

OCR Teaching in the Lifelong Learning Sector – Qualification Units

Unit 47 - Level 5 Curriculum Development for Inclusive Practice (Literacy)

Level 5

QCA Accreditation Number T/500/9975

Unit description

Unit aims

The aim of this unit is to develop knowledge and understanding of the issues and implementation of inclusive practice in the curriculum offer of literacy teaching and learning.

Credit value 15

Unit synopsis

This unit is about:

- Issues of equal opportunity and diversity in the curriculum offer (literacy)
- Theories, models and principles of curriculum design (literacy)
- Impact of social, economic and cultural differences on teaching, learning and achievement in the subject specialism of literacy
- Self evaluation of implementation of inclusive practice in own curriculum design and delivery
- Planning own professional development in respect of these issues.

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
- Presentations
- Workshop activities
- Tutorials.

Guidance on delivery for centres:

For many candidates this may be the first opportunity to explore in depth the issues and implementation of exclusivity in the development and implementation of the literacy curriculum offer.

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
- Professional discussion with the assessor will test the knowledge requirements, where these are not already met through the activities described above.

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 students' progress.

This is a level 5 unit and thus the candidate must demonstrate complex skills and knowledge in this particular area of curriculum development. The ability to recognise and develop thinking across these criteria is to be encouraged but it does mean that

written evidence whilst aiming at succinctness and clarity of thought will need to be of sufficient depth and breadth to meet the level 5 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.

Ainley, P. and Bailey, B. (1997) *The Business of Learning: Staff and Student Experiences of Further Education in the 1990s*. London: Cassell

Altrichter, H., Posch, P. and Somekh, B. (1993) *Teachers Investigate Their Work: An Introduction to the Methods of Action research*. London: Routledge

Armitage, A. et al (1999) *Teaching and Training in Post-Compulsory Education*. Buckingham: Open University Press

Brown, G. and Yule, G. (1984) *Discourse Analysis*; CUP

Ball, S., Maguire, M. and Macrae, S. (2000) *Choice, Pathways and Transitions Post-16*. London: Routledge Falmer

Brown, S. and Race, P. (1994) *Assess Your Own Teaching Quality*. London: Kogan Page

Crystal, D. (2006) *How Language Works*; Penguin

Curzon, L. (1997) *Teaching in Further Education: An Outline of Principles and Practice*. 5th edition. London: Cassell

DfEE (1998) *The Learning Age: A Renaissance for a New Britain*. London: HMSO

DfEE (1999) *Learning to Succeed: A New Framework for Post-16 Learning*. London: HMSO

DfES (2002) *Access for All*

DfES (2001) *Schools – Achieving Success*. London: HMSO

FEFC, (1996); *Inclusive Learning, The Tomlinson Report*

Fromhin, V., Rodman and Hymns, N. (2003) *An Introduction to Language*; Boston Heine

Gardiner, A. (2003) *A Level Study Guide*, English Language; Revision Express

Gibbs, G. (1995) *Assessing Student Centred Courses*. Oxford: The Oxford Centre for Staff and Learning Development

Goleman, D. (1996) *Emotional Intelligence*. London: Bloomsbury

- Gravells, A. (2006) *Delivering Adult Learning – Level 3 Coursebook*, Learning Matters
- Jessup, G. (1991) *Outcomes: NVQs and the Emerging Model of Education and Training*. London: Falmer
- Maslow, A. (1987) *Motivation and Personality*. New York: Harper & Row
- Petty G (2004) *Teaching Today* (3rd Edition), Nelson Thornes
- Pring, R. (1995) *Closing the Gap: Liberal Education and Vocational Preparation*. London: Hodder and Stoughton
- Reece, I. and Walker, S. (2003) *Teaching, Training and Learning: A Practical Guide (5th Edition)*
- Rowntree, D. (1987) *Assessing Students: How Shall We Know Them?* London: Kogan Page
- Swann, J. (1994) *Describing language*; OUP
- Tennant, M. (1997) *Psychology and Adult Learning*. London: Routledge
- Trask, R. and Maybin, B. (2000) *Introducing Linguistics*; Token Books
- Unwin, L. and Wellington, J. (2000) *Young People's Perspectives on Education, Training and Employment*. London: Kogan Page
- Wallace, S. (2005) *Teaching and Supporting Learners in Further Education* (2nd Edition) Learning Matters
- Yule, G. (1996) *The Study Of Language*; OUP

Websites

- www.qca.org.uk Qualifications and Curriculum Authority
- www.dfes.gov.uk Department for Children, Schools and Families
- www.lluk.org.uk Lifelong learning UK
- www.nrdc.org.uk Provides excellent research documents on aspects of literacy
- www.move-on.org.uk An approach to improving literacy and numeracy for employees
- www.LSNeducation.org Learning and Skills Network.
- www.skillsforlifenetw.com Skills for Life Information
- www.sfl.org.uk Skills for Life Information
- www.sflip.org.uk Lists professional development opportunities through the Skills for Life initiative

www.ocr.org.uk OCR website

www.ofsted.gov.uk The Office for Standards in Education

Materials from the DFES: Standards Unit And Readwrite Plus publications- website are also recommended

Assessment Criteria, Knowledge and Evidence Linked to Practice

1.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1	Analyse ways in which the curriculum offer might differ according to the educational/ training context.	Current contexts for delivery of literacy e.g. <ul style="list-style-type: none"> • Work- based learning • Move on • E-learning • Learn Direct • Train to Gain • Discrete delivery • Embedded • ESOL learners in literacy groups • LLDD learners. 	Carry out a 30 minute presentation to a group: <ul style="list-style-type: none"> • Outlining how the curriculum offer differs according to purpose and context, giving examples including some from own practice • Produce a suitable handout summarising the information.
1.2	Analyse ways in which delivery of curriculum might vary according to purpose and context, with reference to examples from own practice.		

2.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1	Analyse theories, models and approaches to curriculum design and their potential influence on outcomes for individual learners and groups.	<ul style="list-style-type: none"> • Processes in curriculum development • Discrete delivery • Embedding model • Contextualised model • Student- centred learning • e-learning • Use of modern technologies • Virtual learning environments • Schemes of work • Lesson plans 	Discuss different curriculum models, taking into account context and constraints and discuss how the design and delivery affect outcomes for individual learners. Using an example of a curriculum model of literacy delivery you are familiar with, analyse its appropriateness for either an individual learner or a specified cohort. Give the background of the student/ students and the context.
2.2	Analyse the appropriateness of a particular curriculum in relation to individual learners/ a cohort of learners.		

		<ul style="list-style-type: none"> • Evaluation • Learning styles • Maximising funding • Effective and efficient use of resources • ILPs • Diagnostic and initial assessment. 	
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3.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1	Analyse and explain ways in which equality of opportunity and respect for diversity can be built into curriculum design.	Issues relating to equality of opportunity, e.g. ethnicity, religion, gender, age, socio-economic status, learning difficulties and disabilities.	Produce lesson plans for 15 hours of delivery which incorporate evidence of equality and diversity. These hours can count towards the minimum requirement of 75 hours for the whole literacy unit and should demonstrate delivery at two different levels, entry level, level 1 or level 2. Deliver and evaluate the effectiveness of your sessions, include learners feedback. Outline social and cultural differences and discuss in a written assignment how they can effect planning and delivery of teaching and learning and achievement. Document examples from your own practice of discriminatory behaviour, institutional or personal/ social and discuss how these can or have been challenged.
3.2	Analyse and explain the impact of social, economic and cultural differences on teaching, learning and achievement in own specialist area.	Differentiation in lesson planning. Equal opportunities policy. Health and safety policy.	
3.3	Explain ways to challenge discriminatory behaviours where they occur in the learning environment.	Appeals procedure. Disability Discrimination Act (1995).	

4.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Apply theories, principles and models of inclusive curriculum to the design and implementation of programmes of study.	Theories and principles of inclusivity. Curriculum models incorporating these.	Take your own curriculum design and produce a written analysis in the light of theories and models of inclusive practice. Justify proposals to improve the curriculum offer and site examples where these have been implemented evaluating their effectiveness.
4.2	Justify proposals to improve the curriculum offer and evaluate their effectiveness where these have been implemented.	Examples of curriculum offers addressing these issues. Awareness of criteria evidencing implementation.	

5.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
5.1	Analyse how theories, principles and models of inclusive curriculum design and development are used to inform own practice and the provision in own specialist area.	Theories, models and principles of inclusivity in curriculum design. Opportunities available for appropriate professional development.	Write a report demonstrating how the theories, models and principles of inclusive learning have impacted on your own practice in respect of literacy teaching and learning. From your own practice and self reflection log describe the effectiveness of your own approach to inclusive curriculum design outlining your own strengths and areas of improvement. Produce an action plan with SMART targets for your own professional development needs in this area.
5.2	Evaluate own approaches, strengths and development needs, in relation to inclusive curriculum design and development.		
5.3	Plan and take up opportunities to develop and improve own learning and practice in curriculum design and development.		