

Strategies for training teachers to deliver risk education

This factsheet is based on the findings of a report on cases which involve training in-service and future teachers in either occupational safety and health (OSH) or in delivering risk education⁽¹⁾. Ideally, all teachers should receive training about OSH in their working lives and about how to incorporate risk education into their daily work.

If getting risk education properly embedded in the school curriculum is challenging, then the case studies show that it is even more difficult to get it into programmes for future teachers. However, the cases present various approaches and methods that could be considered or elaborated upon. They show that success is dependent upon taking a pragmatic approach, which is sensitive to the needs and circumstances of schools and courses for future teachers. They also show the value of training which supports a 'whole-school' approach combining the provision of risk education with the management of OSH to provide a safe and healthy work and learning environment. Developing the relevant partnerships and gaining the commitment of all key stakeholders will be crucial, as will be continuing to share practices and experiences.

One of the problems highlighted in the examples was reliance on individual contact to get risk education included. It is also problematic if training sessions are just one-off and are not part of regular, organised events. Projects need to be made sustainable by being part of an overall, coherent strategy.



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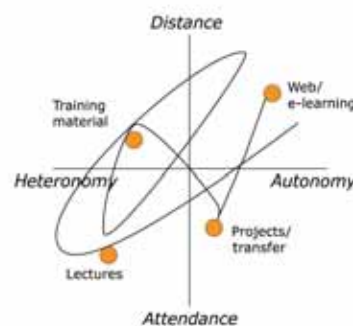
Developing a strategy

The cases suggest that such a strategy could include the following:

- training as part of a 'whole-school' approach which combines risk education and promoting improved OSH management in schools, including making OSH part of the daily work of all teachers, in a

school safety culture that promotes their participation and actively engages them;

- the training of all future teachers to include basic information about OSH in schools and how to embed risk education into their daily teaching;
- all teachers to receive OSH instruction as part of their induction on arrival at a school — incorporating pupil risk education;
- head teachers to receive additional training to obtain special knowledge on managing OSH and embedding risk education in school daily life;
- other teachers to receive additional training, depending on their teaching specialisation, to obtain special knowledge on OSH and risk education, plus consideration being given to appointing certain staff as 'champions' with a role to disseminate information and motivate others;
- setting targets for the minimum number of teachers to have received special training;
- networking schools and OSH/risk education 'champions':
 - to help keep other staff up to date — as schools often struggle on this,
 - to share and exchange experiences,
- the cooperation and participation of a wide range of stakeholders, including:
 - education authorities, curriculum bodies and institutes providing the training for future teachers,
 - other organisations whose topic can relate to risk education (health educators, accident prevention and road safety bodies, sports bodies),
 - teachers' professional bodies and trade unions,
- identifying synergies and ways to teach teachers, with the least disruption;
- providing schools with specific support, information and tools to create a healthy and safe learning and working environment, so that health and safety issues are considered to be of central importance to both teachers and pupils.



- Combining attendance and distance learning
- Optimising traditional and multimedia-based learning environment
- Combining autonomous and heteronomous learning
- Developing competences based on professional expertise

INQA Lernwelt: elements of a blended-learning approach

(1) 'Training teachers to deliver risk education — Examples of mainstreaming OSH into teacher training programmes' (http://osha.europa.eu/en/publications/reports/teachers-training-risk-education_TE3111358ENN/view)

Setting learning objectives

In order to discuss any training strategy with others, such as education authorities or training colleges for future teachers, it is important to be clear about the learning objectives that should be embedded into that training. Based on the cases, the learning objectives for the training of all teachers working in general teaching in primary and secondary schools could be focused around:

- acquiring the knowledge and skills to embed risk education into their daily teaching work;
- acquiring basic attitudes and knowledge in relation to their own occupational safety and health — i.e. OSH in schools; and
- acquiring the knowledge and skills to be able to make a positive contribution to their own and others' health and safety in schools.

Providing relevant and appropriate training resources

In previous EU-OSHA reports on mainstreaming OSH into education it was also noted that relevant teaching resources need to be developed and provided to schools and training colleges to support a strategy of mainstreaming risk education into education. The same holds for training for teachers. The case studies suggest that various resources and approaches for training teachers should be considered as part of a strategy to train teachers.

Training resources include:

- booklets for trainee teachers;
- booklets for teachers new to the workplace;
- resource packs for lecturers;
- resources for training teachers to provide cascade training;
- resources for teachers to provide cascade instruction and training to other teachers;
- self-explanatory materials for use with pupils in the classroom.

Training methods and approaches include:

- self-study options, especially e-learning and/or interactive CD-ROMs;
- blended learning — a combination of distance online training and contact training, e.g. in workshops;
- active learning methods where teachers use their own knowledge — especially important as this will be the teaching approach for pupils in the classroom;
- as with other areas of vocational training, including a link to teachers' own OSH in courses for trainee teachers;
- clearly linking the teacher training to the delivery of the curriculum.

Other training issues include:

- discussing training needs of teachers when classroom resources are piloted;
- looking at the possibilities of generic training, such as training relevant to health education, road safety education, physical education and risk education;

- exploring how to get the basic information and skills across to teachers in the minimum amount of time;
- linking the training to career development, through accreditation, provision of certificates, recognition of OSH management skills acquired, etc.;
- providing additional support for schools in doing risk assessments and managing occupational safety and health; and
- including an evaluation of projects, training programmes and methods.

- The approach of Ireland's Health and Safety Authority includes: e-learning (general for head teachers and teachers, specific for technology and science teachers); online summer courses for primary teachers; classroom resources for teachers; e-learning for students; events and competitions; and guidance and support on managing OSH in schools.
- Initiatives in Denmark include a network of teachers appointed as OSH 'ambassadors' in schools and customised courses for teachers at different educational levels.
- Poland involves teachers in planning a national OSH art competition, helping to develop their knowledge.
- Finland aims to have two teachers per school trained in health education, with workplace well-being embedded in the topic.
- German projects include multimedia training for tele-tutors and partnerships with sports organisations to develop training for teachers of high-risk sports.
- In the USA, a three-hour workshop is used to train teachers to deliver an OSH course for students.

Further information

The report is available in English on the EU-OSHA website at: http://osha.europa.eu/en/publications/reports/teachers-training-risk-education_TE3111358ENN/view

This factsheet is available in 24 languages at:

<http://osha.europa.eu/en/publications/factsheets>

EU-OSHA mainstreaming OSH into education webpages:

<http://osha.europa.eu/en/topics/osheducation>

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