

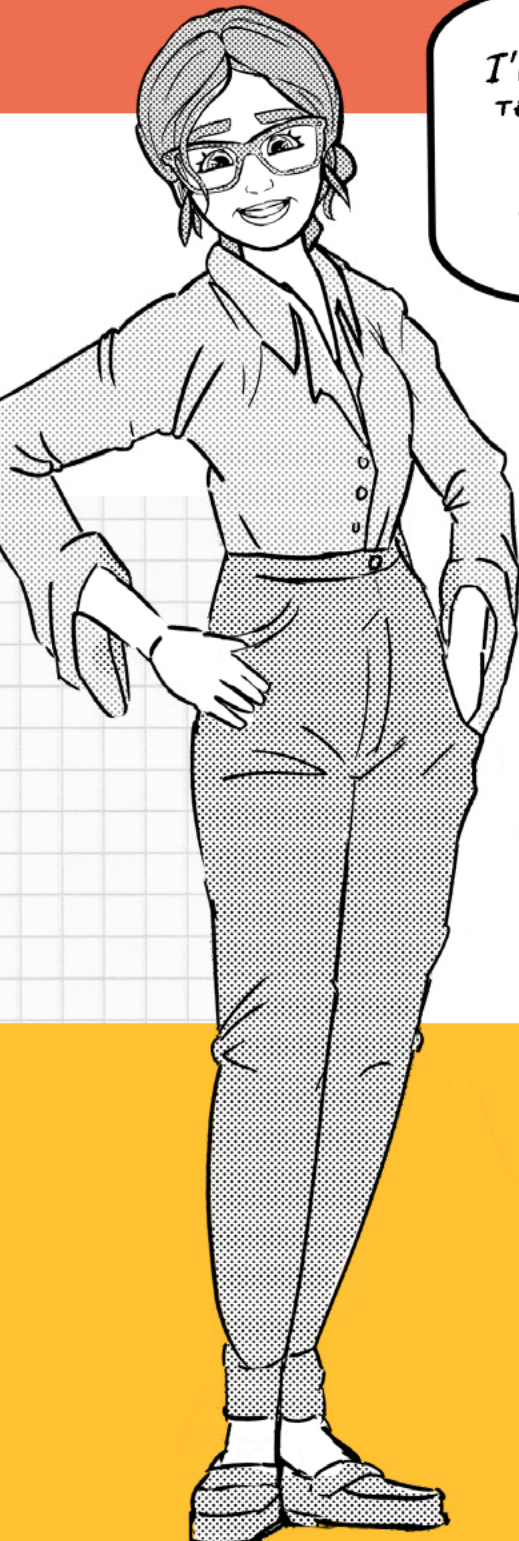


RECOGNIZING AND VALUING EVERYONE'S COMPETENCIES



Martine St-Germain
Jolyanne Mongrain
Lydia Desrosiers

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Hi!
I'M JOLY, A VOCATIONAL AND TECHNICAL EDUCATION
TEACHER. IN ADDITION TO THIS WORKBOOK, YOU CAN
FIND MORE INFORMATION ABOUT RELATIONSHIP
MANAGEMENT IN THE CLASSROOM AT
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HAPPY READING!

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Observatoire
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INTRODUCTION

As teachers, we all want our students to be motivated to learn and engaged in their learning process. This is achieved by recognizing the skills of each individual. This workbook provides strategies for you to use to adjust to each student's prior knowledge, attitudes, and skills.

RECOGNIZING THE SKILLS OF EACH STUDENT

DEFINITION

Recognizing the skills of each students means recognizing individual strengths and building on them in the classroom. Each student has their own personal and professional experiences. More often than not, sharing experiences fosters learning and facilitates the development of the students' skills. Recognizing and valuing each student's strengths is beneficial for the whole group!

RELEVANCE

When students feel useful and valued, they tend to be more engaged. Moreover, including students in the teaching of certain content or techniques allows learning to take different forms, using different strategies. Building on each other's strengths, students can see things from a new perspective, draw on a variety of professional experiences, and enrich their knowledge. In this way, skill recognition is useful for both the student who is learning and the student who is sharing expertise.

IMPLEMENTATION

Here are some strategies for recognizing and building on each student's skills in the classroom

At the beginning of the semester, ask about students' prior knowledge, experiences, and interests (questionnaire, quiz, discussion, etc.)

This will allow you to identify "experts" for certain content and call on their expertise in class. It will also allow you to identify students who are beginners and may need more support.

Foster peer mentoring

Pairing a strong student with one who needs support can be very beneficial depending on their personalities. Another possibility is to pair two students of equal strength so they can mutually recognize their strengths. For example, there are weaker students who feel intimidated by stronger students. It is thus sometimes better to pair two weaker students who can then help each other develop their skills. Between students, explanations are sometimes formulated differently (popularization) and their realities as learners may be similar. A bond of trust can be created between them. Working as a team facilitates comprehension and assimilation of content for both the tutor and the tutee.

Solicit students' expertise to

- Give concrete, real-life examples
- Demonstrate
- Explain content
- Provide feedback in workshops
- Define certain professional terms

Adjust course content to suit the group

Allow yourself to go beyond the curriculum according to students' interests (while making sure not to neglect the targeted learning objectives for the course).

Adjust to the student's level

A student who demonstrates a fairly advanced level in a given content could be exempted from certain theory courses to focus on a hands-on project in class or to engage in alternative activities that will help them pursue their learning.

Differentiating instruction prevents loss of motivation, loss of time, disruption in class caused by boredom or overwhelm, etc.

Remain open to students' comments and suggestions

Recognizing students' skills also means giving them a voice in the classroom to express their opinions. Their constructive criticism should stimulate you. You could use the group's feedback to adapt and improve future classes based on students' needs and interests. You could also gather relevant information on your teaching methods or style, and use it to work on developing your own skills. In addition, being receptive to student feedback and comments will help you refine your teaching tools.

Remember that every group is different. Although you have your own style, which is exceptionally valuable, you have a responsibility as a teacher to adapt to each individual. In addition, reflective analysis is an effective method for development and self-improvement.

Ask students for their insights on their comprehension and application of content

If you observe that some students are particularly good at integrating the content or are comfortable applying the material, you could ask them to share with the rest of the group how they came to understand the material and what strategies they used.

Students will feel valued in their skill development and learning effectiveness.

Be humble and open-minded

Pretending to always be right when teaching is a mistake. The acquisition of knowledge and the development of skills are enriched through listening, sharing of thoughts, and being open to the varied experiences and knowledge of others. Be sure to mention to students that a variety of methods are acceptable and provide reassurance by mentioning that other teachers or workers may do things differently. Learning is initiated in the classroom but develops throughout life.

THE MOST IMPORTANT POINT



**BELIEVE IN THE POTENTIAL
OF EACH INDIVIDUAL**

INSPIRATIONS AND COLLABORATIONS

THE MATERIAL PRESENTED IN THIS DOCUMENT IS INSPIRED BY

VOCATIONAL TEACHERS

Caroline Angell

Olivier Bouton

Julie Brouillette

Danielle Cloutier

François Dontigny

Liliane Fournier

Marie-Andrée Garant

Véronique Labelle

Linda Lafrance

Francis Lapointe

Manon Larouche

Steven Larouche

Line Legault

Laurence Paquette

Marc-Antoine Rioux

Nathalie Roy

CONTENT CREATORS

Lydia Desrosiers

Jolyanne Mongrain

COPYEDITOR

Camille Carrier-Belleau

Marie-Claire Légaré

EDITOR

Martine St-Germain

GRAPHIC DESIGN

WILD WILLI Design - Fabian Will

ILLUSTRATOR

Cassandre St-Louis



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de la **formation**
professionnelle
du **Québec**