020 strategy, as the reduction of early school leaving addresses both the aims for:

- * 'smart growth' by improving educational and training levels
- 'inclusive growth' by addressing one of the major risk factors for unemployment, poverty and social exclusion

- Cyprus project with partners from Greece, Slovakia, Germany and Spain

EUPA-NEXT

EUPA_NEXT is a project for the development of a European/International qualification for administration personnel in four EQF levels. As such it contributes to the development of a European Area of skills and qualifications.

Through EUPA_NEXT skills will be developed through training materials and online books that will respond to a qualification framework in each of the four EQF levels. Knowledge, skills and competences are assessed using assessment tools (one for each level).

Therefore EUPA_NEXT promotes the VALIDATION of knowledge, skills and competences.

EUPA_NEXT will develop training curricula, training materials and assessment tools in accordance to the EQF levels (level 2,3,4 and 5) and responding to specific learning outcomes included in qualification frameworks.

Project from Turkey with partners from Portugal, UK, Italy and Spain