

OCR Teaching in the Lifelong Learning Sector – Qualification Units

Unit 46 - Level 4 Theories and Principles for Planning and Enabling Learning (Literacy)

Level 4

QCA Accreditation Number M/500/9974

Unit description

Unit aims

The aim of this unit is to develop understanding of theories and principles for planning and enabling learning.

Credit value 15

Unit synopsis

This unit is about:

- Awareness of factors affecting literacy learning
- Potential impact of these on learner achievement
- Promotion of inclusive practice
- Understanding and application of teaching and learning strategies
- Activities in relation to effective communication and inclusive literacy learning.

Examples of teaching and learning strategies

The following teaching methods and learning strategies are appropriate to the delivery and development of the knowledge, understanding and skills covered in this unit. A variety of these should be used to provide a model of good practice to the candidate. This list is not exhaustive:

- Small group discussion
- Directed study and research

- Lecture
- Resource based learning
- Question and answer
- Micro teaching session
- Role play
- Discussion
- Lecture and exposition
- Games
- Debate
- Workshops
- Tutorials

Guidance on delivery for centres:

For candidates this may be the first opportunity to explore in depth the theories of language and literacy acquisition and relate to practice.

For many candidates this may be the first opportunity to explore in depth language and literacy acquisition, the relationship between language and society, and the impact of social, cultural and historical factors on both standard and non-standard forms of English.

Appropriate methods of delivery:

- Provision of individual learning plans
- Provision of guidance on the qualification and progression routes to further development
- Provision of opportunities for learning e.g. discussion fora, tutorials, workshop activities etc
- Provision of ongoing mentoring to the candidate, including review and feedback on learning experiences and development of competence
- Observation of peer-to-peer discussions of groups of candidates or of discussions with colleagues
- Observation of candidates working within a partnership

Guidance on assessment for centres

The assessment can include:

- Written assignments
- Case studies
- Research projects
- Student assessments
- Individual learning plans
- Lesson plans
- Written review of student's progress

This is a level 4 unit and thus the candidate must demonstrate complex skills and knowledge in this particular area of language acquisition and use. The ability to recognise and develop thinking across these criteria is to be encouraged but it does mean that written evidence whilst aiming succinctness and clarity of thought will need

to be of sufficient depth and breadth to meet the level 4 standard. There is an expectation that the written work will be presented at the appropriate level.

Suggested reading

The following list is not intended to be exhaustive, but provides suggested texts which candidates may find helpful. It is not compulsory for students to read all publications in the list; they are identified for reference only. Materials from the DFES Standards Unit and the Readwriteplus publications website are also recommended.

Armstrong, D. and Heathcote, V. (2003) *Literature Review of ESOL Learners with Learning Difficulties and/or Disabilities*

Barton, D. (1994) *Literacy: An Introduction to the Ecology of Written Language*, Oxford: Blackwell

Barton, D and Hamilton, M (1998) *Local Literacies: Reading and Writing in One Community*. London: Routledge

Barton, D., Tusting, K., Hoge, R., Appleby, Y. and Ivanic, R. (2006) *Linking Learning and Everyday Life: A Social Perspective on Adult Literacy, Language and Numeracy* London: NRDC

Baynham, M. (1995) *Literacy Practices: Investigating Literacy in Social Contexts*. London: Longman.

Carter, R. and Nunan, D. (2004) *The Cambridge Guide to Teaching Speakers of Other Languages* Cambridge: Cambridge University Press

Crowther, J., Hamilton, M. and Tett, L., (2001) *Powerful Literacies* London: NIACE

Crystal, D. (1998) *Rediscover Grammar* London: Longman

Crystal, D. (2003) *The Cambridge Encyclopaedia of the English Language* Cambridge: OUP

Crystal, D. (1997) *The Cambridge Encyclopaedia of the Language* Cambridge: OUP

Ellis, R. (1998) *Second Language Acquisition*, Oxford: OUP

Freire, P. (1972) *Pedagogy of the Oppressed* London: Penguin

Heath, S. B. (1983) *Ways with Words: Language, Life and Work in Communities and Classrooms* Cambridge: Cambridge University Press

Ivanic, R. and Tseng Lydia Ming-I (2005) *Understanding the Relationships Between Learning and Teaching: An Analysis of the Contribution of Applied Linguistics*

Larsen-Freeman, D. (2004) *Techniques and Principles in Language Teaching* Oxford, Oxford University Press

Lightbrown, P M and Spada N. *How Languages are Learned* Oxford: OUP

Mercer, N. and Swann, J., (2001) *Learning English: Development and Diversity Third Edition*, London: Routledge

Mitchell, R. and Myles, F. (1998) *Second Language Learning Theories* London: Arnold

Scrivener, J. (2004) *Learning Teaching* London: Macmillan

Street, B. (1995) *Social Literacies. Critical Approaches to Literacy in Development, Ethnography and Education.* London: Longman

Swan, J. (1994) *Describing Language* Open University Press

Taylor, D. and Dorsey-Gaines, C. (1998) *Growing up Literate: Learning from Inner City Families* Portsmouth, NH: Heineman

Trask, R.L. (1999) *Key Concepts in language and Linguistics*, London; Routledge

Yule, G. (1996) *The Study of Language Second edition.* London: Longman

Websites

www.ocr.org.uk

www.qca.org.uk

Qualifications and Curriculum Authority

www.dfes.gov.uk/readwriteplus

Department for Children, Schools and Families

www.lluk.org.uk

Lifelong Learning UK

www.niace.org.uk

National Institute of Adult Continuing Education

www.nrdc.org.uk

National Research and Development Centre

www.move-on.org.uk

www.skillsforlifenet.com

Information network

www.sfl.org.uk

Skills for Life

www.sflip.org.uk

Skills for Life Improvement Programme

Assessment Criteria, Knowledge and Evidence Linked to Practice

1.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1	Identify factors affecting learning and explain the potential impact of these on learner achievement.	Familiarity with theories relating to literacy development, language acquisition and how such theories may account for individual learner achievement.	Produce two a learner profiles analysing learner achievement using theories relating to literacy development and acquisition.
1.2	Explain ways in which theories and principles of learning and communication can be applied to promote inclusive practice.	Understanding of how theories relating to literacy development and language acquisition can be used to promote inclusive learning.	

2.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1	Justify the selection and use of teaching and learning strategies with reference to theories and principles of communication and inclusive learning.	Experience in choosing and using a range of literacy teaching and learning strategies to ensure differentiation and inclusive learning.	Produce a literacy teaching portfolio including: <ul style="list-style-type: none"> • Individual learning plans • a scheme of work and corresponding session plans • session rationales and evaluation.
2.2	Apply up to date knowledge of own specialist area to enable and support inclusive learning, following organisational, statutory and other regulatory requirements.	Awareness and application of literacy teaching and learning approaches to ensure inclusive learning.	
2.3	Use and justify a range of inclusive activities and resources, including new and emerging technologies, to promote and maintain an inclusive	Application of a comprehensive range of literacy development activities and resources e.g. ICT/ILT, tactile, kinaesthetic, visual and auditory learning styles.	
		Understanding of the strengths and limitations of communication methods used in the planning and delivery of learning e.g. email, minutes, report, presentation, informal	

	learning environment.	and formal discussion, telephone in workshops, tutorials, individual/pair/small group and whole group work, meetings, synchronous and asynchronous networked learning using skills in argument, negotiation, arbitration, explanation, questioning, summing up and persuasion.	
2.4	Use and justify a range of skills and methods to communicate effectively with learners and relevant others in the organization.		

3.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1	Apply minimum core specifications in literacy to improve own practice.	Familiarity with and skills attainment in the minimum core requirements in relation to individual literacy, language, numeracy and ICT skills.	Produce a skills audit evidencing the candidate's level of competence against the minimum core requirements supported by a reflective teaching practice journal.
3.2	Apply minimum core specifications in language to improve own practice.		
3.3	Apply minimum core specifications in mathematics to improve own practice.		
3.4	Apply minimum core specifications in ICT user skills to improve own practice.		

4.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Evaluate own strengths and development needs in relation to the application of theories and principles of learning and communication.	Identification of current understanding of and experience in applying theories relating to literacy development and language acquisition.	Provide a portfolio of literacy teaching skills, knowledge and experience audit of theories relating to literacy development and language acquisition and an action plan to develop and
4.2	Identify ways to adapt and improve own practice with reference to	Analysis of own methods and quality in applying current understanding of and experience in applying theories relating	

	theories and principles of learning and communication drawing on feedback from learners.	to literacy development and language acquisition.	improve own performance in integrating theory into practice
4.3	Plan and take up opportunities to develop and improve own performance in integrating theory into practice.	Identification of development needs in understanding of and experience in applying theories relating to literacy development and language acquisition.	