

NOTES TO FACILITATOR

INTRODUCTION

This section serves as an orientation guide to you, the facilitator, and will assist you in facilitating the contact sessions, as well as a brief overview of the:

- Learning and teaching strategy
- Learning and teaching approach

As a facilitator, it is important that you keep in mind the particular profile of your target group, known as the participant profile. One of the requirements of Outcomes-based Education and Training (OBET) is that learning and training should be learner-centred. To meet this requirement we have, during the design and development stages of this course, taken into account the specific learning needs of learners.

LEARNING AND TEACHING STRATEGY

The learning and teaching strategy for this course has been designed in such a way that learners would be able to:

- Take **responsibility for their own learning** as they will have to apply what they have learnt in their individual contexts, and they should therefore frequently be directed to other resources than the specific modules and Sheriff's Handbook
- Develop their **critical thinking skills** (The use of Bloom's Taxonomy will guide authors and facilitators in this regard)
- **Solve problems** in all identified areas of learning
- **Apply newly acquired skills** in the workplace and provide evidence of this in assessment (if any)
- Become **independent learners** in the life-long learning process, and therefore should be given adequate guidance from the start of the course. This guidance should be adapted gradually, so that participants can become more independent as they progress through the course.

LEARNING AND TEACHING APPROACH

Participants should acquire knowledge and skills, and this should occur in an integrated way. At the same time, critical thinking skills, reflective skills and values should be developed. Participants should be given adequate exposure to theory and practice.

Expose participants to as many real-life situations/scenarios/case studies as possible. Care should be taken to acknowledge the fact that participants are adult learners with existing experience in this field, albeit on different levels. Facilitators should provide a large extent of guidance and opportunities for participants to reflect on and improve their level of experience.

Theory should be simplified by presenting it in simple, conversational language (yet still including field-related terminology). Content could be presented in accessible chunks in the form of overviews, summaries, conclusions, hints, etc.

Realistic, and where possible, controversial examples and case studies should be used to stimulate interest in order to expose participants to the complexities of situations in the workplace and to reinforce learning.

CONCLUSION

Facilitators and other stakeholders should continue the process of improvement for the sake of the learners as well as the profession.

We wish you success in your facilitation.