

Guidance notes for facilitators of group sessions

Part A

1. Share and discuss the objectives of the session with participants.
2. Confirm that the session will focus on vocabulary building, development of the main language skills and development of grammar. Additional concerns raised can be recorded to form part of future Continuing professional development activities.
3. Give sets of learner profiles to groups.
4. Ask participants to select a number of profiles from a pack to form a relevant transition teaching group, creating additional profiles as required on blank cards.
5. Ask groups to discuss learners' profiles and identify the individual learning needs of the selected group, on a flipchart. Discuss short and long term priorities for meeting those needs in the context of vocabulary building, the development of language skills and the use of grammar.
6. Ask groups to give a brief feedback of their findings to all participants.

Part B

1. Allocate to each group one of the three identified issues - vocabulary building, development of the main language skills and development of grammar.
2. Ask groups to explore which approaches would best meet individual and group learning needs of the previously identified transition group and record their findings on a flipchart.
3. Give a copy of the list of 'Approaches to transition' which is in this booklet on page 84 and also available to download from the Continuing professional development activities toolkit CD-ROM. Also encourage participants to add their own ideas for effective approaches and activities.
4. Ask each group to report on their findings to promote wider discussion.
5. Summarise the overall findings of the session for participants.

Part C

Ask participants, using flipcharts, to highlight priorities for action with their own transition teaching groups and share with all participants.
