OCR Teaching in the Lifelong Learning Sector – Qualification Units

Unit 17 – Level 4 Theories and Principles for Planning and Enabling Learning

Level 4
QCA Accreditation Number D/500/9887

Unit description

Unit aims

The aim of this unit is to develop the student-teacher's knowledge and understanding of the theories, principles and statutory requirements behind the successful implementation of inclusive teaching and learning strategies. It will ensure that all student-teachers have the necessary skills and knowledge to develop successful teaching and learning strategies, including the integration of functional skills, relevant to their specialist subject or curriculum area. Teachers will also be able to demonstrate how to integrate theories, principles and regulatory requirements to develop their own learning and practice.

Credit value 15

Unit synopsis

This unit concentrates on the practical application of:

- Theories and models of learning and teaching
- Principles of good communication
- Knowledge of organisations' policies that provide staff with guidance or a code of practice on all aspects of promoting equality and inclusive learning and engaging with diversity.*
- Knowledge of The Data Protection Act 1998 and its application particularly in regard to confidentiality and disclosure.

  * A more in depth investigation of the relevant legislation forms part of the unit 'Wider Professional Practice.'

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
- Resource based learning
- Question and answer
- Role play
- Discussion
- Presentations for scene setting and summarising
- Games
- Debate
- Work with mentors who support the teaching specialism.

Guidance on delivery for centres

For many student-teachers this may be their first opportunity to explore in depth theories and models of teaching, learning, motivation, communication and policies to promote inclusive practice and engage with diversity. The emphasis should be on developing a good understanding of the theories, principles and policies and their application to practice. Structured small group work based on well designed tasks that link concepts, theories, principles and models to practice are recommended. This could be combined with group presentations. Whole group work that concentrates on presentations that introduce concepts, theories, principles and models is valuable when used with well designed question and answer strategies. Whole group work is also ideal to use feedback from small group work to clarify misconceptions and summarise key issues. Scenario building and role-play can be used effectively to develop understanding. Video footage of experienced teachers applying and reflecting on the application of theory and video footage of curriculum developers explaining the principles that underpin certain theories are also useful for teaching theory and applying it to practice.
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Please note that recently there has been considerable research and debate around theories and models of 'learning styles' and reports of the 'bad practice' that has occurred when these theories are applied to teaching and learning strategies.   There are many alternative theories and models of good teaching and learning practices to include in this unit.

Guidance on assessment for centres

It is important that:

- a wide variety of assessment methods are used that respond to the particular professional development needs of individual trainees.

- student-teachers can apply and demonstrate their knowledge and understanding of theory, principles and regulatory requirements in terms of their own practice.

Assignments could be written or submitted as audio or video diaries. These can include, for example, professional conversations with a mentor or subject coach, course tutor. A student-teacher may also plan to be observed integrating new approaches to teaching and learning based on the development of their skills, knowledge and understanding, and provide a written or audio explanation of how their practice has developed in relation to theory and principles. Clear criteria, in addition to the LLUK assessment criteria, such as coherent and well-grounded, explanations and evaluations introduction and conclusions will need to be provided. The personal development portfolio could include examples of student-teachers' work that has been revised, or understood in new ways, in the light of their knowledge and understanding of theories, principles and legislation or regulatory requirement.

This is a level four option and thus the student teacher must demonstrate complex skills and knowledge, often covering more than one element of the assessment criteria. Normally a report should be should be of a minimum four sides of A4. Similarly, professional discussion and video recordings will need to reflect the requirements of action learning and should be of at least 15 minutes duration. Minutes of meetings on managing and enabling student behaviour may be used but only if it is possible to demonstrate that the student teacher's contribution is significant, contributes the meeting of assessment criteria and identifiable within the body of the document.

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.

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

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

Coffield, F. et al, (2004) *Learning styles and pedagogy in post-16 learning. A systematic and critical review.* Learning and Skills research Centre/Learning and Skills Development Agency

Curzon, L. (2003) *Teaching in Further education: An Outline of Principles and Practice. 6th edition.* London: Continuum International Publishing Group

de Freitas, S. and Yapp, C. (2005) *Personalised Learning in the 21st Century.* Stafford: Network Educational Press Ltd.

Donovan, L.L., Meyer, S.M., Peters, J.M., Torres, C.B., Camargo-Borges, C., uqras, J., Schiller, M. and Pyser, S. (2006) *Lifelong Learning "On the Road to Find Out": How Theory Informs Practice and How Practice Informs Theory.* Anne Radford.

Garner, H. (2007) *Five Minds for the Future.* Boston: Harvard Business School Publishing

Gravells, A. (2006) *Delivering Adult Learning – Level 3 Coursebook*, Learning Matters,

Harrison, R., Reeve, F., Hanson, A. and Clarke, J. (2003) *Supporting Lifelong Learning: Perspectives on Learning and Teaching.* London: Routledge Chapman and Hall.

Hillier,Y. and Thompson, A. (2007) *Readings in Post-compulsory Education.* Continuum International Publishing Group

Jarvis, P. (2004) *Adult Education and Lifelong Learning: Theory and Practice.* London: Routledge/Falmer

Jarvis, P., Holford, P. and Griffin, C. (2003) *The Theory and Practice of Learning.* London: Falmer Press

Moon, J. (1999) *Reflection in Learning and Professional Development.* Kogan Page

Osborne, M., Houston, M. and Toman, N. (2007) *The Pedagogy of Lifelong Learning: Understanding Effective Teaching and learning in Diverse Contexts.* London. Taylor and Francis Ltd.

Reece, I. and Walker, S. (2006) *Teaching, Training and Learning: A Practical Guide (6th Revised Edition)* Business Education Publishers

Tennant, M. (2005) *Psychology and Adult Learning.* London. Routledge

Wallace, S. (2007) *Teaching, Tutoring and Training in the Lifelong Learning Sector,* 3rd revised edition. Learning Matters*.*

Wallace, S. (2007)*Managing Behaviour and Motivating Students in Further Education,* 2nd revised edition. Learning Matters*.*

Websites

www.basic-skills.co.uk

www.becta.org.uk

www.centreforexcellence.org.uk   Centre for Excellence

www.ocr.org.uk

www.qca.org.uk   Qualifications and Curriculum Authority

www.dcsf.gov.uk Department for Children, Schools and Families (0-16 and 16-19 in schools)

www.disu.gov.uk   Department for Innovation, Skills and Universities

www.lsc.gov.uk learning and Skills Council

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www.lsneducation.org.uk Learning and Skills Network

www.lluk.org.uk Lifelong Learning UK and Standards Verification UK

www.nasen.org.uk national Association for Special Educational Needs

www.niace.org.uk National Institute for Adult and continuing Education

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

www.qia.org.uk   Quality Improvement Agency (The Excellence Gateway 'gold dust' portal has video footage of teachers talking about their teaching and curriculum developers discussing the principles behind research and theory)

 www.ssda.gov.uk   Sector Skills Development Agency

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.	Understand what motivates learners to learn and the importance of learners' experience and aspirations.	Demonstrate practices that encourage the development and progression of all learners through recognising, valuing and responding to individual motivation, experience and aspirations.
1.2		Explain ways in which theories and principles of learning and communication can be applied to promote inclusive learning	Understand principles, frameworks and theories which underpin good practice in teaching and learning.	Apply and evaluate relevant theories of learning to support the development of practice in learning and teaching.

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.	Recognise and understand the effective and appropriate use of different forms of communication informed by relevant theories and principles.	Demonstrate the ability to communicate effectively and appropriately using different forms of language and media, including written, oral and non-verbal communication, and new and emerging technologies to enhance learning.
		Apply up to date knowledge of own specialist area to enable and support inclusive learning, following organisational, statutory and other regulatory requirements.	Understand teaching and learning theories and strategies relevant to own specialist area.

Understand ways to apply relevant statutory requirements and the underpinning principles.

Understand ways to ensure that resources are inclusive, | Apply and evaluate appropriate strategies and theories of |

2.3	Use and Justify a range of inclusive activities and resources, including new and emerging technologies, to promote and maintain an inclusive learning environment.	promote equality and support diversity. Understand the need for confidentiality, respect and trust in communicating with others about learners.	teaching and learning to own specialist area. Demonstrate good practice through maintaining a learning environment which conforms to statutory requirements and promotes equality, including appropriate consideration of the needs of children, young people and vulnerable adults. Select, develop and evaluate resources to ensure they are inclusive, promote equality and engage with diversity. Demonstrate the effective communication of information and feedback about learners to others with a legitimate interest, appropriately and in manner which encourages trust between those communicating and respects confidentiality where necessary.
2.4	Use and justify a range of skills and methods to communicate effectively with learners and relevant others in the organisation.		

3.

		Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1		Apply minimum core specifications in literacy to improve own practice.	Understand the different ways in which language and numeracy skills are integral to learner achievement in own specialist area.	Demonstrate work with colleagues with relevant learner expertise to identify and address literacy, language and numeracy development in own specialist area.
3.2		Apply minimum core specifications in language to improve own practice.	Understand the language, literacy and numeracy skills required to support own specialist teaching.	
3.3		Apply minimum core specifications in mathematics to improve own practice.		Demonstrate ways of ensuring own personal skills in literacy, language and numeracy are appropriate for the effective support of learners.
3.4		Apply minimum core specifications in ICT to improve own practice.	Understand ways to support learners in the use of new and emerging technologies in own specialist area.	Demonstrate ways to make appropriate use of, and promote the benefits of new and emerging technologies.

4.

		Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1		Evaluate own strengths and development needs in relation to the application in theories and principles of learning and communication.	Understand ways to evaluate own practice in terms of efficiency and effectiveness. Identify barriers to effective communication.	Evaluate the efficiency and effectiveness of own teaching, including consideration of learner feedback and learning theories. Evaluate and improve own

4.2	Identify ways to adapt and improve own practice with reference to theories and principles of learning and communication drawing on feedback from learners.		communication skills to maximise effective communication and overcome identifiable barriers to communication.
4.3	Plan and take up opportunities to develop and improve own performance in integrating theory into practice.	Understand ways to implement improvements based on feedback received.	Demonstrate the use feedback to develop own practice within the organisation's systems.