OCR Teaching in the Lifelong Learning Sector – Qualification Units

Unit 19 – Level 4 Teaching a Specialist Subject

Level 4
QCA Accreditation Number K/500/9925

Unit description

Unit aims:

The aim of this unit is for student teachers in full teaching roles working with other teachers, technical staff and external agencies to deliver support and deliver learning in a specialist area of literacy/numeracy or ESOL.
This unit will enhance the student teacher's knowledge and understanding which underpin the pedagogy in their own specialist area.

Credit value: 15

Unit synopsis:

This unit provides student teachers with the opportunity to demonstrate and enhance their ability to deliver teaching and learning in their own specialist are:

- Understanding of the philosophies and key aims of education and training in own subject specialist area
- Demonstrating a knowledge of resources available and being able to evaluate their effectiveness in own specialist area
- Schemes of work and lesson plans to demonstrate up to date knowledge of curriculum issues in specialist area
- Demonstrate the awareness of the importance of equal opportunities in pedagogy
- Demonstrate own professional development in own specialist area

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 student-teacher. 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

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

This is an optional unit and the centre must be able to provide opportunities for teaching practice.
There is an expectation that the written work will be presented at an appropriate level.

The assessment can include:

- professional discussions with the student teacher and their colleagues,
- witness statements,
- Reviewing documentation, including minutes, reports, and presentations, schemes of work, lesson plans, assessment plans and marking schemes.
- Video recordings
- Observation of practice in partnership fora.

- Written evidence by the student teacher on research, analysis and interpretation of wider professional practice.

This is a level four unit and thus the student teacher must demonstrate complex skills and knowledge and in this particular area of partnerships it will often covering more than one element of the assessment criteria. The ability to recognise and develop thinking across these criteria is to be encouraged but it does mean that reports, whilst aiming for succinctness and clarity of thought will need to be of sufficient depth and breadth to meet the level four standards.

Therefore, reports presented as evidence should be substantial and this will be reflected in the length and content of professional discussions and video recordings.

Suggested reading:

The following list is not intended to be exhaustive, but provides suggested texts which student-teachers 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 read write plus publications website are recommended

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

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

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

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,

Habeshaw, S., Habeshaw, T. and Gibbs, G. (1984) *53 Interesting Things to Do in*

your Seminars and tutorials. Bristol: Technical and Educational Services

Habeshaw, S., Habeshaw, T. and Gibbs, G. (1984) *53 Interesting Things to Do in your Lectures*. Bristol: Technical and Educational Services

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)* Business Education Publishers Ltd

Rowntree, D. (1987) *Assessing Students: How Shall We Know Them?* London: Kogan Page

Tennant, M. (1997) *Psychology and Adult Learning*. London: Routledge

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

Websites

www.ocr.org.uk   OCR web site

www.qca.org.uk   Qualifications and Curriculum Authority

www.dfes.gov.uk   Department for Children, Schools and Families (Formerly Department for Education and Skills (DfES)

www.gtce.org.uk   General Teaching Council for England

www.gtcs.org.uk   General Teaching Council for Scotland

www.gtcw.org.uk   General Teaching Council for Wales

www.gtcni.org.uk   General Teaching Council for Northern Ireland

www.estyn.gov.uk   The Office of Her Majesty's Chief Inspector for Education and Training in Wales

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

www.hmie.gov.uk Her Majesty's Inspectorate of Education (Scotland)

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www.lgpartnerships.com A local government sponsored site which provides a tool box for those developing partnerships (accessed 02/07/2007)

www.niace.org.uk/information/briefing_sheets/ACLF.htm   (2002) *Building Effective Partnerships* (accessed 1/8/2007)

www.14-19guide.org.uk The Association of Learning Providers, *A How to Guide for for Work-based learning providers.* (accessed 1/8/2007) [Although focusing on under 16 age group it has a useful chapter on Effective Partnerships)

Assessment Criteria, Knowledge and Evidence Linked to Practice

1.

		Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1		Review key aims of education and training in own specialist area.	Understand: • The Skills for Life Quality Initiative • Relevant government reports • The role of agencies such as CfBT, NIACE, Skills for Life Network, LSC and Quality Improvement agency • Current philosophies in your specialist area and their implementation.	Provide an analysis of the impact of recent reports such as Leitch. Summarise the key issues facing government in regard to Skills for Life. Document the progress of The Skills for Life initiative. Discuss recent reports such as The Leitch Reports and their impact. Analyse the philosophies underpinning education and training in your specialist area in relation to recent curriculum developments such as "embedding".
1.2		Discuss key philosophical issues relating to education and training in own specialist area.		

2.

		Assessment Criteria	Knowledge	Practice
2.1		Summarise the aims and structure of a range of key courses and qualifications in own specialist area.	Demonstrate a knowledge of: Course and qualifications available in own specialist area: • Courses and qualifications at all levels • Structure of course in terms of aims, content, length and delivery.	List a range of appropriate qualifications and courses available in your specialist area. Summarise the aims and structure of six of these which you consider to be key. Select a particular course or qualification you deliver and demonstrate through your scheme of
2.2		Justify how own approach to the planning and preparation of a particular course or qualification in own specialist area enables the identified aims to be met.		

			work how your planning and preparation enables your aims to be met.

3.

	Assessment Criteria	Knowledge	Practice
3.1	Discuss the inclusiveness of own approach to the planning and preparation of a particular course or qualification in own specialist area.	Demonstrate an understanding of: • Issues relating to equality of opportunity, e.g. ethnicity, religion, gender, age, socio-economic status, learning difficulties and disabilities • The incorporation and use of ICT in planning, preparation and delivery of a course, e.g. virtual learning environments, the internet, smart books etc. • Strategies for teaching and learning in own specialisation.	Produce a scheme of work for a course or qualification in your own specialist area. Comment on how you have taken into account particular issues relating in order to maximise opportunities for teaching and learning. Plan , prepare and deliver 30 hours of teaching at two different levels in your own specialist area including: • Lesson plans • Copies of teaching and other learning materials • Use of ICT • Demonstrate approaches to meet individual needs. Four hours of observed teaching should be split into at least three different sessions. Justify how your approach to the planning and preparation has taken into account key curriculum issues relating to your specialist area.
3.2	Justify how own approach to the planning and preparation of a particular course or qualification in own specialist area takes account of key curriculum issues, including the role of new and emerging technologies.		

4.

	Assessment Criteria	Knowledge	Practice
4.1	Review a range of learning and teaching resources, including new and emerging technologies, discussing their effectiveness in meeting individual learning needs.	Demonstrate a knowledge of resources available in own specialist area: • paper based • ICT • Internet • other.	Review resources available in your own specialist area. Comment on the effectiveness of these in relation to individual needs. List the resources you use in your own pedagogy justifying your choice for your client group.
4.2	Explain and justify the inclusiveness of own use of a range of resources.		

5.

	Assessment Criteria	Knowledge	Practice
5.1	Review a range of opportunities for liaison with other teachers and trainers within own specialist area.	Recognise the importance of: • Professional training (Skills for Life) • Meetings (formal and informal) • Mentoring and coaching • Teaching and learning observations • Appraisal • Conferences • Other opportunities to net work	Keep a reflective log documenting opportunities you have had to liaise with other practitioners in your specialist area. Evaluate the impact on your own practice. Give examples of how you have changed your practice as a result.
5.2	Review the impact of liaison with other teachers and trainers within own specialist area on own practice.		

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6.

	Assessment Criteria	Knowledge	Practice
6.1	Review own approaches, strengths and development needs in relation to own specialist knowledge and skills.	Demonstrate a knowledge of: • Specialist underpinning knowledge • Approaches to Pedagogy and rationale in your own specialist area	Reflect on and discuss your strengths and development needs in relation to your underpinning knowledge and approaches to your own specialism.
6.2	Discuss ways to develop and update own specialist knowledge and skills.	Options available to facilitate your own professional development in your specialist area.	Produce an action plan with SMART targets to evidence proposed professional development.