

The VTE Teacher Training Course Two ISKCON Melbourne

13th – 18th March 2013

Important Information for all Students

**Please plan to arrive by no later than 10.30 am
on the first day, **Wednesday March 13th****

Many thanks and we look forward to seeing you!

***Please read the information overleaf
and complete the specified tasks***

Dear Prabhus & Matajis,

Please accept my humble obeisances. All glories to Srila Prabhupada.

Many thanks for registering for the VTE Teacher Training Course Two at the Mayapur Institute for Higher Education & Training. The Schedule will be available upon arrival but please aim to arrive on time for the first day.

We request all TTC2 attendees to complete the following and bring with them on the first day.

- (1) **A plan for a mini-lesson of five minutes**, teaching some subject from the TTC1. You may choose, or will be allocated, one (or possibly two) subjects from the list on page 8. Please inform the course administrators with your choice of topics at your soonest convenience.

This teaching exercise has two purposes:

- (1) to help us revise together what we already know
- (2) to assess our individual strengths and challenges at the beginning of the course

Your main aim in teaching is #1, but you may also add any insight/realisation you have had. Keep in mind that five minutes is very short - therefore, be careful not to over-prepare. It is imperative that you use some interactive methods (i.e. include something other than straight lecturing). Using this five-minute lesson, all students during Day One will have opportunity to practice their skills and evaluate their strengths and challenges.

- (3) **A lesson outline/plan for a forty minute presentation**, which all students will make towards the end of the course and upon which you will be largely assessed. Please see the sheet entitled "Details of Final Student Presentations" (page 3).

Keep in mind that you will have opportunity to amend or even re-write this lesson during the course (so don't worry about getting it perfect first time). Nonetheless, ***we strongly recommend you have something written down by the time the course begins***. We cannot take responsibility for students who feel they are under pressure because they have not written such a plan prior to the course.

You will not have to present the Lesson Outline itself before the class, but will need to write down and read out your Aims and Objectives. This will be explained during the course.

I have also included some information on marking and grades.

Do get back to the Mayapur Institute or myself if you have any queries. Many thanks and I look forward to seeing you at what promises to be an exciting and stimulating course.

Your Servant,
Atul Krsna Das

Atul.krishna. @pamho.net

P.S. In addition, **please remember** to bring to the course your TTC1 Student Handbook (plus any notes you have) and your own notepaper and pens. You will receive a Student Handbook for the TTC2 on the first day.

VTE Teacher Training Course Two

Details of Final Student Presentations

- Each lesson will be **forty minutes** long.

- Please choose and specify:

(1) **Your Aims** and **Objectives**

(2) **Your topic** and **your audience**.

You will also be required to present these in no more than 5 minutes. Your Aims and Objectives must be clearly displayed in written form. You can choose whether to present these before or after your 40-minute lesson.

- There will normally be **nine** students in the group you are teaching.

- Your lesson should include the following **three items**:

(1) **leading a discussion** before the whole class

(3) some **experiential learning** (active or reflective)*, which you will subsequently debrief. It can be very short.

(3) **group tasks** (preferably dividing the class into three groups of three)

Each of these items must be included and can be very brief. It is essential to avoid trying to cram too much in to your forty-minute lesson. We will explore in depth all three skills during the course itself.

- You will be delivering your lesson during the last three days. You will have ample opportunity to amend your plan during the course and prior to your presentation.

** “Active experiential learning” involves the student actually doing something during the lesson itself (the “temple building exercise” from the TTC1 is an example). “Reflective experiential learning” is where students are taken through only the last three stages, initially reflecting on experience they’ve previously had outside the classroom (e.g. the “positive and negative learning experiences” exercise, also from our first Teacher Training Course)*

Important note:

You will be assessed on the three specific skills mentioned above. If you omit one of the three items you will lose marks from your final score. Therefore ensure that you include all three; it is possible to include the 1st and 2nd, or the 2nd and 3rd, in the same exercise (or section of your class). If you have difficulty accommodating them, or are still unclear as to precisely what they are, then do speak to the course facilitator (well before you come to the day of your presentation). Many thanks.

VTE Teacher Training Course Two

Notes about Marking and Awarding Grades

The VTE -Teacher Training Course Two is specifically designed to qualify and accredit students to teach VTE courses. Additional qualifications may be required for some courses. For example, those wishing to teach the Bhakti Sastri Course should also have the BSTTC Certificate and a honours or high-honours in the Bhakti Sastri itself.

The TTC2 is graded as follows:

- There are three main pass grades, namely, A, B and C. These are sub-divided into seven. Together with one grade of fail, there are eight grades in all.
- Devotees with Grade B or above can facilitate courses by themselves. Nonetheless, those with B - are strongly recommended to co-facilitate with someone of the same grade or higher
- Devotees with Grade C can assist a VTE facilitator (Grade B or above).
- In some cases, a particular language may be specified and a candidate may hold two different grades for different languages (e.g. a B in English and a B+ in their own language)
- Grade A devotees are recommended to consider pursuing a career in teacher training. (Please note that this is rarely awarded and that a B+ is considered a very good grade.)
- For certain VTE courses different grades may be required. Requirement may also be changed over time. These are general guidelines only.
- Assessment is of three types; namely:
 - (1) Tutor assessment
 - (2) Peer assessment
 - (3) Self assessment

A composite mark is calculated by weighting the first two sets of marks 60% & 40% respectively. The self assessment is not taken into account for the final mark but does enable us to all get an all round perspective on the student and their perceptions of their strengths and weaknesses.

- The marks are broken down as follows:

Presentation Skills	2/7 (about 28%)
Ability to Build Trust	2/7 (about 28%)
Facilitation Skills	3/7 (about 44%)

- The assessment and feedback is both quantitative and qualitative, and is aimed at helping students identify exactly where and how they need to improve. Each student will receive a full two-page report and analysis, which will include written feedback from other students.
- The final grade can be no more than two grades above the lowest grade in the three main categories above. This is to ensure all-round competency.

Grades and Marks

The system of grades is as follows:

Marks	Grade	Competence	VTE Status	Out of 10
1 – 57	F	Very poor	FAIL	- 5½
58 – 62	C -	Poor	ASSIST ONLY	6
63 – 67	C +	Fair	ASSIST ONLY	6½
68 – 72	B -	Reasonable competent	PASS	7
73 – 77	B	Competent	PASS	7½
78 – 82	B +	Very competent	PASS (honours)	8
83 – 87	A -	Exceptional/expert	PASS (high honours)	8½
88 - 100	A +	Incarnation of teaching	PASS (highest honours)	9 -

Notes:

- The system here may differ from many in that a grade A is rarely achieved (about 2% of students).
- A B+ is a very good grade (achieved by 11% students)
- The most common grades are B (41%) and B- (27%)
- The average mark is about 72%.

If students would like more detailed information in their results, or feel there have been some errors, they should inform the VTE within one month of receiving their results.

The VTE Teacher Training Course Two

The following subjects are the topics for the students initial 5-minute presentations on Day 1 of the course. You may choose, or will be allocated, one (or possibly two) subjects from the list below. Please inform the course administrators with your choice of topics at your soonest convenience. Some student may be allocated two numbers (i.e. two related subjects) to cover within the five minutes.

1. Two Classroom Norms (1+8)
2. Two Classroom Norms (3+4)
3. Two Classroom Norms (5+6)
4. Two Classroom Norms (2+7)
5. Presentation/Speaking Skills – “Speaking from the Heart”
6. Presentation/Speaking Skills – “Use of Voice and language”
7. Presentation/Speaking Skills – “Eye-contact and body-language”
8. Learning-centred Education
9. Knowledge, Skills and Values
10. Three Broad Categories of Teaching
11. Experiential Learning
12. Facilitation Methods
13. Facilitation Skills
14. Empathic Listening
15. Learning Resources
16. Classroom Layout
17. Aims & Objectives
18. Effective Lesson Plans
19. Assessment
20. Oral Feedback

TTC2 - DETAILED COURSE SCHEDULE

MARCH 24-31ST 2012,

ISKCON MELBOURNE

8 STUDENTS

Saturday 24th Lesson 1 Lesson 2	Foundational Principles/Strengths & Challenges	10.30-1pm
	Welcome, Strengths & Challenges, and Overview	
	Aims & Objectives Presentation preparation	
Lessons 3-4	Initial Student Presentations	3.30-5.30pm
	Initial Student Presentations	
Sunday 25th Lesson 5 Lesson 6	Planning & Communication Skills	10.30-1pm
	Planning	
	Methods/Seven Types of Intelligence	
Lesson 7 Lesson 8	Presentation Skills	3.30-5.30pm
	Speaking Skills	
	Gesturing & Body Language	
Monday 26th Lesson 9 Lesson 10	Facilitation Skills (1)	7-9.30pm
	Leading Whole Class Discussions	
	Experiential Learning	
Tuesday 27th Lesson 11 Lesson 12	Facilitation Skills (2)	7-9.30pm
	Building Trust	
	Presentation Preparation	
Break....		
Thursday 29th	2 Presentations	7-9.30pm
Friday 30th	2 Presentations	7-9.30pm
Saturday 31st	4 Presentations & Round Up	10.30-1pm
		3.30-6.00pm

Lesson Outline Sheet

Topic:

Students:

Aim(s):

Learning Objectives: *by the end of the lesson, students should be able to:*

Time (mins)	L e a r n i n g E x p e r i e n c e s		Organisation of Group	Resources
	What	Who		