

OCR Teaching in the Lifelong Learning Sector – Qualification Units

Unit 44 - Level 4 Planning and Enabling Learning (Literacy)

Level 4

QCA Accreditation Number TBC

Unit description

Unit aims

The aim of this unit is to develop an understanding and skills in planning and enabling literacy learning.

Credit value 15

Unit synopsis

This unit is about:

- Understanding of the role and methods of initial assessment in the learning and teaching process
- Evaluation of ways of planning, negotiating and recording appropriate learning goals with learners
- Evaluation of the strengths and limitations of a range of resources, including new and emerging technologies, showing how these resources can be used to promote equality, support diversity and contribute to effective learning
- Planning of a scheme of work and related lesson plans using a variety of delivery methods which meet individual learners' needs and curriculum requirements

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
- Workshop activities
- Tutorials

Guidance on delivery for centres

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

It is advised that centres consider a combination of taught theory relating to planning and enabling literacy learning and teaching practice. There needs to be sufficient planning of the delivery to enable candidates to implement and reflect on literacy learning and teaching knowledge and principles.

Guidance on assessment for centres

The assessment can include:

- Written assignments
- Case studies/student profiles
- Reports/written/video/digital recording
- Reflective log/self evaluation
- Professional discussion – witness statement
- Presentation to peer group – follow on discussion
- Portfolios of CPD collaboration with other professionals

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 student-teachers may find helpful. It is not compulsory for students to read all publications in the list; they are identified for reference only. Student-teachers may also find the texts from Theories and Principles for Planning and Enabling Learning (Literacy) useful for underpinning knowledge. Materials from the DFES Standards Unit and the Readwriteplus publications website are also recommended.

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

Barton, D. and Pitt, K. (2003) *Adult ESOL Pedagogy a Review of Research, an Annotated Bibliography and Recommendations for Future Research* London: NRDC

Barton, D. and Tusting, K. (2003) *Models of Adult Learning a Literature Review*

Brooks, G., Torgersen, C., Porthouse, J., Burton, M., Robinson, A., Wright, K. and Watt, I., (2005) *Adult Literacy and Numeracy Interventions and Outcomes: A Review of Controlled Trials* London: NRDC

Besser, S., Brooks, G., Burton, M., Parisella, M., Spare, Y., Stratford, S. and Wainwright, J. (2004) *Adult Literacy Learners Difficulties in Reading: An Exploratory Study*

Brooks, G. and Rice, M. (2004) *Developmental Dyslexia in Adults: A Research Review* London: NRDC

Grief, S. (2007) *Effective Teaching and Learning Writing* London: NRDC

Mortimore, T. (2002) *Dyslexia and Learning Style* Whurr Publishers

Kleine, C. (2002) *Diagnosing Dyslexia: A Guide to the Assessment of Adults Second edition* London: Basic Skills Agency

Livingstone, S. (1997) *Rethinking the Education of Deaf Students: Theory and Practice from a Teacher's Perspective*, Greenwood Press

NRDC (2007) *Effective Teaching and Learning Reading* London NRDC

NRDC (2007) *Effective teaching and learning using ICT* London: NRDC

Websites

www.bbc.co.uk/education/skillswise

www.ocr.org.uk

www.qca.org.uk

Qualifications and Curriculum Authority

www.dfes.gov.uk/readwriteplus

www.lluk.org.uk

www.niace.org.uk
Education

National Institute for Adult and Continuing

www.nrdc.org.uk

National Research and Development Centre

www.move-on.org.uk

www.skillsforlifefnetwork.com

www.sfl.org.uk

Skills for Life

www.sflip.org.uk

Skills for Life Improvement Programme

www.basic-skills.org.uk

Assessment Criteria, Knowledge and Evidence Linked to Practice

1.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
1.1	Analyse the role of initial assessment in the learning and teaching process.	Understanding of the purpose and practice of literacy initial assessment and its position in the learning journey.	Provide a written rationale of your own use of an initial assessment tool demonstrating: <ul style="list-style-type: none"> • an understanding of the tool's strengths and limitations • how the tool informs diagnostic assessment and the negotiation of an individual learning plan.
1.2	Describe and evaluate different methods of initial assessment for use with learners.	Awareness of the strengths and limitations of a range of assessment tools used in initial literacy assessment including computer based software.	
1.3	Evaluate ways of planning, negotiating and recording appropriate learning goals with learners.	Understanding of the advantages and disadvantages of a range of approaches used in identifying, planning and recording literacy learning goals.	

2.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
2.1	Establish and maintain an inclusive learning environment.	Understanding of the concept, creation and maintenance of an inclusive learning environment within literacy skills development.	Produce a literacy teaching portfolio including: <ul style="list-style-type: none"> • a profile of learners' initial assessment, • diagnostic assessment • individual learning plans, • a scheme of work and corresponding session plans • session rationales and evaluations from the learner and tutor
2.2	Devise and justify a scheme of work which meets learners' needs and curriculum requirements.	Understanding of the principles and application of a scheme of work in the development of a literacy curriculum designed to meet learners' needs.	
2.3	Devise and justify session plans which meet the aims and needs of individual learners and/or groups.	Awareness and implementation of the relationship between a scheme of work and session plans in meeting literacy development needs effectively.	
2.4	Analyse ways in which session plans can be adapted to the individual needs of learners.		
2.5	Plan the appropriate use of a variety		

	of delivery methods, justifying the choice.	Clear recording of group, individual and differentiated literacy skills targets, activities and assessment.	perspectives. (this may count towards the minimum 75 hours of literacy teaching required in Literacy Teaching and Learning).
2.6	Identify and evaluate opportunities for learners to provide feedback to inform practice.	Strengths and limitations of a range of delivery methods appropriate for developing reading skills, writing skills and speaking and listening skills at the relevant level. Awareness and implementation of learner evaluation opportunities and feedback tools e.g. session exit cards.	

3.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
3.1	Select/adapt, use and justify a range of inclusive learning activities to enthuse and motivate learners, ensuring that curriculum requirements are met.	Awareness of the benefits and limitations in developing literacy using a range of individual, pair/small group and whole group activities and learning styles from <ul style="list-style-type: none"> the teaching and the learning perspective. 	Discuss and analyse in written format the use of learning styles in planning and implementing literacy skills development.
3.2	Analyse the strengths and limitations of a range of resources, including new and emerging technologies, showing how these resources can be used to promote equality, support diversity and contribute to effective learning.	Understanding of the theory and practice in selecting and evaluating literacy development resources according to effectiveness in: <ul style="list-style-type: none"> developing skill understanding developing skill application developing skill achievement. promoting equality and supporting diversity among learners. 	Select and evaluate in writing resources using a range of media i.e. CD rom, website, text book and worksheets in relation to a literacy skills development.
3.3	Identify literacy, language, numeracy and ICT skills which are integral to own specialist area, reviewing how they support learner achievement.		
3.4	Select/adapt, use and justify a range	Understanding of promotion of inclusive learning and	Evaluate resources in 3.1/3.2/3.3

	of inclusive resources to promote inclusive learning and teaching.	teaching. Demonstration of experience in promoting inclusive teaching and learning through resource selection.	for adaptability for use with learners with specific learning difficulties and learning difficulties and disabilities.
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4.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
4.1	Use and evaluate different communication methods and skills to meet the needs of learners and the organisation.	Understanding of strengths and limitations of communicating by email, minutes, report, presentation, informal 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.	Produce evidence of application and evaluation of four different communication methods applied in current teaching role.
4.2	Evaluate own communication skills, identifying ways in which these could be improved including an analysis of how barriers to effective communication might be overcome.	Awareness of own communication skills and development areas. Experience in developing a personal communication skills development action plan.	Prepare a communication skills audit.
4.3	Identify and liaise with appropriate and relevant parties to effectively meet the needs of learners.	Understanding an application of skills needed to discuss curriculum planning, assessment and development with key learning stakeholders.	Provide evidence of the candidate's involvement in meetings with colleagues e.g. co-ordinators, lecturers where relevant curriculum development and accreditation issues were discussed.

5.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
5.1	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 to evidence level of competence achieved and supported by reflective teaching
5.2	Apply minimum core specifications		

	in language to improve own practice.		practice journal.
5.3	Apply minimum core specifications in mathematics to improve own practice.		
5.4	Apply minimum core specifications in ICT user skills to improve own practice.		

6.

	Assessment Criteria	Knowledge	Evidence Linked to Practice
6.1	Use regular reflection and feedback from others, including learners, to evaluate and improve own practice, making recommendation for modification as appropriate.	Understanding of a range of methods in recording reflection from a range of learning stakeholders to inform practice. Application of evaluation and modification of own practice.	Produce a reflective diary reviewed by course tutors/peers on a regular basis.