

Teaching process



	BEFORE CLASS	START OF THE COURSE	COURSE FUNDAMENTALS	END OF CLASS	AFTER CLASS
Tasks	<p>1</p> <ul style="list-style-type: none"> I arrive before the start of the class to: <ul style="list-style-type: none"> Prepare my class and materials. Write information about the conduct of the course on the blackboard. 	<p>2</p> <ul style="list-style-type: none"> I warmly welcome the students. I introduce myself and ask the students to introduce themselves (during the first class). I take attendance. I carry out an introductory activity to stimulate the interest of students. I explain how the course will be conducted. I discuss my expectations and the School Board/Centre's guidelines. I find out what students' know, and I make associations with the subject. 	<p>3</p> <ul style="list-style-type: none"> I present the material. I draw links between subject matter and practice. I alternate between presentations (± 20 min) and activities (± 40 min). I use concrete examples. I regularly check the students' understanding. I state the objective and give clear instructions for each activity. I have them do activities as often as possible to promote student learning. I oversee activities, make corrections and give feedback. I adhere to the time scheduled. 	<p>4</p> <ul style="list-style-type: none"> I summarize the course. I take a look back on the class with the students. I do the routines at the end of the class. I announce the topic of the next class. I greet the students. 	<p>5</p> <ul style="list-style-type: none"> I note the strengths and areas for improvement. I make the appropriate changes to my planning.
Tricks	<p>1</p> <ul style="list-style-type: none"> I set out what students will have to learn. I determine what they will have to do to learn. I adapt what I have to do so they learn. I organize resources to facilitate learning. I determine how long each activity will last. 	<p>2</p> <ul style="list-style-type: none"> I make eye contact with students. I introduce myself by talking about my professional experience. I ask students about their interests, work experience, training goals, preferred skills. I prepare an introductory activity using a trigger to stimulate interest (e.g., photo, video, part, tool, material). I discuss my expectations (e.g., mutual respect, attendance, punctuality, accountability). I provide the instructions (e.g., School Board/Centre rules, dress code, health and safety rules). 	<p>3</p> <ul style="list-style-type: none"> I have the students carry out different activities: <ul style="list-style-type: none"> Find the error Talk Demonstration Group discussion Peer-to-peer teaching Exposé Role-playing Mini search Presentation Rally Field visit 	<p>4</p> <ul style="list-style-type: none"> I summarize the course by going over the procedure written on the board. I give feedback on the course, for example: <ul style="list-style-type: none"> By asking students, "What did you learn today?" By asking a student to come and write a newly learned item on the board. I announce the topic of the next course in order to stimulate the students' interest and, depending on the case, I specify the specific needs (e.g., equipment, readings, work). I announce the end-of-course routines (e.g., tidying up, cleaning, closing devices). I take the time to greet the students. 	<p>5</p> <ul style="list-style-type: none"> I note my observations on the functioning of my course (e.g., student participation, postponement, addition and removal of content, adjustment of the length of activities).