



**Preparing to Teach in the Lifelong Learning
Sector
City & Guilds 7303
(Active Citizenship)**

**COURSEBOOK
2010**



June 2010 - Version 5

PTLLS City & Guilds 7303

Active Citizenship

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Welcome and Introduction

These materials accompany and outline the course **Preparing to Teach in the Lifelong Learning Sector City & Guilds 7303 (Active Citizenship)** and are primarily intended as a resource for adult education tutor/trainers working in a community context. This community context will be a varied one and tutor/trainers will be working with course participants from diverse backgrounds and with different experiences and expectations.

The aim of the course is to build confidence, skills and knowledge of teaching and learning methods and approaches within an active citizenship context. This course is designed for participants who are interested in becoming adult educators, as well as those who are active in their community and want to explore tutor/training as well as active citizenship further.

Many participants might be thinking about this pathway and may be keen to develop teaching skills or have completed introductory courses in their own communities through modules such as Introduction to Train the Trainers and Introduction to Active Citizenship. This course is the first step in their teaching and learning journey and the qualification provides an entry point and introduction for those new to teaching and training or those wishing to teach or train. It is a qualification for those seeking a 'stepping stone' to qualifications that entitles them to teach in the sector either as an 'Associate Teacher' or 'Full Teacher' role. It provides progression to the 7304 Certificate in Teaching in the Lifelong Learning Sector (CTLTS), for those seeking Associate Teacher status, and the 7305 Diploma in Teaching in the Lifelong Learning Sector (DTLLS), for those seeking Full Teacher QTLS status. The Award will equip a wide range of teachers and facilitators with what the Sector Skills Council, LLUK, has termed 'a threshold licence to teach'.

Tutor/trainers delivering this course may themselves be extremely experienced in adult education but be relatively unfamiliar with some of the 'active citizenship' themes and approaches. Thus one of our aims in producing this course has also been to provide a best practice model on which the experienced tutor/trainer can develop and build.

For all of those working through this course, whether as tutor/trainers or course participants, we hope that it helps to stimulate effective teaching and learning amongst active and engaged citizens.

Teaching/learning methods to be used

Teaching methods will be through a range of activities, including the opportunity for practical work, which, as well as helping to develop skills and knowledge, are designed to show some examples of methods available to teachers. The tutors are all experienced adult educators with many years teaching including training of tutors and tutor development.

As the course is based around 70 hours of learning, learners will be expected to undertake tasks and activities outside of the classroom. These 30 hours of non-contact time will include directed and self-directed learning including reflective practice and completing assignments.

There are two assignments, containing a number of tasks, which need to be completed in order to gain the qualification. These tasks include eight short written pieces of work covering background theory, completion of planning documents, delivering a micro-teach session, completing a reflective learning journal, as well as looking at the learner's own developmental needs and progression routes.

Using the Materials

These materials offer the structure and outline for a 40 hour City & Guilds accredited course: **Preparing to Teach in the Lifelong Learning Sector City & Guilds 7303 (Active Citizenship)**. Included is a Scheme of Work, course content – in the form of tutor/trainer points, ideas for activities and some resource information.

The materials indicate the main area of delivery from the tutor/trainer as well as associated activities. These are timed. It is likely that the tutor/trainer will use these materials flexibly depending on the needs and interests of participant groups.

The course can be delivered in a number of different ways and is comprised of 30 hours of the generic 7303 course with an additional 10 hours comprising of the Active Citizenship element of the program. The Active Citizenship hours can be incorporated into the sessions in flexible ways to suit the needs and interests of the student group. Course assignments and micro teach sessions should be completed to include the diversity of Active Citizenship interests of students.

Resources

In Section 5.4 can be found a range of handouts to support activities and further investigation around the training of tutor/trainers and active citizenship. Tutor/trainers will want to add their own handouts and resources and customise them according to the particular groups with which they are working.

Preparing to Teach in the Lifelong Learning Sector City & Guilds 7303 (Active Citizenship)

Course Aims:

The award is designed to enable candidates to:

- adopt an integrated approach to the theory and practice of teaching/training and tutoring
- reflect on own previous/current levels of experience, practice and skills, and areas for development
- identify principles of learning, teaching, assessment and evaluation in an active citizenship context
- develop communication and interpersonal skills
- develop an awareness of their professional role and responsibilities
- demonstrate ways adult education can bring about change

Course Learning Outcomes.

Participants will be able to:

- Identify the role, responsibilities and boundaries of a tutor/trainer within an adult education context
- describe own role, responsibilities and boundaries of role in relation to teaching
- justify appropriate teaching and learning approaches in a specialist area
- demonstrate session planning skills
- explain how to deliver inclusive sessions which motivate learners
- explain the use of different assessment methods and the need for record keeping
- define what is meant by active citizenship
- discuss the usefulness of 'active learning for active citizenship'
- explore the idea of being a potential active citizenship tutor

Introduction and Welcome to City & Guilds 7303 (Active Citizenship)

Your Name	
Contact Details	

Part 1 - Explaining the Qualification

Welcome to Preparing to Teach in the Lifelong Learning Sector (PTLLS)

City & Guilds 7303

Active Citizenship

Welcome to the City and Guilds Award in Preparing to Teach in the Lifelong Learning Sector (PTLLS). This course book is designed to provide you with essential information concerning the structure of the course and its delivery.

This award is for Pre-service or In-service Teachers or Associate Teachers, and is aimed at candidates who:

- Would like or require an introduction to teaching in the Lifelong Learning Sector or
- Are seeking career progression within their area of work **or**
- Will be/are seeking to progress towards ATLS/QTLS status **and/or**
- Teach on a one-to-one and/or group basis
- Are seeking to teach in an active citizenship context

The qualification is suitable for those who work or want to work as:

- Teachers in the Lifelong Learning Sector, i.e. Further Education (FE), adult and community education, work-based learning and the voluntary sector, provided they are qualified/experienced in Active Citizenship or the subject they intend to teach.
- Technicians and support staff in further and adult education

The qualification is designed to contribute towards the skills, knowledge and understanding for the Lifelong Learning Sector (LLUK) standards.

The qualification provides an introduction for those new to teaching and training or those wishing to teach or train Active Citizenship. It is the qualification for those seeking a 'stepping stone' to qualifications that entitle them to teach in the sector in either an 'Associate Teacher' or 'Full Teacher' role. It provides progression to the City & Guilds 7304 Certificate in Teaching in the Lifelong Learning Sector (CTLLS), for those seeking 'Associate Teacher' status, and the City & Guilds 7305 Diploma in Teaching in the Lifelong Learning Sector (DTLLS) for those seeking Full Teacher QTLS status. The award will equip a wide range of teachers and facilitators with what the Sector Skills Council, LLUK, has termed 'a threshold licence to teach'.

This unit which forms the 7303 qualification, goes towards and is part of, both the CTLLS and the DTLLS qualifications.

Structure of the qualification

This is a one unit qualification, comprising of the following sections:

- **Section 1:** Understand own role, responsibilities and boundaries of role in relation to teaching
- **Section 2:** Understand appropriate teaching and learning approaches in the specialist area
- **Section 3:** Planning, teaching and learning
- **Section 4:** Understand how to deliver inclusive sessions which motivate learners
- **Section 5:** Understand the use of different assessment methods and the need for record keeping

See Page 5 City and Guilds Handbook

More information about City & Guilds 7303

Course book

This course book not only provides you with information about the course, but also includes practical activities which you will be doing both in class and at home. Information sheets are intended to support your learning on the course, and for future reference. Please make sure you bring your Course book with you to every session – it is yours to write in and refer to.

Course attendance

The course consists of 40 hours of contact time and 40 hours self study. The contact time may be delivered in whole or half days, evenings or a combination. There may be extra time for tutorials.

Microteaching

An important element of the course will be a 30 minute micro-teach. This will be observed by your tutor, who must give feedback and complete the Observation Report (C&G Form 6). In addition, feedback must be given by your peer group, using C&G Form 8, and you will produce your own self evaluation using C&G Form 7.

Assessment

Each section within the qualification will be assessed within the two City & Guilds assignments. Each assignment has seven tasks that all need to be evidenced. To achieve the qualification, candidates must successfully complete both the theory (Assignment 1) and the practical assignment (Assignment 2). The qualification has a value of 6 credits (80 hours) on the Qualification and Credit Framework (QCF).

Task 6 in Assignment 2 requires candidates to complete a learning journal after each Course Session. Candidates are also required to complete a learning journal for their observations of the micro-teach session. You can complete extra journal entries if required but you should have a minimum of six journal pages. The C&G learning journal form must be used for this task.

Assignments must be submitted for feedback as required as you go through the course. This is firstly so that you have time to incorporate feedback before submitting your work for final assessment, and secondly so that you avoid the stress of doing them all at the last minute with no time for feedback.

Assignments will be graded **PASS** or **REFER**.

LLUK Professional Standards:

For the Level Three Award for teachers/ tutors/ trainers Preparing to Teach in the Lifelong Learning Sector (PTLLS)

This unit has 5 learning outcomes.

Learning Outcomes	Assessment Criteria
1. Understand own role, responsibilities and boundaries of role in relation to teaching.	1.1 Explain own role and responsibilities, and boundaries of own role as a teacher. (*) 1.2 Identify key aspects of relevant current legislative requirements and codes of practice within a specific context. (AP 3.1) 1.3 Identify other points of referral available to meet the potential needs of learners. (FP 2.1) 1.4 Identify issues of equality and diversity, and ways to promote inclusion. (AP 2) 1.5 Explain the need for record keeping.
2. Understand and demonstrate appropriate teaching and learning approaches in the specialist area.	2.1 Identify and demonstrate relevant approaches to teaching and learning in relation to the specialist area. (BP 2.2) 2.2 Explain ways to embed elements of functional skills in the specialist area (BP 4.3) 2.3 Justify selection of teaching and learning approaches for a specific session.
3. Demonstrate session planning skills.	3.1 Plan a teaching and learning session which meets the needs of individual learners. (CP 1.2) 3.2 Justify selection of resources for a specific session. (CP 4.1)
4. Understand how to deliver inclusive sessions which motivate learners.	4.1 Explain ways to establish ground rules with learners which underpin appropriate behaviour and respect for others. (DK 1.2) 4.2 Use a range of appropriate and effective teaching and learning approaches to engage and motivate learners. (DP 2.3) 4.3 Explain and demonstrate good practice in giving feedback. (EP5.2) 4.4 Communicate appropriately and effectively with learners. (AP 8.1) 4.4 Reflect on and evaluate the effectiveness of own teaching. (DP 2.9)
5. Understand the use of different assessment methods and the need for record keeping.	5.1 Identify different assessment methods. (EP1.1) 5.2 Explain the use of assessment methods in different contexts, including reference to initial assessment. (EP 1.2) 5.3 Explain the need for record keeping in relation to assessment. (EP 6.3)

***Note:** AC 1.1 represents coverage of the 6 domains which make up the overarching professional standards.

Assignment Details - Theory

These relate to the LLUK Professional Standards : teacher/ tutor/ trainer in the lifelong learning sector as shown in the numbering in the assessment criteria column.

Task	Assignment One: Theory	Words	Assessment Criteria
1.1	Describe what your role, responsibilities and boundaries would be as a teacher in terms of the teaching/training cycle	300-500	1.1
1.2	Identify the key aspects of current legislative requirements and codes of practice relevant to your subject and the type of organisation within which you would like to work	150-250	1.2
1.3	Explain how you could promote inclusion, equality and diversity with your current/future learners. Identify other points of referral available to meet the potential needs of learners	200-300	1.3 1.4
1.4	Explain the ways in which you would establish ground rules with your learners, which underpin appropriate behaviour and respect for others	150-250	4.1
1.5	Explain ways to embed elements of Functional Skills, in your specialist area	200-300	2.2
1.6	Explain the need for keeping records and describe the types of records you would maintain	200-400	1.5
1.7	State the different assessment methods available and explain the ones you would use for your subject area, including reference to initial assessment. State the types of assessment records you would complete and explain why	300-500	5.1 5.2 5.3

Assignment Details - Practical

Task	Assignment Two: Practical	Words	Assessment Criteria
2.1	Produce a learning programme/scheme of work in your subject area, for a minimum of six sessions (the length of each session is to be agreed between yourself and your tutor)	C&G Form 3 or suitable alternative	
2.2	Produce session plan/s (these can be from the scheme of work or different) for a minimum of 30 minutes	C&G Form 4 or suitable alternative	3.1 3.2
2.3	Deliver the micro-teach/teaching practice session/s, demonstrating a selection of teaching and learning approaches to engage and motivate learners	Video Evidence	2.1 4.2 4.4
2.4	Explain and justify the reasons behind your choice of teaching and learning approaches and use of resources, for your micro-teach	150-250 words	2.3
2.5	Obtain feedback from your peers and tutor/observer, complete a self evaluation to reflect and evaluate the effectiveness of your own teaching. Give feedback to your peers regarding their delivery	C&G Forms 6, 7 & 8	4.3 4.5
2.6	Complete a learning journal after each assignment completed	C&G Learning Journal	Can cover any or all of the assessment criteria
2.7	At the end of the programme, complete a summative profile and action plan	C&G Form 9	1.1

Quality Assurance

What you can expect from your tutor?

Your tutor will:

- Ensure that you are fully briefed on the requirements of the course
- Provide guidance and support on the assessment requirements
- Assess the extent to which your work contains evidence to demonstrate that the assessment criteria have been met
- Provide you with prompt, accurate and constructive feedback
- Keep accurate and legible records
- Agree assignment submission dates with candidates. These dates may be amended if appropriate following request from candidate in writing.
- Meet with other tutors and the programme coordinator to monitor, agree and maintain standards

Appeals

If you are not satisfied with the assessment of your work then in the first instance this should be raised with your tutor. If this fails to resolve the matter then the issue should be taken to the local programme coordinator and then the national quality controller for teacher training within the WEA. If the matter cannot be resolved using the internal WEA complaints procedure then it should be referred to the External Verifier whose decision will be final. A copy of the WEA appeals policy is available on request.

Equal Opportunities

The WEA is committed to equal opportunities and will ensure that no student is subject to unfair discrimination. Copies of the WEA Equal Opportunities Policy and the City & Guilds Equal Opportunities Policy are available on request.

Data Protection

Any personal data will be stored safely and kept confidential to ensure compliance with the Data Protection Act 1998 and the WEA's policy on Data Protection.

Suggested reading

The course book, the handouts you will be given on the course, and the notes and assignments you will write yourself should provide all the material you need, but if you want to read more widely, the following should be useful:

Recommended introductory texts

Curzon, L.B. (2003) Teaching in Further Education. Continuum International Publishing Group. ISBN 0826471153
 Daines J, Daines C and Graham B (2006) Adult Learning, Adult Teaching, 4th Edition Welsh Academic Press ISBN 1860571158
 Active Citizenship and Community Learning by Carol Packham ISBN 9781844451524
 Gravells A (2007) Preparing to Teach in the Lifelong Learning Sector – Level 3 Coursebook. Learning Matters ISBN 1844451173
 Petty G (2004) Teaching Today. 3rd Edition., Nelson Thornes ISBN 0748785256
 Wallace S (2007) Teaching, Tutoring & Training in the Lifelong Learning Sector. 3rd Edition ISBN 978-1-84445-090-9

Website addresses:

www.cityandguilds.com/qtls	www.DIUS.gov.uk
www.ifl.ac.uk	www.lluk.org.uk
www.lseducation.org.uk	www.niace.org.uk
www.chalkface.com	www.qca.org.uk
www.smartscreen.co.uk	www.support4learning.org.uk
www.tes.co.uk	www.thosewhocan.co.uk
www.vark-learn.com	www.learningandteaching.info

Useful website resources:

Framework for Active Learning for Active Citizenship
<http://www.takepart.org/framework-for-active-learning/>

Democracy Matters:
<http://democracymatters.info/index.html>

WEA Strengthening Democracy
<http://www.wea.org.uk/yh/project/democracy.htm>

Activity 1

Introductory Activity

Discuss these questions with a partner, making notes of your own thoughts.

1. What Active Citizenship courses do you hope to teach? What is your current community involvement?
2. Are there any particular concerns you have about the course?
3. What main areas of Active Citizenship do you hope to develop through doing the course?

Icebreaker Activities

The word icebreaker implies a bit of frost – most people feel a bit anxious about meeting new people and often don't know what to expect, and an icebreaker should warm up the atmosphere and start to break down barriers. You need to tailor icebreakers to the situation – whether it is a large or small group, whether some people know each other already, or whether they are complete strangers. You should also ensure that it is relevant.

For example, besides being aimed to bring individuals together, maybe in preparation for later group work, it could fit into the topic you are about to cover or even be in a form that allows you to complete an initial assessment of the group or the participants. As icebreakers should not be seen as something separate to the session or course, maybe it is better to think about them as the first activity. Most important of all, it should be fun – laughing is the best icebreaker.

Activity 2

Icebreakers

Your tutor will give you one or two ideas to try out in the group. Think about others you have used. List them below and identify the benefits of each

Icebreaker Activity

Citizenship Bingo - example

Main Benefit

Everyone talks to a number of other people in the group. Good for large groups.

Choose something which is topical in Active Citizenship – ‘I can name my MP’
‘I know the name of my councillor’
‘I have signed a petition or campaigned on an issue’

Activity 3

Working Together

In small groups of three or four spend about 10 minutes talking about what rules you think are needed for the group to work well.

Examples could include:

- Create a safe, comfortable democratic environment in which everyone can learn
- Approach the issue of confidentiality

When you have decided on some rules, report back to the large group to make a list of the agreed full group rules.

Discuss ways in which group members can help and support each other on the course. *List your main points on a flip chart and choose someone to report back to the group as a whole.*

The group rules can be re-visited throughout the course if necessary and both lists can be altered if the group chooses to do so.

This activity will help you with Assignment 1.4

Part 4 – The Course Sections

Section 1

The Tutor's Roles and Responsibilities

Learning Outcome

When you have completed this section, you will be able to describe the role, responsibilities and boundaries of your role in relation to teaching

This section includes the following topics:

- **The teacher's role, responsibilities and boundaries in planning, managing and delivering learning, based around the teaching/training cycle**
- **The importance of learning styles and individual differences in learning**
- **Issues of entitlement, equality, inclusivity and diversity, and ways to promote inclusion**
- **The learning environment e.g. college, institution, community, work and practice-based**
- **The concepts of adult teaching/training/tutoring**
- **Points of referral available to learners**
- **Key aspects of current, relevant legislation**
 - Generic, for example health & safety, equal opportunities, child protection, data protection
 - Subject specific, i.e. legislation related to the candidate's area of specialism
- **Record keeping**

This activity will help you with Assignment 1.1, 1.2, 1.3 and 1.6

Section 1: Understand own role, responsibilities and boundaries of role in relation to teaching Active Citizenship

Handout: Unit overview

Unit summary

This unit is about the role, responsibilities and boundaries of the tutor, and the principles of teaching in relation to the teaching/training cycle.

Background information

The teaching/training cycle consists of five processes:

- Identify needs
- Plan and design
- Deliver/facilitate
- Assess
- Evaluate

It's called a cycle as you can start at any point and follow through all the other points for training to be effective.

Identify needs: with a new group of learners, it is best to start with identifying the centre and learner needs, and this should be carried out before you start teaching. Ideally, your learners will have completed an application form which will give you some advance information about them. For example, you may have learners who require extra support e.g. for dyslexia, or you may have a learner who needs to use specialised equipment. You need to be aware of your boundaries regarding your teaching role, i.e. when to refer a learner to someone else or an agency who can help them. It's about knowing where your professional role stops in relation to the learner and/or the learning process. You need to know about the environment within which you will be delivering, the rooms, resources and facilities available. You also need to understand the type of environment you will be teaching in, for example college, private company, institution, adult and community, work and practice-based environments.

Plan and design: you will need to prepare a scheme of work and/or session plans for the course you are going to teach. You may also have to produce some handouts and design activities for learners to carry out. When you have a new group of learners, you will need to carry out an induction. This usually starts by introducing the learners to each other with an icebreaker activity. Icebreaker activities will enable your learners to relax and get to know each other. You will also give information about the qualification and you could include: a tour of the site, health and safety, equal opportunities, catering facilities etc.

Deliver/facilitate: you may deliver to a group or on a one to one basis. All learners are individuals and you will need to plan your teaching to reach all their learning styles. There are many learning styles questionnaires available, your centre may use a specific one, or you can search the internet for examples. Learners will usually be visual, aural and/or kinesthetic. Think of this as seeing, hearing, and doing. If you can make your delivery interesting, using activities to cover all three, you should reach all your learners. You also need to take into account issues of entitlement, equality, differentiation, inclusivity and diversity — aspects you will need to research further. It is important to create a positive experience when teaching. This will ensure your learners are motivated and are aware of all the requirements of the qualification and centre. Although you may have no control over the environment or room you are in; you can create a learning experience that they will remember more than the lack of facilities. Using a variety of resources, methods of delivery and activities, which involve your learners in their own learning, will help them remember topics.

Assess: there may be assignments or tests produced by the awarding body, or you may have to write your own assessment materials. Assessing your learners enables you to ascertain their skills and/or knowledge gained. Asking open questions - ones that start with who, what, when, where, why and how, will help you ascertain their knowledge. You will need to keep records of achievements and give constructive and developmental feedback to your learners. If you don't keep a record, and a learner loses an assignment with your feedback and grade on, you have no way of proving your learner actually carried out the work. Your course may have a system of quality assurance whereby another member of your team will sample some of your assessment decisions to ensure you are being fair. They will also keep records of their feedback to you and what was sampled and when.

Evaluate: you need to evaluate your delivery and the course as a whole. Your centre may have documents you can use for this, or you might have to design your own. Gaining feedback from your learners and evaluating yourself will enable you to improve your teaching in the future. It is useful to keep a journal to note relevant incidents and how you dealt with and learnt from them.

Besides teaching, your role will consist of many other activities, for example, attending meetings, taking registers, preparing and marking work.

You also need to be aware of key aspects of current, relevant legislation. This is generic and specific to your subject of Active Citizenship.

For example

Generic: health & safety, equal opportunities, child protection, data protection.

Subject specific: legislation and codes of practice related to your area of specialism.

You will need to find out which aspects of legislation and/or codes of practice will apply to your role as a teacher of Active Citizenship.

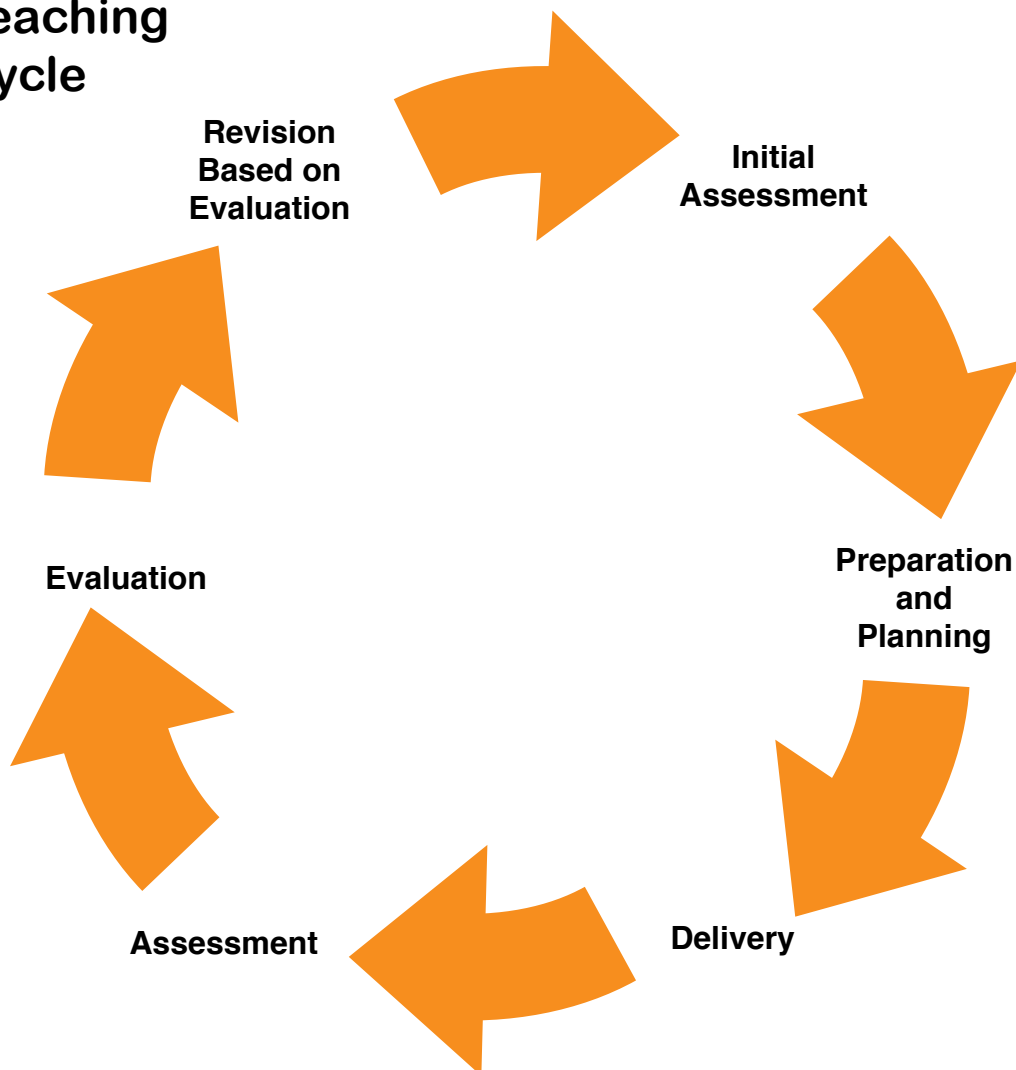
Your own experiences of being a learner will help you understand the teaching/training cycle and the roles and responsibilities you will have as a teacher.

This activity will help you with Assignment 1.1



Roles and Responsibilities The Teaching/Training Cycle

Teaching Cycle



As you go through, think about where you would put the content of this course on the cycle.

Ensure you use this cycle in your response to assignment 1.1

This activity will help you with Assignment 1.1

What do Tutors do?

What are their responsibilities?

Activity 4

Tutor roles and responsibilities

1 Make a list of what a tutor is **responsible for**.

2 With a partner, make list of all the different **activities** you might undertake as a tutor.

3 Can you think of any other tasks and activities you might undertake as an Active Citizenship tutor.

Present your responses to questions 1, 2 and 3 in a table. You will be asked to share your responses with the full group.

Check your answers with your job description if you already have one and /or the LLUK description of roles and responsibilities of an 'Associate' and 'Full' teacher on the following pages.

You may then want to update your table and this format could then be used for your answer to assignment 1.1

This activity will help you with Assignment 1.1

Defining teacher roles and responsibilities in the sector

LLUK (Lifelong Learning UK) has identified two distinct and important teacher roles in the FE sector in England, for which there are government regulations:

- a full teacher role which represents the full range of responsibilities performed by those who are expected to attain the status of Qualified Teacher, Learning and Skills (QTLS)
- an associate teacher role which contains fewer teaching responsibilities and which will be performed by those who are expected to attain the status of Associate Teacher, Learning and Skills (ATLS).

Teacher roles

Research undertaken by LLUK indicates that all teachers undertake the same activities in relation to the teaching cycle:

- Initial assessment
- Preparation and planning
- Delivery
- Assessment
- Evaluation
- Revision based on evaluation

The research also demonstrated that many teachers in the sector have significantly fewer responsibilities, in relation to these activities, than those in a full teaching role. These teachers are deemed to be in an associate teacher role. The two roles have been described in the **Further Education Teachers' Qualifications (England) Regulations 2007**.

“associate teaching role means a teaching role that carries significantly less than the full range of teaching responsibilities ordinarily carried out in a full teaching role (whether on a full-time, part-time, fractional, fixed term, temporary or agency basis) and does not require the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies”

“full teaching role means a teaching role that carries the full range of teaching responsibilities (whether on a full-time, part-time, fractional, fixed term, temporary or agency basis) and requires the teacher to demonstrate an extensive range of knowledge, understanding and application of curriculum development, curriculum innovation or curriculum delivery strategies”

Further Education Teachers' Qualifications (England) Regulations 2007

Learning Styles

One responsibility a tutor has is to teach in such a way as to cater as far as possible for the learning styles of everyone in the group. You can start by finding out more about your own.

Learning styles are the more or less consistent ways in which a person perceives, conceptualises, organises and recalls information, i.e. learns. Their development is influenced by genetic make up, previous learning experiences, culture, age, and the society they live in.

There are a number of theories about learning styles. The VAK (Visual, Auditory and Kinaesthetic) model is based on Bandler & Grinder's ideas in the field of Neuro Linguistic Programming.

It's worth being a little sceptical about learning styles. See Frank Coffield source: <http://www.scribd.com/doc/20311529/> See Handout Section 5.4.16

Activity 5

Learning Styles

Complete the questionnaire:

Identifying your learning styles

Do the exercise below to get you thinking about how you learn best and then complete the questionnaire (you can also use it with your learners).

1 Thinking about your learning style

I prefer to learn in the following ways

2 How were you expected to learn

a) in primary school

b) in secondary school

c) in further or higher education

3 Did the ways in which you were expected to learn help or hinder you?

4 How have you changed the ways in which you learn over the years

Given below are a number of incomplete sentences and three ways of completing each one. In each case select the way which most frequently represents your personal preference. In each case make only ONE choice.

	A	B	C
To keep up with current events I	read the newspaper thoroughly.	listen to the radio and or watch the TV news.	quickly read the paper and or spend a few minutes watching the TV news.
When I dress I am	a neat dresser.	a sensible dresser.	a comfortable dresser.
When reading novels I	like descriptive scenes/ stop to imagine the scene/ take notice of pictures.	enjoy dialogue and conversation/ 'hear' the characters talk.	prefer action stories and not a keen novel reader.
When I spell I	try to see the word.	try to sound out the word.	write the word down to find out if it 'feels' right.
When I am angry I	clam up, seethe, give others the 'silent' treatment.	quickly let others know and express it in an outburst.	storm off, clench my fists, grit my teeth or grasp something tightly.
When I have spare time I would rather	watch the TV, go to the cinema, theatre, or read.	listen to records or the radio, go to a concert or play an instrument.	do something physical for example, sport, DIY.
When I forget something I	forget names but remember faces.	forget faces but remember names.	forget faces and names but remember what they did.
When I have to discuss something important with another person I	prefer face to face meetings or writing letters.	use the telephone.	talk it out during another activity, for example while walking or having a meal.
When I enjoy the arts I	like paintings.	like music.	like dancing.
When I am talking I	talk sparingly, but dislike listening for too long.	enjoy listening, but am impatient to talk.	gesture a lot and use expressive movements.
If I am going to a meeting or group discussion I	come prepared with notes.	enjoy discussing issues and hearing others points of view.	wish to be somewhere else and spend the time doodling.
When I am with others they might interpret my emotions from my	facial expressions.	voice quality.	general body language.

When I visualise I	see vivid detail and pictures.	think in sounds.	have few images, but those that I do have involve movement.
When I concentrate I am	distracted by untidiness or movement.	distracted by sound or noises.	distracted by movement.
When I am praised I	like written comments.	like spoken comments.	like a physical action, such as a pat on the back or a hug.
When I try to work out someone's mood I	look mainly at their facial expressions.	listen to their tone of voice.	watch their body movements.
When I am inactive I	look round, doodle, watch something.	talk to myself or other people.	fidget.
When I am learning I	like to see demonstrations, diagrams, slides, posters.	like verbal instructions, talks and lectures.	prefer direct involvement for example, activities, role-playing.
When I go on a new long journey I	get the route from a book, such as AA /RAC Guide.	talk to someone to get the information.	get out maps, etc and make a plan.

A = visual = seeing B = auditory = hearing C = kinaesthetic = hands on

Add up your score under each category

Most people have a dominant learning style, although some are pretty evenly split – which one do you prefer? Then rank the others in order of your preference.

Visual	
Auditory	
Kinaesthetic	

Visual learners use information that is presented visually, in the form of diagrams, pictures, slides, overhead transparencies, flashcards, videos, demonstrations. Reading printed texts may be a preferred style.

Information



Auditory learners use information that is spoken in the form of talks, discussions, audiotapes/CDs, solve problems by talking about them.

javascript:window.opener.immDownload('j0197588','14',escape(window.opener.content.location.href),'1')

Kinaesthetic learners prefer learning by doing, moving and touch, i.e. through hands on activities, practical exercises, projects, field work, visits, modelling, anything involving movement.

You could use this questionnaire with your learners to help them identify their dominant learning styles. You can then use this information to ensure you are meeting individual learning needs by providing appropriate resources and materials and ensure that you are considering appropriate learning methods.

FOOD FOR THOUGHT

To a considerable extent people's learning is enhanced (or not) by their teacher's style and how they are taught.

In what ways do you think your own learning style influences your teaching style?

Often people feel they should teach the way they were taught, or the way they prefer to learn. This often means using methods that they feel are either expected or they find comfortable rather than trying to meet the individual needs of their learners.

Try this website for more on VAK: www.new-oceans.co.uk/new/vak3.htm

There are a lot of other Learning Styles assessments available and you could look at some of the following:

www.vark-learn.com

www.brainbox.co.uk/A3_ASPECTS/pages/VAK.htm

www.businessballs.com/Vaklearningstleestest.htm

http://www.support4learning.org.uk/education/learning_styles.cfm

<http://www.mindtools.com/mneme1sty.html>

<http://www.bbc.co.uk/keyskills/extra/module1/1.shtml>

How to recognise Visual, Auditory, Kinaesthetic learners

Below are generalised descriptions of the characteristics that learners of different learning styles may show.

Visual Learners

- Tend to remember what they see as images / diagrams.
- Enjoy watching and observing.
- Like to use pictures to explain text.
- Enjoy films and art galleries.
- Could be good at subjects like photography or art.
- Likely to be good at remembering faces.
- When spelling a difficult word, try to visualise it.

Auditory Learners

- Remember what you have said.
- Wonderful listeners.
- Enjoy discussion and debate.
- Note carefully what they have heard.
- Enjoy radio and music.
- Follow verbal instructions easily.
- Likely to remember people's names.

Kinaesthetic Learners

- Learn by doing.
- Like keeping their hands busy.
- Remember best what they have done, rather than seen or heard.
- Enjoy hands-on tasks and role plays.
- May find it difficult to sit still for a long period of time.

For the majority of courses, you just need to be aware that in any group of people there will be individuals with different learning styles, and therefore it is important to use a variety of teaching methods to ensure that the needs of as many learners as possible are met. You will also want to encourage people to stretch themselves by moving away from their 'comfort zone'(and yours!) and expose them to different ways of learning.

Activity 6

Boundaries

Tutors have a responsibility to maintain appropriate boundaries. As a whole group discuss what is meant by the term boundary? What is the purpose of maintaining boundaries? Do the organisations you work for have set boundaries which must be maintained? Enter your answers on a flip chart or whiteboard. In small groups, consider the following case studies and decide what boundaries you would be expected to maintain as a Tutor.

Case Study 1

Brian is an active member of the group and is very enthusiastic in participating in group discussions. You have noticed however that during the break Brian appears to dominate certain members of the group and lead them round to his belief system – Brian is a born again Christian. Although this does not affect the group discussions regarding Active Citizenship you can see that certain members of the group are uncomfortable with this behaviour and are starting to avoid him during the break.

As a tutor how would you deal with this?

Case Study 2

At the end of the course the learners invite you out for an evening meal. It's been quite a long course, and you have got to know them well, so you accept with pleasure. At the end of the evening one of them who lives quite near you asks for a lift home as she has drunk too much to drive. You agree, and as you drop her off, she invites you in for another drink. Do you agree?

You are asked to state what your boundaries as a teacher would be in assignment 1.1

This activity will help you with Assignment 1.1

Codes of Practice

The organisation you work for should have a Code of Practice. Make sure you are familiar with this. You may also belong to a professional body which has a Code of Practice you should follow. You should also be aware of the (draft) Code of Practice for the Institute of Learning, see below, as you will need to become a member to teach in this sector

Codes of Practice

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Institute for Learning - Code of Professional Practice

This Code of Professional Practice is published by Council under the Institute's Articles and Memorandum of Association and due to be effective from 1 April 2008.

BEHAVIOUR 1: Professional Integrity

The members shall:

1. Meet their professional responsibilities consistent with the Institute's professional values
2. Use professional judgement when balancing differing responsibilities and obligations to learners, colleagues, institution and the wider profession
3. Actively promote professional behaviour in others, never unjustly or knowingly damaging the professional reputation of another or furthering their own position unfairly at the expense of another
4. Preserve the integrity of all instances of assessment and quality processes
5. Uphold the standing and reputation of the Institute and not knowingly undermine or misrepresent its views nor their Institute membership, any qualification or professional status

BEHAVIOUR 2: Respect

The members shall at all times act with respect:

1. With regard to rights of learners and colleagues in accordance with relevant legislation and organisation requirements
2. And in a manner which recognises diversity as an asset and does not discriminate in respect of race, gender, disability and/or learning difficulty, age, sexual orientation or religion and belief

BEHAVIOUR 3: Reasonable Care

The members shall take reasonable care of learners within their supervision, ensuring their safety and welfare and comply with relevant statutory provisions to support their well being and development.

BEHAVIOUR 4: Professional Practice

The members shall:

1. Demonstrate their commitment to maintaining professional competence commensurate with the type and level of their responsibility
2. Provide evidence to the Institute that they have complied with the current Institute CPD policy and guidelines if requested to do so

BEHAVIOUR 5: Criminal Offence Disclosure

Any member shall notify the Institute as soon as practicable after cautioning or conviction and sentencing for a criminal offence. The Institute reserves the right to act on such information through its disciplinary process.

BEHAVIOUR 6: Responsibility during Institute Investigations

A member shall

1. If subject to an investigation, use their best endeavours, including meeting their own costs, to assist in that investigation and shall not seek to dissuade, penalise or in any way discourage a person from bringing a complaint against any member, interfere with or otherwise compromise due process
2. Report to the Institute any alleged (or potential) breach of this Code of Professional Practice by themselves of which they become aware

BEHAVIOUR 7: Responsibility to the Institute

The members shall at all times act in accordance with the Institute's conditions of membership which will be subject to change from time to time.

Consider how this Code of Practice could be used when you are delivering on an Active Citizenship course.

This item will help you with Assignment 1.1, 1.2



Information



WEA Code of Conduct

When participating in WEA courses and activities the following behaviour is expected of all staff, students and members:

- Act in a responsible way to safeguard your own health and safety and that of others (in line with the WEA Health and Safety Policy).
- Respect the different backgrounds, experiences and lifestyles of others.
- Act in ways which do not discriminate against people of different backgrounds (in line with the WEA Equality and Diversity Policy).
- Do not use language which could offend others, e.g. racist, sexist, homophobic, ageist, or language offensive to people with a disability.
- If you feel you have been treated with a lack of respect, been harassed or discriminated against, contact either your course tutor or the WEA Regional Secretary. They will follow this up with you.
- Comply with any other policies of this centre. They will be displayed in the classroom, if applicable.

All policies are on the WEA website <http://www.wea.org.uk> or available on request from the Regional Office.

This activity will help you with Assignment 1.2

Entitlement, equality, inclusivity and diversity

Ways to promote inclusion

As an Active Citizenship tutor you have a responsibility to ensure **inclusive teaching & learning**.

Inclusive teaching means recognising, accommodating and meeting the learning needs of all your learners. It means acknowledging that they have a range of individual learning needs, anticipating how you might find out what these may be, and thinking creatively about how to meet them.

Sometimes people are understandably reluctant to disclose certain things about themselves, especially initially. Tutors need to combine being sensitive to this, while staying in a state of awareness.

Your learners may be members of diverse communities, may have a disabling medical condition or mental illness. They may also have English as an additional language or be single parents. They may have had scarring experiences at school or in their personal lives which may have created barriers to learning – or none of these things, or many others. You should consider these issues when deciding on the ice-breaking activities you will use to ensure that they are inclusive.

Inclusive teaching avoids pigeonholing students into specific groups with predictable and fixed approaches to learning, and attempts to make the planning of strategies to meet individual needs and appropriate course content integral to the learning process.

Inclusive teaching matters because it is more likely to be good teaching. Also, we live in a diverse society and education should reflect, promote and facilitate this.

Activity 7

Clarifying the language

- 1 What do these words mean to you in the context of Active Citizenship?

Entitlement

Equality

Inclusivity

Diversity

This activity will help you with Assignment 1.3

Entitlement

Induction & during session time

- the student is given details of the entitlements from the provider
- Financial support available
- Support & guidance from the tutor and provider
- Signposting where necessary
- Complaints procedure
- Rules & regulations of the classroom and provider
- Equal opportunities policy

Equality

Induction & during session time

- To ensure that no person is subject to unfair treatment in any way
- To pursue non discriminatory practices (age, gender, race, sex, learning difficulties and disabilities, harassment, religion, marital or financial status)

Inclusion

Initial assessment

- Are the students on the appropriate course? Would it be more appropriate to signpost them elsewhere?

During sessions

- Aiming specific name questions to bring shy and less confident into the group. Ensure this is done with empathy and does not cause embarrassment.
- Group work – placing different people into different groups
- Tutorials – support and guidance

Diversity

- Enabling and valuing the differences within, between and among people

Health & Safety

To promote and consolidate such measures as are reasonably practicable to foster the health and safety of staff & students

- To provide and maintain a safe and healthy environment
- To state the appropriate responsibilities of the individual to ensure the health, safety and welfare of all persons
- Risk assessments are applied

Activity 8

The planet Earth is coming to an end and there are only twenty survivors.

There is another planet available to start a new generation, and the space ship will be arriving in 24 hours to take the survivors to their new home. However the space ship can only carry ten people, and by the time it could get back to Earth, it would be too late for the remaining people.

Your task is to decide which ten people you would allow on the space ship to start a new generation on the new planet.

The twenty people on Earth are:

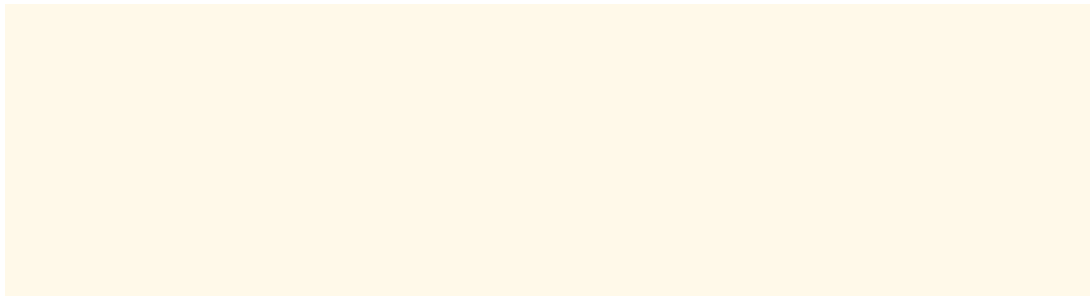
- DOCTOR
- NURSE
- SCHOOL GOVERNOR
- CRIMINAL WHO HAS SERVED 10 YEARS IN PRISON FOR VIOLENT CRIMES
- MOTHER WITH TWO CHILDREN (counted as one)
- POLICEMAN
- DRUG DEALER
- TRADE UNIONIST
- VICAR
- DENTIST
- ELECTRICIAN – YOUNG BLACK MAN
- COMMUNITY LEADER
- COUNSELLOR
- MEMBER OF PARLIAMENT (LABOUR PARTY)
- YOUNG MAN WHO HAS BEEN DIAGNOSED AS HIV POSITIVE
- GRANDMOTHER
- SOCIAL WORKER
- GARDENER
- JUDGE – STRONG TORY VIEWS
- YOUNG MAN IN A WHEELCHAIR

Activity 9

Equality

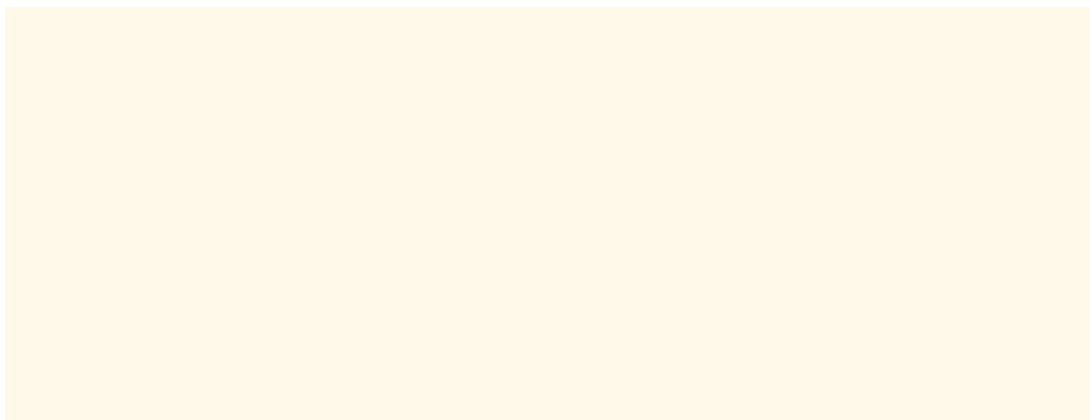
1 Anne is 25 years old and suffers from impaired vision. She has a guide dog and uses a stick to help her get around. She is extremely independent and capable, and uses public transport to travel to and from your group who meet twice a week. She learned to type at a special school for the blind, and is now keen to learn to use computers to help her get a job or do volunteer work as part of a management committee. She is very passionate and involved.

Within your group what aspects of equality of opportunity would you have to consider?



2 You are a female tutor for a course on Campaign Skills and you have an active, very involved group of 18 students aged between twenty and sixty four years. These include five female students who are aged between twenty and twenty five and thirteen males aged between twenty five and sixty four. Three of the females who are from ethnic minority groups are finding it difficult participating in some of the group discussions as these tend to become quite noisy with different students talking over each other. You have noticed that as the course progresses these three women are not participating in the discussions and one has commented to another member of the group that she feels she is being ignored and she feels she is wasting her time coming on the course.

What can you do?



Activity 10

Assessing individual needs

1 In your small group, think about **how** you can assess what the individual needs of your learners are regarding Active Citizenship initially, and as the course progresses. Note these here:

At the first one or two meetings

During the course

Share your ideas with the whole group.

How can you ensure that factors which could make it hard for people to feel fully included are addressed?

Identify and note in the boxes overleaf other possible situations which could prevent your learners from achieving their full potential, and suggest strategies which will maximise inclusivity.

This activity will help you with Assignment 1.3

2 How could you cater for the results of your assessment?

Barrier	Strategy for inclusion
James enjoys being part of the group and attends every week. However he suffers from a speech impediment which prevents him from being part of group discussions. He can become extremely frustrated when he has something to say and this makes the impediment more severe.	
Sue is a single parent who has no time or place for self study. She is passionate about being involved in the community especially on single parent issues – male and female.	
Maria speaks good English, but finds it hard to write. She is very involved in her local community, especially where women are concerned, and she would like to take a more prominent role. She does not have time to take a literacy course at this moment in time.	

Differentiation is a term which is often used in this context. It means an approach to teaching that attempts to ensure that all students learn well, despite their many differences.

<http://www.geoffpetty.com>

Some ideas for initial assessment activities

Your course needs to cater as much as possible for individual learner needs, and to enable both you and the learners to assess the distance travelled. Depending on the kind of group you are working with, you could use one of the following activities in the first session to assess learners' starting points:

- Using your course learning outcomes, get each learner to think about whether she/he already knows a lot, something or nothing about each one. (You might want to change these in the light of what comes out of this discussion). Then get them to identify their own personal goals for the course and record them on their Learner Record form.
- A quiz can be a useful way of finding out what people already know about the subject - it needs to be fun and not too long but can provide valuable information about individual starting points.
- You could get your learners to write a brief paragraph about why they have come on the course and what they hope to gain from it. This will also give you clues about whether the learner may wish to work on literacy, language or numeracy issues. Learning Support may be required for this. Contact your organiser if you have any uncertainties about this.
- Get learners to interview each other and take notes of the answers.

Session One

Find out about your learners:

- Why have they come?
- What do they expect?
- What prior experience or knowledge do they have regarding Active Citizenship?
- What they can actually do already (related to Active Citizenship)

After Session One

Write up brief notes about each learner or keep copies of what they write about themselves.

Read any questionnaires, quizzes etc.

Revisit your planning and scheme of work.

Initial assessment can be achieved through:

- Group sharing prior experiences
- Questions about previous experience and knowledge of Active Citizenship
- Pro forma for learner self assessment
- Ice breaker that incorporates information about previous experience
- Finding out why learners have enrolled
- Observation of learner confidence (on arrival)
- Tutor observation/visual assessment during the session
- Setting an appropriate task (as an initial activity)
- Completion of, and information on, the enrolment forms
- Use of informal games or quizzes
- Learners introduce themselves and their starting points
- Speaking to individual learners
- Prior knowledge of learners/group (from previous courses and/or Branch or organiser)
- Group question and answer session
- Informal chat with newcomers

Activity 11

Points of Referral

Share ideas about where you might be able to refer any learner who may have special needs that you can't meet; always be aware of your boundaries. Where might you find this information?

Possible Needs	What can you do as the tutor to support?	Where can you get support from within the organisation?	Where can you get support outside the organisation?
Literacy and Numeracy			
Dyslexia			
Visual Impairment			
Hearing Impairment			
Who to contact	How	Questions to ask	Support required
Voluntary organisations			
Local development agencies			
Council information officer			
Local journalist			
Local councillors			
Local pressure groups			
National pressure groups			
Trade unions			
Professional bodies			
FOOD FOR THOUGHT Referral When you need to refer learners to further sources of help, how do you think you should do this? What are the boundaries of your responsibility? Should you: Give the contact details to the learner? Ring up the organisation on their behalf? Go with them to make sure they get there? Help the learner to think about what they are going to say?			

This activity will help you with Assignment 1.3

Introduction to Active Citizenship

Would you please take a few minutes of your time and complete the following questionnaire, and if possible return it to me before I leave. For each question tick the box you feel applies to you. Add any additional information you feel is relevant. Your answers will greatly assist me in ensuring that you receive maximum benefits from your course

Name:

	Yes	No	Slightly
Do you know the different definitions of Citizenship?			
Are you involved in any areas of Active Citizenship?			
Have you ever been involved in volunteering?			
Would you like to become more involved as an active citizen?			
Do you know who to contact for advice or how to become more involved?			
Do you consider that you will need support in any of the following areas?	<input type="checkbox"/> language <input type="checkbox"/> Sight	<input type="checkbox"/> reading	<input type="checkbox"/> hearing
What do you hope to achieve from this course?	<input type="checkbox"/> To improve employment potential		
	<input type="checkbox"/> Self improvement		
	<input type="checkbox"/> To gain a qualification		
	<input type="checkbox"/> Other		

Please comment on any area which you think would benefit you in your learning

Activity 12

Identifying Needs

Case-studies

A. Amelia

Amelia is an enthusiastic student who always joins in whole group and small group discussions. Her contributions are valued by both the learners and the tutor alike. However, every time you set a written task Amelia will not do her share of note-taking for the group. She never completes written homework tasks, saying that she doesn't see the point.

B. Abdullah

Abdullah attends every lesson, is always early and on time, and is often the last person to leave. He works very independently on tasks and his work is generally of a good standard. He is always enthusiastic to research relevant subjects regarding Active Citizenship. However, he rarely makes an oral contribution to lessons. Some learners' have begun to make comments about him, such as "he thinks he's too good for us".

C Georgia

Georgia is often late to sessions, looking flustered. She is a lone parent and has two small children - one who attends the crèche at your centre. She also has to leave the course early in order to pick up the other child from the child minder. Missing chunks of work, especially discussions, is affecting her course work.

D. Jason

When the course started Jason was the 'life and soul' of the group. He was cheerful, energetic and everyone seemed to appreciate his sense of humour. However, lately Jason has become more and more withdrawn. Sometimes it seems like he isn't listening or concentrating on the tasks.

What might be behind the learner's behaviour?

How would you approach this situation?

How could you support the learner?

Legal Responsibilities

As a tutor you have certain legal responsibilities in the following areas:

Health and Safety Disability Child Protection Data Protection

Activity 13

Quiz

Look at the material on the following pages, and answer the following questions:

Legal Responsibilities Quiz

- 1 When did the final part of the Disability Discrimination Act, Part 4, come into force?
- 2 What sector does the DDA Part 4 apply to?
- 3 Which body has produced a Code of Practice for the post 16 Sector?
- 4 Where can you get more information?
- 5 Where is more specific information on the duties of educational providers in relation to the Sex Discrimination Act to be found?
- 6 What does the Race Relations (Amendment) Act add to the original act?
- 7 Where can you get more information on the RRA?
- 8 What do tutors need to alert learners to in relation to completing forms?
- 9 Name 3 Health & Safety issues that tutors need to be particularly aware of?
- 10 Name 3 Acts/Regulations relating to Health & Safety in the context of the post 16 sector.
- 11 What does RIDDOR stand for?
- 12 How long does copyright last after an author's death?
- 13 Under which Act was the CRB established?
- 14 What's the name of the approach to the well-being of children & young people from birth to 19 years of age?
- 15 When did the Age Discrimination Act come into force?

Legislation:

The Equality Act - The Bill is intended to simplify the law by bringing together existing anti-discrimination legislation. The Equality Act 2010, when in force, will therefore replace the Equal Pay Act 1970, Sex Discrimination Act 1975, Race Relations Act 1976, Disability Discrimination Act 1995, Employment Equality (Religion or Belief) Regulations 2003, Employment Equality (Sexual Orientation) Regulations 2003[3] and the Employment Equality (Age) Regulations 2006.

The Act extends until 2030 the exemption from sex discrimination law allowing political parties to select all women or all men candidate short-lists. The existing exemption until 2015 was created by the Sex Discrimination (Election Candidates) Act 2002.

http://www.equalities.gov.uk/equality_act_2010.aspx

The Disability Discrimination Act (1995) (DDA) places requirements on employers and service providers not to discriminate against disabled people. The DDA Part 4 amended the Act to make it illegal for colleges and LEAs to discriminate against a disabled learner or potential learner for a reason related to their disability. Colleges and LEAs now have duties not to treat a disabled student or potential students less favourably for a reason related to their disability, and to provide “reasonable adjustments” for disabled students. The final part of the DDA Part 4 came into force in September 2005.

Further information: <http://www.hmso.gov.uk/acts/acts2001/20010010.htm>

The Disability Rights Commission have produced a new Code of Practice which applies to the post 16 sector and deals with how to avoid unlawful discrimination against disabled people and students. Further information: <http://www.equalityhumanrights.com/>

Sex Discrimination Act (1975,1986) makes it unlawful to discriminate against people on grounds of sex or marital status. It defines this as: Direct discrimination when someone is treated less favourably because of their gender, and indirect discrimination when unjustifiable requirements are set that apply to everyone, but in fact discriminate against individuals because of their gender. Specific reference to the duties of providers of education are set out in the Act and related guidance. Further information: <http://www.equalityhumanrights.com/>

The Race Relations Act (1976) and the Race Relations (Amendment) Act 2000 have similar requirements. In addition the Amendment places a duty on public bodies to promote equality between different racial groups. Further information: www.hmso.gov.uk or opsi.gov.uk

The Age Discrimination Act (2006) makes it unlawful to discriminate against people on the grounds of age. Overt discrimination would include making someone redundant because they are considered too old for the job and indirect discrimination would include making ageist comments.

The Copyright, Designs & Patents Act (1988). The length of copyright in the UK now extends to 70 years after the originator/author's death.

The Data Protection Act (1998) restricts the processing of personal data about individuals,

particularly how and when that data can be passed on to others. The Act in practice requires educational providers to ask students' permission to pass on any information if necessary, to alert students to the use that will be made of information when asking them to complete application, enrolment or examination forms, and to ensure appropriate procedures are in place to keep sensitive information confidential.

Further information: www.hmsso.gov.uk/acts

The Criminal Records Bureau (CRB) is an Executive Agency of the Home Office and provides wider access to criminal record information through its disclosure service. This service enables organisations in the lifelong learning sector to make safer recruitment decisions by identifying candidates who may be unsuitable for work which involves children and/or vulnerable adults. The CRB was established under part V of the Police Act 1997 & was launched in March 2002. See Independent Safeguarding Authority for the current position. <http://www.isa-gov.org.uk/>

The Protection of Vulnerable Adults (POVA) scheme adds an extra layer of protection to the pre-employment processes included in CRB checks.

The Children Act (2004) requires you to report any concerns you may have about children if you believe them to be at risk of cruelty, abuse or neglect. 'Every Child Matters: Change for Children' is an approach to the well-being of children and young people from birth to 19. The Government's aim is for every child, whatever their background or their circumstances, to have the support they need to: be healthy, stay safe, enjoy & achieve, make a positive contribution and achieve economic well-being.

Further information: www.everychildmatters.gov.uk/strategy/guidance

There are numerous pieces of Health & Safety legislation which tutors need to be aware of – these are listed below. They relate to the safety of teaching accommodation, and in making education visits. Further information: your organisation will have a Health & Safety policy

Health & Safety at Work Act 1974

Workplace (Health, Safety & Welfare) Regulations 1992

Provision & Use of Work Equipment Regulations 1992

Manual Handling Operations Regulations 1992

Health & Safety (Display Screen Equipment) Regulations 1992

Reporting of Injuries, Diseases & Dangerous Occurrences Regulations (RIDDOR) 1995

This activity will help you with Assignment 1.2

Activity 14

Tutor Responsible for Health & Safety

The teaching accommodation you are using should have been checked by your employing organisation. However, as a tutor you have further responsibilities for Health & Safety:

Activity



What do you think they are? List your answers here.

You may have other legal responsibilities. Make a note of them here.

This activity will help you with Assignment 1.2

Health & Safety

- Have you checked your physical environment?
- Is the layout of the room suitable?
- Are the materials set up and ready for use?
- Is the equipment working correctly?
- Are the lights switched on/off; are the blinds drawn/open?
- Is there adequate ventilation/heat?

Have you -

- Gone through the emergency procedures?
- Said where the toilets are situated?
- Said when the break time is?
- Said what time the session ends?

Do you know -

- Where the nearest phone is?
- Where the First Aid point is?
- What to do with a difficult person?

Activity 15

Record Keeping

1 Most organisations require tutors to keep comprehensive records of their activities

Why?



1 Why keep records?

3 Which would you use?

This activity will help you with Assignment 1.6

Ways of reviewing your own progress and performance

Activity



Self reflection

However experienced we are, there is always something to learn and to learn from. It is also often easier to see learning happening when we get things wrong rather than getting it right as it can be easier to learn what not to do. It's good practice to write up your reflections on every session you teach. This will not only give you the best chance of doing it better next time, but will also provide material for reports etc – and your learning journals .

You might find it useful to use the following headings when you write up your experiences

Description:	What are you going to reflect on? What did you talk about, do, see, hear or whatever.
Feelings:	What were your reactions and feelings?
Evaluation:	What was good and bad about the experience? Make value judgements.
Analysis:	What sense can you make of the situation? Bring in ideas from outside the experience to help you. What was really going on?
Conclusions (general):	What can be concluded, in a general sense, from these experiences and the analyses you have undertaken?
Conclusions (specific):	What can be concluded about your own specific, unique, personal situation or ways of working?
Personal Action plans:	What are you going to do differently in this type of situation next time? What steps are you going to take on the basis of what you have learnt?

At the end of the course, make notes under these headings and use them to write your final Assignment on C&G Form 9.

Section 2

Approaches to Teaching and Learning

Learning Outcome

When you have completed this section you will be able to identify appropriate teaching and learning approaches in the specialist area

This section includes the following topics:

- Appropriate teaching and learning approaches for individuals and groups
- Appropriate Functional Skills in specialist areas e.g. numeracy, literacy, IT
- Challenges, barriers and attitudes to learning
- The learning environment
- Use of resources e.g. presentation software, overhead projector, whiteboard, learning materials etc.

This activity will help you with Assignment 1.5

Building the learning group

Many people gain much more from learning in a group than on their own. A sense of shared purpose, motivation and an environment for sharing that comes from groups often makes learning easier and you therefore need to give some thought to maximising that potential.

Understanding how groups work

Groups are composed of individuals and there is no compulsory number of people who have to be in a group in order for it to be classified as one, although many people feel that 8-15 is the ideal size for a learning group with one tutor.

There are numerous theories about how groups operate. One of the best known is that of Bruce Tuckman and although this is more relevant to leaderless groups it is still worthwhile reviewing. Read the following and think about how you might respond if you recognise any of these stages happening to your group.

Group Life

Many groups conform to the following model of group life, which was described by Tuckman. (Tuckman, Bruce W. (1965) 'Developmental sequence in small groups', Psychological Bulletin, 63, 384-399)

1 Forming

This is the first stage that a group goes through, when the group is establishing itself. There may be some anxiety at this stage as the group members try to create an impression on one another and to establish their own identity within the group.

2 Storming

At this stage, members of the group are getting to know each other and therefore are likely to be forceful in expressing their opinions. There may be some disagreement amongst group members.

3 Norming

At this stage, the ways in which a group works are sorted out and the role of the individuals is now balanced with those in the group.

4 Performing

Now the group can get on with the job in hand and accomplish its objectives. Not every group gets to this stage, as sometimes they get bogged down in the process of group formation.

5 Adjourning (or Mourning)

The group finally disbands. This is either because members have left or because the group has achieved what it set out to do.

It is believed that all groups go through this process, but that different groups will take longer over each stage in their development. Sometimes groups will need to 'regress' and repeat an earlier stage before they can move on.

Think about these ideas when you are planning a course or a session. How might you best use this process to enhance learning?

Find out more on this website: www.infed.org/thinkers/tuckman.htm

Activity



Activity 16

Some ideas for building an effective learning group:

Ensure everyone feels safe and included in the group by:

- Using introductory and **icebreaking** activities.
- Making sure everyone in the group (including you!) gets to know everyone's names as quickly as possible – and use them. Use sticky labels until everyone's name has stuck.
- At the beginning of the first couple of sessions consider using a name game.
- On some courses using a **Hopes and Fears** activity - (everyone writes one thing they want from the course, and one thing they are concerned about regarding Active Citizenship. Put in a hat, pull out and write up on flipchart). Learners are often reassured that other people feel like them, and the anonymity of the activity encourages disclosure and supports the development of trust in the group.
- Creating ground rules or group guidelines.
- When you set up small group or pair work, ensuring that learners don't always work with the same people.
- Trying to make sure the group uses the coffee break to socialise, and make sure any new group members feel included.
- Challenging any comments or language that may be offensive to other group members.
- Valuing everyone's contributions.

Can you think of any others?

Activity



Functional Skills

One barrier to inclusive learning may be difficulties with the functional skills of reading, writing, listening, speaking, numeracy and IT. As a tutor you have a responsibility to make sure these are embedded in your teaching.

Activity 17

Functional Skills

1 What English, Mathematics and ICT skills do you need to be an effective teacher in Active Citizenship?

English	Maths	ICT

2 What skills do the learners in Active Citizenship need to achieve their learning outcomes?

3 How can you find out your learners' individual needs in relation to English, mathematics and ICT? What issues do you need to be aware of?

4 How do you deal with the very likely situation that some learners will be entirely confident in their functional skills, and others may need considerable help?

5 How can you embed elements of Functional Skills into an Active Citizenship curriculum?

Test your own skills online by visiting www.move-on.org.uk

This activity will help you with Assignment 1.5

Activity



Activity 18

Teaching Methods and Learning Styles

Using the list of teaching methods below, match as many as you can to a learning style. Add in any other methods you use. Check whether your methods cater for **ALL** learning styles, and that the ones you have chosen aren't just the ones **YOU** prefer

Teaching Method/Strategy	Learning Style VAK	Best for your subject
Lecture		
Demonstration		
Discussion		
Video/DVD		
Learner Presentation		
Game/Quiz		

Teaching Method/Strategy	Learning Style VAK	Best for your subject
Wordstorming Students generate a large number of ideas in a short time		
Field Trip Role Play Teaching Strategy where students act out a part or role		
Case Study The examination of a real or simulated situation so that learning can take place through the discussion of each of its facets		
Project/Assignment		
Power Point Presentation		
Small Group Work		

Activity



Activity 19

Barriers to Learning

Read the following case study:

Charles is a retired African-Caribbean man who has recently moved into a council flat. He lives alone. He was an active trade unionist before he retired and he has vast organising experience as well as having led a large, protracted strike. There is a lot of vandalism in the area where he lives and with the level of crime as well, this makes him very angry and frustrated. His neighbour spoke to him about joining the Tenants' Association. Charles is interested in doing this but he feels he needs to know more about tenants' rights and the councils' obligations. He is also unsure about what a Tenants' Association does and whether it could make a real difference to the quality of life on the estate. Although Charles can be very outspoken, he does suffer from dyslexia and he is not sure if this will affect him being involved.

- What are some of the barriers which might prevent Charles from joining?
- How can some of these barriers be overcome?

Barriers to Learning

Read the following case study:

Nazia is 16 and came from Pakistan five years ago. She attended an English secondary school where she developed good speaking and listening skills. She speaks Urdu and Punjabi and is literate in Urdu. Her main difficulty is reading and writing in English. She wants to develop her literacy skills but is worried about feeling culturally isolated at a large college of further education. She is very concerned about the level of racism in the school and would like to organise a committee of students but is not sure what this would achieve. She would like to know more about the laws against racial discrimination and the proper way to go about setting up a committee, since she is hoping it will be given official status and influence the school's decision-making in some way.

- What are some of the barriers which might prevent Nazia from achieving her aim?
- How can some of these barriers be overcome?
- Discuss a strategy for inclusion.

Barriers to Learning

Read the following case study:

Mohammed is a 32-year-old single Somali man. He came to this country fifteen years ago as a refugee and has been an active member of the local Somali Refugee Support Group for much of that time. Before he came to this country, he was studying to become a lawyer. He has gained a lot of skills and experience but would like to do a course that would enable him to 'fill in the gaps' and give him a better all-round understanding of British law and how democracy works in Britain. Having abandoned his legal training, due to lack of funds, he is hoping to get a certificate at the end of the course that will help him in his efforts to find a full-time job with a refugee support group.

- What are some of the barriers which might prevent Mohammed from learning?
- How can some of these barriers be overcome?
- What advice would you give him?



Dealing with Difficult Learners

Have a think about different learning or work situations you have been in. Have there been situations where individuals have been rude, disruptive, over-enthusiastic, shy, negative? How did the tutor or other individuals respond?

No doubt in your work as a tutor you will come across difficult or challenging situations or learners. Here are a few pointers which may be useful.

Don't feel you have to always react immediately to a situation

All too often tutors may feel that they must react or be seen by others to react immediately and on each and every occasion there is an example of disruptive or offensive behaviour. However it is perfectly acceptable to go home, think about it, or ask a colleague and address it in the following session.

Don't ignore situations, see them as learning opportunities

Choosing not to tackle a situation immediately is different from ignoring it. See dealing with challenging situations as learning and developing your skills as a tutor. As a tutor in general you are a problem solver, so see these situations as great learning opportunities. As in any learning situation, use resources such as your colleagues and peers and written resources such as books and the web to help you.

Remember you are not a miracle worker

If someone is quite loud and tends to dominate a learning situation and you have them in your class for 1 day a week for 12 weeks, you are not going to change their personality. However, as a tutor or group leader, your responsibility is to do all that is in your power to create a learning environment where everyone can feel comfortable, develop their skills, and feel positive about their achievements. Challenging disruptive behaviour will help you in this task, will hopefully allow the disruptive learner to understand the impact of their behaviour on others and, combined with reflection, will provide you with strategies to use in future training.

Barriers to Learning

The following barriers can prevent/make it difficult for adults to attend groups or courses on Active Citizenship:

- | | |
|-----------------------------------------|---------------------------------------------------|
| ● Family commitments | ● Finances |
| ● Work commitments | ● Fear and under-confidence |
| ● Peer pressure | ● Timing of the course |
| ● Schedule of the course | ● Availability of the course |
| ● Lack of transport | ● Lack of communication |
| ● Poor teaching | ● Not being confident to question |
| ● Poor marketing | ● Disabilities |
| ● Location of training establishment | ● Qualifications |
| ● Language | ● Lack of family support |
| ● Inaccessible tutor | ● Entry requirements |
| ● Lack of crèche | ● Learning difficulties (i.e. Dyslexia, literacy) |
| ● Motivation | ● Access |
| ● Poor advice/information re the course | ● Different values |

Bear all of these factors in mind, when devising and setting up a group or course.

You have a range of acceptable ways of dealing with the situation

There will always be more than one way to deal with the situation, don't feel you have to find **THE** solution; try a range of different tactics if need be. Also use strategies that suit your personality and with which you feel comfortable, but don't be afraid to experiment. See Case Studies below for practical illustrations.

Case Study 1:

You have heard and seen a learner working within a small group getting impatient with a second learner in the group. The second learner speaks English as their second language and doesn't seem to have grasped the nature of the group work. The first learner is obviously committed to getting a plan of work down, however, you feel they are rail-roading the second learner and not allowing her to fully participate.

How would you address this issue within the group or with an individual, directly or indirectly.

Case Study 2

One learner is continually dominating discussions; she is very enthusiastic, confident, intelligent and a nice woman who gets on well with everyone. What she is saying is relevant to the discussion. However you feel she is preventing others from participating as she jumps in first and covers all the main points.

List the ways you could address this.

Case Study 3

A 26 year old woman is in your 'Understanding local decision making' class. The class is meant for adults with little or no knowledge of local politics but who have a keen interest and want to develop their knowledge and involvement. She has been referred to you by your Centre by Employment Services and has to attend and complete the course to continue receiving benefit. She continually complains she already knows about the topic. She is a lively person and enjoys a joke, however, her behaviour is very disruptive to the whole group.

What do you think some of the possible solutions could be?

The Learning Environment (Provider)

Where are you teaching?

Most teachers of adults will be working in all kinds of different environments – in colleges, prisons, community centres, youth centres, residential homes, in workplaces, village halls, alongside trainees learning on the job.

How might your responsibilities in Active Citizenship differ in different environments and are there any specific responsibilities for an active citizenship curriculum? These may vary according to who is the provider. *Discuss in your group and feed back.*

The Learning Environment (The Classroom)

Making the best of whatever context you are working in is another tutor responsibility. How can this best be achieved?

- Who do you need to know at the venue – it may be the caretaker, the technician, the bookings secretary, the administrator, a youth worker – and their contact details.
- Find out what facilities are available and make the most of them – does the venue have a photocopier, a digital projector, a flip chart etc?
- What is the room like – visit before you start.

Activity

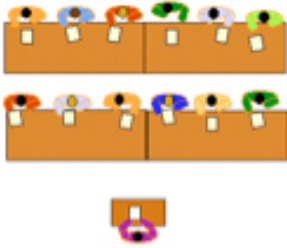

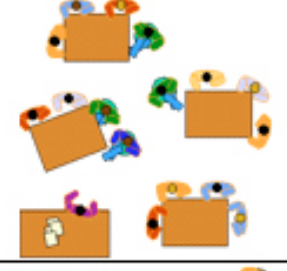



Activity 20

Setting up the Teaching Room

- 1 Think about your ideal teaching space. What are the essential elements and what could you compromise on?
- 2 How the teaching room is set out will influence the learning experience. Think about the implications of each arrangement in the chart opposite on the learning atmosphere, and the relationships between the learners, and between you and the group. Be ready to share your thoughts with the whole group.

Which layout do you consider would be suitable for delivering Active Citizenship bearing in mind the different aspects.

Room Layout	Advantages	Disadvantages
		
		
		
		

Activity



Activity 21

Tutor responsible for Health & Safety

The teaching accommodation you are using should have been checked by your employing organisation. However, as a tutor you have further responsibilities for Health & Safety:

What do you think they are? List your answers here.

You may have other legal responsibilities. Make a note of them here.

Health & Safety

- Have you checked your physical environment?
- Is the layout of the room suitable?
- Are the materials set up and ready for use?
- Is the equipment working correctly?
- Are the lights switched on/off; are the blinds drawn/open?
- Is there adequate ventilation/heat?

Have you -

- Gone through the emergency procedures?
- Said where the toilets are situated?
- Said when the break time is?
- Said what time the session ends?

Do you know -

- Where the nearest phone is?
- Where the First Aid point is?
- What to do with a difficult person?

Activity

Activity 22

Resources

Teaching Resource	Need to Remember to take, to ask etc	What not to do	Advantages	Disadvantages
Whiteboard				
Fipchart				
Overhead Projector				
Video				
Digital Projector/ Power Point				
Interactive				
Whiteboard				

Producing Handouts

CHECKLIST

Always think

WHY would one be appropriate (summary, future reference, other?)

HOW MANY? (per session). Being showered with handouts is no substitute for good teaching

HOW LONG? Brevity usually a virtue

HOW APPROPRIATE? Sometimes you have something to hand which may not be quite fit for purpose, but will it do?

HOW EASY IS IT TO READ It should be in a readable font (Arial or Comic Sans MS, 12-14 pt), it should have plenty of blank space, and if you have any dyslexic learners, they will find it easier to read on buff coloured paper.

HOW DOES IT LOOK? Illustrations, photos, charts, simple diagrams, cartoons and attention to layout can all help handouts to support learning.

WHEN WILL YOU GIVE IT OUT? If you distribute it before you talk, learners may be reading it while you are talking, and not listening. Conversely if you give it out at the end of a session, they may have been taking notes unnecessarily. It can be best to say there will be a handout at the end.

Section 3

Planning Teaching & Learning

Learning Outcome

When you have completed this section you will be able to demonstrate session planning skills

This section includes the following topics:

- **The range of organisations that provide learning**
- **Individual needs and differentiation**
- **Writing realistic aims/objectives and outcomes**
- **How to structure, plan and produce a learning programme/scheme of work**
- **How to structure and produce session plans**

This activity will help you with Assignments 2.1, 2.2 and 2.4

The range of organisations that provide learning

Different education providers may have different requirements when it comes to the process of evidencing and working on planning processes. The following is based on the requirements of the WEA.

Planning

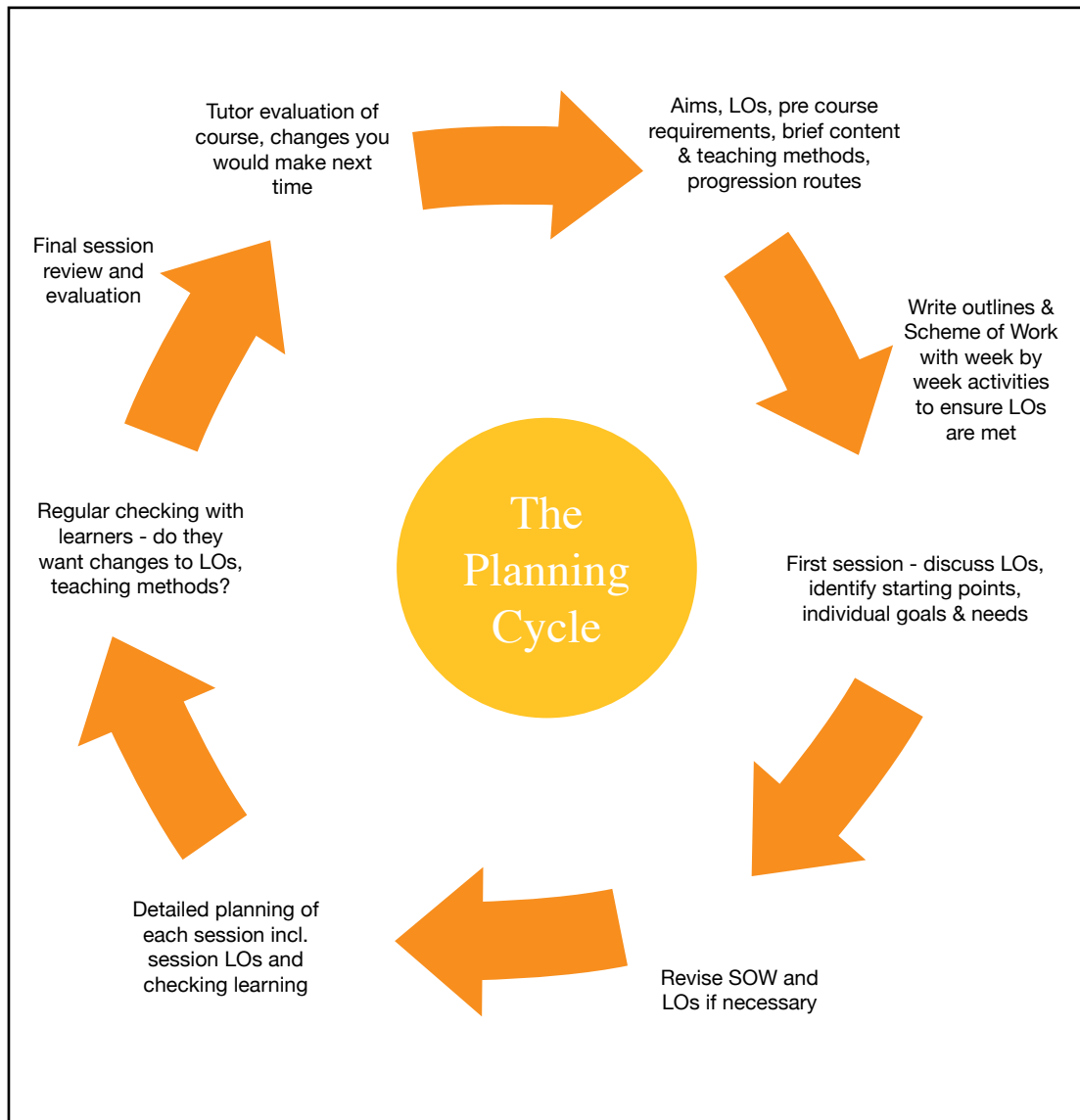
- 1 Planning always starts with background thinking. What have you covered on this course so far which needs to be born in mind when planning both a whole course and individual sessions?

- 2 As you start to prepare your course, it is useful to ask yourself some questions:

- Who is the course aimed at?
- What ground can be covered in the time?
- How should the subject be approached?
- What resources will be needed?
- What will learners be able to do/know by the end of the course?
- How will learners know if they've achieved this?
- How do I take account of individual needs?

This activity will help you with Assignments 2.1, 2.2

Information



3 The Course Outline or syllabus is the next stage of your planning. It should include:

- The aim(s) of the course
- The main topics to be covered
- The proposed Learning Outcomes
- The main teaching and learning methods to be used
- Any requirements of learners
- Assessment methods and criteria
- A statement of progression e.g. further study or activity to which the course could lead
- A book/resources list for background information

Activity



Activity 23

Aims

These are the broad intentions of your course:

- To explore the contribution of the Suffragette movement to changes in the role of women in society

Or of a session:

- To consider what changed for one woman, Sarah Jones, as a result of her political involvement

Learning Outcomes

A Learning Outcome, sometimes known as a learning objective, is something that an average learner can expect to be able to know or do as a result of the course or session.

The number and 'size' may depend on the length of the course, the kind of learner you are working with, the resources available and the level you are expecting to deliver the course at. On accredited courses they may already be written, but you should discuss them with your learners on all courses, and adapt them accordingly. This needs to be done at the beginning of the course, and revisited at regular intervals as the course progresses.

Additionally, you should enable your learners to identify their own **INDIVIDUAL** learning outcomes to inform the use of their Individual Learning Plans. Obviously you may not be able to meet every individual need, but you need to be aware of these, so that your lesson planning is informed by them - learning outcomes are also essential planning tools.

Writing Learning Outcomes

Session Learning Outcomes are small steps on the way to the course Learning Outcomes. Learning Outcomes should be **SMART**:

S – Specific: Clear and easy to understand

M – Measurable: Enabling learners and you to know what has been achieved

A – Achievable: Challenging but within the scope of the learners to achieve within the course

R – Relevant: To the group of learners, i.e. will help the learners to achieve their personal goals

T – Timebound: Clear timescale to achieve learning outcome

and:

Specify precisely and in concrete terms what the student should be able to do
Be written in such a way that it is possible to determine whether or not the objective has been achieved

- Usually be short term
- Be drawn by the tutor to suit the resources, the tutor and the students

S.M.A.R.T Outcomes

Writing Outcomes		
What (Behaviour Performance)	How (Conditions)	How Well (Criteria)
Explain how voting can be organised differently	Without reference to notes or manual	Correctly
Change a car wheel	On a drive, observing safety precautions	Within 10 minutes

Examples of learning Outcomes – are these S.M.A.R.T.

Driving:

1. State 90% of road signs correctly
2. State correct braking distance on wet and dry roads
3. Comply with speed limits
4. Complete an emergency stop safely
5. Use gears correctly
6. Choose to drive with safe distances

British Political Institutions:

1. Explain how Parliament Works
2. Identify the steps for a Bill to become an Act of Parliament
3. Understand how many parties are represented in Parliament
4. List the number of MPs per party
5. Distinguish between the Lords and Commons

Activity



Activity 24

SMART or not so SMART

1 Are the following LOs (Learning Outcomes) SMART? - If not, explain why and suggest an alternative . By the end of the course you will be able to:

- a Understand the stages in planning a lesson
- b Know the SMART mnemonic
- c Think about group development
- d Use a computer

2 Assess the following for SMARTness

By the end of the course you will be able to	Smart	Not Smart
Write a paragraph in which all the words are correctly spelled		
Write a paragraph that is understandable to the average reader		
Write an essay of around 2000 words		
Write an essay explaining how democracy works in Britain, of no less than 2000 words		
Provide a correct answer to all ten maths questions		
Keep a log of your experiences as a School Governor		
Plan your learning or study for the next four years to enable you to become a full time member of Parliament		
Define and plan the citizenship skills you need to develop		
Understand health and safety issues		
Be aware of what the internet is for		
Take a really good photograph of your group		

Effective teachers always design sessions by working from the intended outcome

{from teaching Today by Geoffrey Petty}

Writing Learning Outcomes (practice)

- 1 Write a set of learning outcomes for a 6 week x 2 hour sessions course in your subject. Specify who the course is for e.g. Beginners. Then ask a partner for feedback.
- 2 Then write a set of learning outcomes for one session on that course and get some feedback on that.

Words that can be used when writing learning outcomes:

Knowledge	Define State List Name Write Recall	Recognise Label Underline Select Reproduce Measure
Comprehension	Identify Justify Select Indicate Illustrate Represent	Name Formulate Explain Judge Contrast Classify
Application	Predict Select Assess Explain Choose Find	Show Demonstrate Construct Compute Use Perform
Analysis	Analyse Identify Conclude Select Separate	Justify Resolve Criticise Compare
Synthesis	Combine Restate Summarise Précis Argue Discuss	Organise Derive Select Relate Generalise Conclude
Evaluation	Judge Evaluate Determine Recognise Support Defend	Attack Criticise Identify Avoid Select Choose

Receiving	Listen Attend Prefer Accept Receive	Perceive Identify Favour Select
Responding	State Answer Complete Select List	Write Record Develop Derive
Value	Accept Recognise Increase Develop	Attain Indicate Decide Influence
Organisation	Organise Judge Relate Find	Determine Correlate Associate Form Select

Activity



Activity 25

How to Vote?

You are to demonstrate 'how to vote' to someone who has never done this before.

Consider the steps you would take, bearing in mind knowledge as well as skills. Write these down in a logical order.

You will then discuss/compare your responses with the others in the group.

Aim to understand about Voting

Objectives/learning outcomes:

Activity



Activity 26

Scheme of Work

WEA SCHEME OF WORK

Tutors should produce an outline Scheme before the course starts. Changes following renegotiation of LOs should be clearly identified.

Course title		Tutor	
Course Aim(s)			
<ul style="list-style-type: none"> Course Learning Outcomes 			
Date Session	Learning Outcomes	Learning Methods	Resources
			Assessment Methods
			Progress Reviews

WEA SCHEME OF WORK

Tutors should produce an outline Scheme before the course starts. Changes following renegotiation of LOs should be clearly identified.

Date Session	Learning Outcomes	Learning Methods	Resources	Assessment Methods	Progress Reviews
<p>Notes and Comments: It is good practice to evaluate at the end of each session and transfer key messages to your scheme of work. Some activities may have worked particularly well and you may want to make note of this for future reference. The same activity can work well with one group and not at all with another. By evaluating this, you will develop a good 'instinct' for the kinds of activities to use and the way to manage them with different learner groups. Your evaluation should enable you to review your course so as to reduce aspects of your teaching that are not as successful</p>					

This form is intended for you to draft a Scheme of Work in your subject area for Assignment 2.1. It should be for a minimum of 6 sessions, the length of which should be agreed with your tutor.

Activity



Activity 27

Session Plan

WEA SESSION PLAN

Course title					Notes and evaluation comments Date
Session title & aim(s)					
Learning Outcomes					
Resources					
Time	Objectives	Tutor activity (teaching methods)	Learner Activity	Methods for Checking Learning	

Learner Contributions

Strength of Session	Weakness of Session
	<p>What changes should be made to: The scheme of work for this course</p> <p>This session for another course</p>

This form is intended for you to draft a Session Plan for your 30 minute Micro-Teach (Assignments 2.2 and 2.3)

Planning a Lesson/Session – Checklist

Meeting Aims and Objectives/Outcomes

- Define your aim/s for the session – your reason for teaching this particular session/ lesson and what you as the teacher/trainer hope to achieve.
- Define the learning outcomes for the session – what should learners be able to do by the end of the session?
- Devise strategies to help you monitor and assess success. How will you check whether students have achieved each of the stated outcomes and finally achieved the aims of the session/lesson? Is further input needed or do learners need more practice?
- Provide the opportunity for learners to evaluate the session. What went well and what didn't go so well? How can the session be improved?

The session

Where appropriate include

- Welcome, introduction (tutor and programme)
- Domestic and health and safety
- Introductions of participants
- Icebreaker and energiser
- Initial assessment
- Links to other sessions
- Activities to meet aim/s and objectives/outcomes
- 'Homework tasks'
- Breaks
- Assessment (learner)
- Evaluation (programme/session)

Considerations should be given to:

Timing

The timing of each activity should be flexible and negotiable with the students during the session according to development, but you would have given rough ideas of this on the session plan – 15-20 minutes per activity is not unusual.

Section 4

Delivering Inclusive Sessions which Motivate Learners

Learning Outcome

When you have completed this section you will be able to deliver inclusive sessions which motivate learners

This section includes the following topics:

- **Consolidation of learning from Sections 1, 2 & 3**
- **How to create a good working relationship with learners**
- **The importance of communication skills and motivation**
- **Setting ground rules**
- **Ways of reviewing own progress and performance**
- **Ways of providing feedback**
- **Opportunities for professional development**

This activity will help you with Assignments 1.3, 1.4, 2.3, 2.4, 2.5, 2.6 and 2.7

How to create a good working relationship with learners

Activity 28

Learning Relationships

- 1 Think about your own learning experiences – if there were good ones, what was it about the tutor that made a difference to how well you learnt? In a small group, discuss your learning history and nominate one of you to write down a list of what worked.

Be ready to share your thoughts with the rest of the group.

- 2 We have already thought about the importance of learning groups in contributing to a sense of belonging. How can a tutor use his or her understanding of group theory to ensure everyone feels included? Most people gain much more from learning in a group than on their own. You therefore need to give some thought to maximising that potential.

- 3 In this course, at least in terms of subject matter, we are focusing on active citizenship education. Does this make relationships different from other types of education and, if so, why?

Adults are usually very motivated when they embark on a new course or learning programme, but can sometimes get discouraged when they encounter difficulties.

Activity 29

Motivating your Learner

Case study

You joined your local “Talking Politics” group three months ago and you were particularly interested in supporting the Green Party – you were unemployed at the time of joining and you gave a lot of time researching the best ways to set up a group to lobby your MP regarding plans for building a motorway through your home town. Two months into the course you obtained work and you did not have the same amount of time as before. You also felt that most of the work was being left to you and the other members of the group appeared to be satisfied with talking rather than ‘doing’. You spent less and less time with the group you had been so enthused about previously and it looked as though it might fall apart. What would motivate you to finish the job?

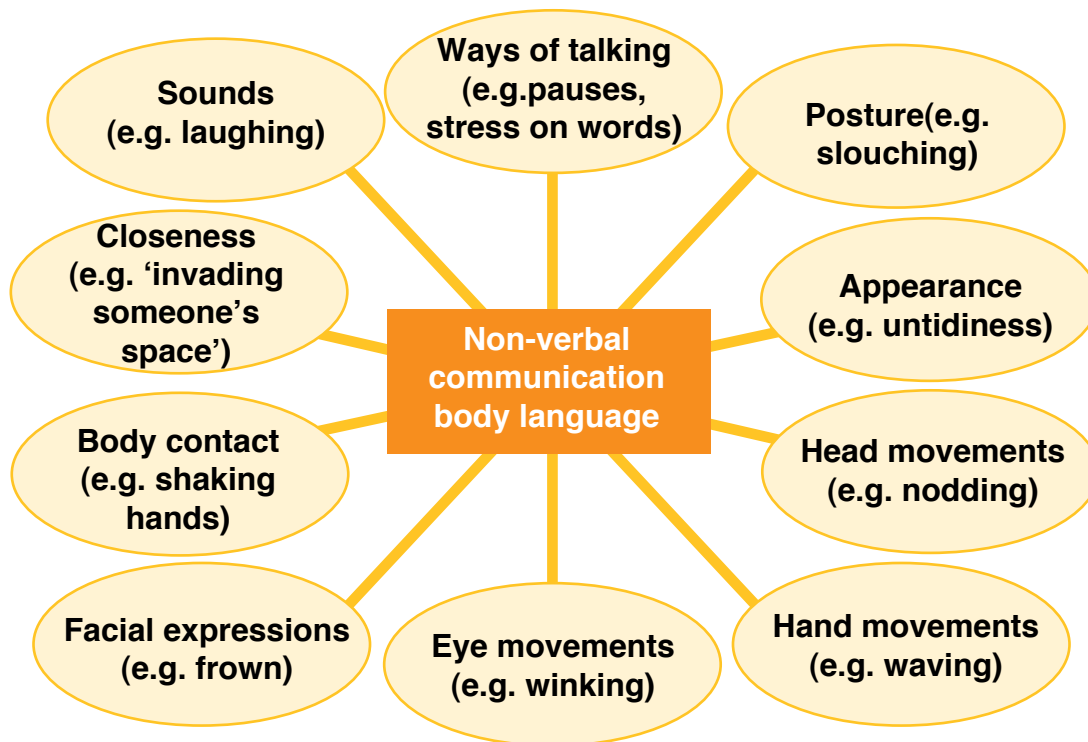
How would those ideas translate into the classroom?

Communication Skills

None of this is much good without effective communication skills. There are the obvious ones like speaking clearly and in an appropriate tone. Non verbal communication is also important.

Activity 30

Non Verbal Communication



www.jceh.co.uk

Listening

Another extremely important communication skill is that of listening. Teachers are often quite talkative people – they have to be – but need to be just as skilled at listening to both individuals and groups, and to both verbal and non verbal signals.

Activity 31

Listening Skills

In pairs, practise your listening by telling your partner in detail about your last holiday, or describe your living room. Time yourself for 3 minutes. When you have finished, your partner has to repeat back to you as much as possible of what s/he has heard (note taking not allowed!).

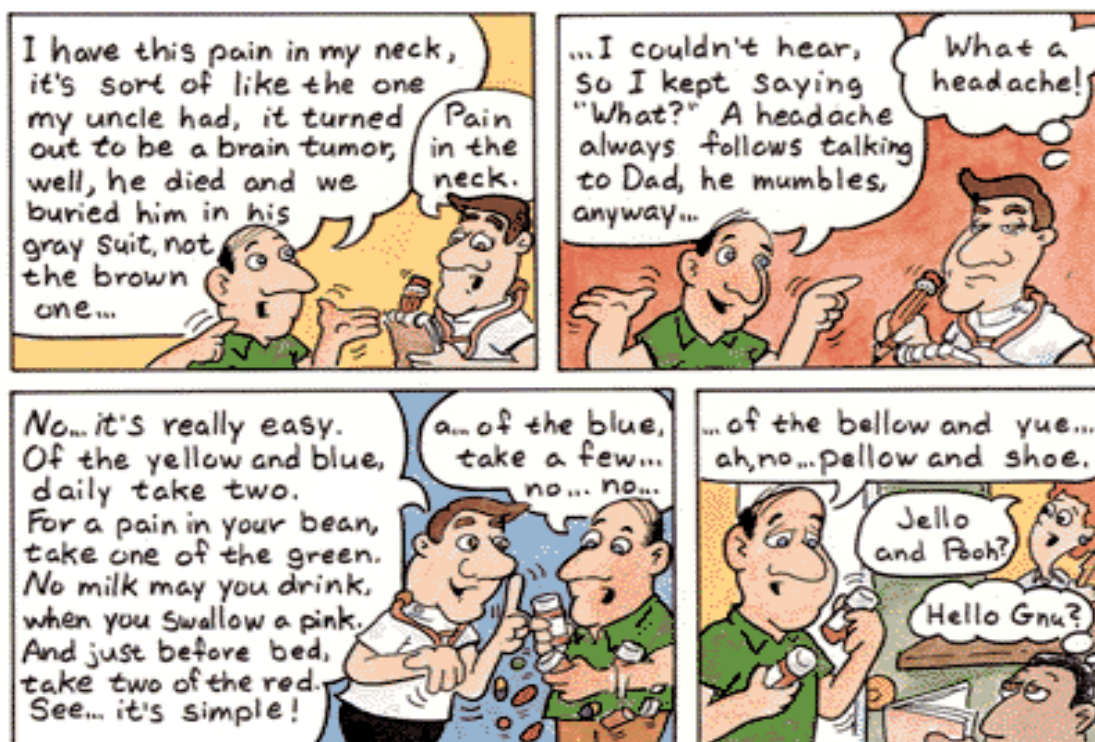
After the repeat back, swap roles and repeat the exercise

Join up with another pair and share your reflections

How long did the repeat back take?

What was difficult for the listener?

What helped the listener?



Activity 32

Microteaching

MICROTEACH SESSION

In this session you have the opportunity, using some of what you have covered on this course, to demonstrate a short piece of teaching incorporating Active Citizenship and then analyse it and get feedback on how it went. Micro teaching has its limitations - it is only a small snippet of teaching, sometimes out of a larger session or course - however it is a live situation and 'students' can and should learn from the session, but what it is particularly good for is to give you an opportunity to try something out and get an honest response from your "students" on how it went.

1 DECIDE ON YOUR SUBJECT

Choose a subject regarding Active Citizenship that you are totally confident in – this will avoid you being stressed regarding the delivery.

2 CONSIDER THE RESOURCES YOU REQUIRE.

Ensure that necessary resources are available e.g. if you intend to present a PowerPoint presentation ascertain that a digital projector/ laptop is available and that it has an equivalent programme that you have saved your programme in.

Ensure that the room is right for what you want to deliver – is the room large enough, can you move the tables and chairs easily if necessary.

3 PLAN YOUR SESSION

- Design and have your peers complete an initial assessment form a week before you deliver your session – this will ensure you plan a session which is suitable for your colleagues.
- Complete your session plan taking note of time – you only have 30 minutes. Consider Aims and Learning Outcomes – have you used SMART outcomes?
- Try and have a variety of learning methods planned.
- Think about what teaching methods you are going to use – how will you motivate your colleagues? How will you assess learning has taken place? What handouts will you use?
- What (if any) activities will you plan for your colleagues?

4. DELIVER YOUR SESSION

Welcome your class and be sure to inform them of the aims and learning outcomes of your session – to save time these can be prepared in advance on a flip chart and pointed out to the class.

Inform your class of the health and safety issues connected with your session – remind them of the fire drill/ toilets etc.

Be enthusiastic.

Interact with your colleagues – invite questions.

Give positive feedback where necessary.

At the end of the session thank your colleagues for taking part in the session and ask them to complete the evaluation form you have given them (this is form 8 which your tutor will have given out prior to the session).

At the end of the session you will complete Form 7 (self evaluation form) and place this in your portfolio with the collected Forms 8 from your colleagues.

Your tutor will complete evaluation form (Form 6) and this also will make up assignment 2.5 in your portfolio.

Relax and enjoy

Ways of providing feedback

Providing feedback is another important communication skill. Your learners need to know how they are doing, what they need to do to improve and how far they have progressed. Good feedback can foster motivation and provide significant support for meeting new challenges. The first stage of feedback is to assess whether, and what, learning has taken place, either against assessment criteria (on accredited courses) or against learning outcomes (on non accredited courses) – see below.

Written feedback. Tutors are often expected to provide this on accredited courses, and possibly on other courses when learners hand in substantial pieces of written work. It should be done within 2 weeks at the most. You should write feedback on a separate piece of paper, not on the learner's script.

Verbal feedback. This is an integral element of every teaching session. You will be checking learning and giving brief informal feedback to learners every time you say "yes, that's right, but have you thought of.....". It is particularly important in practical, craft or movement classes when learners may need very specific individual feedback on the skill they are learning.

Peer feedback. It is always worth encouraging learners to give each other feedback. Allocate a few minutes to discuss this with them and get them to think about how to give feedback to each other.

In all cases start with the positive:

You've expressed that very well

Select one or two things they could improve

Have you thought of putting.....

You could try.....

End on a positive note (especially in written feedback) I think you showed that very clearly

It can be a good idea to ask the learners what kind of feedback they want ie do they want you to correct their spelling, grammar and punctuation, what kind of suggestions do they want about how to improve their technique (eg in a craft class)

Activity 33

Giving feedback

In pairs, practise giving verbal feedback. After about 5 minutes, stop and reflect on how it felt from both the giver's and the receiver's point of view.

This activity will help you with Assignment 2.5

Section 5

Using Different Assessment Methods

Learning Outcome

When you have completed this section you will be able to use different assessment methods.

This section includes the following topics:

- **Different assessment methods e.g. observation, questions, tests etc**
- **The use of assessment methods in different contexts, for example formal and informal**
- **Types of assessment e.g. initial, formative, summative**
- **Types of assessment records**

This activity will help you with Assignment 1.7

Assessment of Learning

The framework described below provides a background to the assessment process. This helps to build in everything that you need to make sure not only that learners learn, but that you are able to monitor and assess their progress. It's called The Staged Process and is linked to the Common Inspection Framework – see the glossary.

The Staged Process

(amended from WEA Tutor Handbook 2006/07)

There are five elements to the staged process. These are identified below and then set out with more detail:

- 1 Aims appropriate to an individual learner or groups of learners
- 2 Initial assessment to identify the learner's starting point
- 3 Identification of appropriately challenging learning objectives / outcomes
- 4 Recognition and recording of progress and achievement during the programme (formative assessment) (RARPA)
- 5 End of programme learner self-assessment; tutor summative assessment; review of overall progress and achievement

Each stage will be looked at in more detail but it's useful to think about the good teaching practice that underpins the process. This can be done by thinking through a series of questions:

- What experiences does the learner have which are relevant to the learning they want to do? Where are they starting from in terms of skills and knowledge? What might inhibit their learning?
- What does the learner want to learn?
- What specific learner goals need to be provided for to facilitate successful learning? Are these included in the programme content, or do they need to be modified?
- How is the learner progressing? What does the learner want following feedback from the tutor? What further instruction and support do they need? Are the learner's aims still relevant or do they need to be modified?
- How are the learners' progress and achievement going to be recognised? Will it be through tutor-led review, peer review, group review, another form of review and recording which is appropriate to the context and type of programme? What has the learner achieved at the end of the course? How can these achievements be recorded in a meaningful way for the learner? Are there achievements which were not anticipated to recognise and record? What is the next step for this learner?

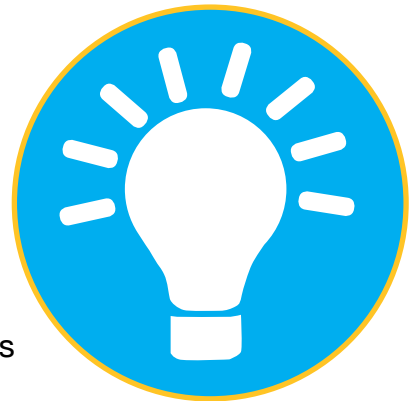
[Success for All – New Measures of Success Quality Improvement Pack 2006]

Activity 34

Assessment Methods

How do you know when someone has learnt something?

You can **SEE** it – e.g. observation
HEAR it – e.g. question and answer
READ it – e.g. a piece of written work
COUNT it – e.g. number of correct quiz answers



What other assessment methods are there?

(Sometimes you just know – is intuition a valid assessment method?)

I just know how
much you've
learnt

Well, he's
worked so
hard, I'm
sure he
must be
able to do it

- 1 **Teacher observation** of group activity, team tasks and sometimes individual activity, employing a checklist to record observations against agreed criteria.
- 2 **Student diaries of work experience** which include reflections on their learning and on their strengths, weaknesses and development.
- 3 **Task group working papers** such as briefings to their members, checklists for interviews or investigations, minutes and records of decisions.
- 4 **Self assessment** statements at regular intervals during the programme (ideally after each assignment) which are discussed with a tutor, take into account peer assessments, and set targets and methods for future development.
- 5 **Assignment products** which may be reports, proposals, designs, artefacts, presentation and events, material designed for a specific purpose etc.
- 6 **Process reviews** in which the assignment teams and tutors review the ways in which the team approached the tasks and worked together, and assess team effectiveness and individuals' contributions to this – essential for the assessment of interactive skills.
- 7 **Audio / visual records** of activity, for example videos of task group discussion or role play cassette recordings of student interviews with employers, clients or others.
- 8 **Employer assessment** of student's work, activity, learning and skill development using procedures and criteria which have been agreed in detail with tutors.
- 9 **Portfolio** which may include student's working papers, statements on learning difficulties and tutor comment, as well as complete assignment work and contributions to group assignments.
- 10 Peer assessment which may take a variety of forms, for example:
 - Agreeing with a team member a statement on his/her contribution to a team task or assignment
 - Commenting in a group review on the work of different teams or on presentations by individuals
 - Making a written assessment perhaps on a standard form against agreed criteria, on the work of different teams
- 11 **Product reviews** of team assignments on projects involving the whole student group, tutors and outside experts (whether as individuals or as a panel) in assessing the quality and relevance of a team's work.

Assessment and Evaluation

Assessment

Assessment is a necessary part of any course and should aim to provide both the student and the tutor with feedback on learning. Assessment is about measurement, finding out how much a student knows.

Why we assess

Assessment is a necessary part of learning and can be used to identify the needs of the student. If the student is struggling with certain aspects of a module the tutor can give extra attention or suggest a different method which may be more productive for the student.

Assessment can also motivate the student as guidance can be given on their progress. It can also identify any areas that need to be changed.

There are different types of assessment

Formative: All the things that inform you how a student is getting on

Summative: All the things that inform you what a person has achieved

Formative assessment

Formative assessment takes place throughout the course and allows the tutor to gain knowledge about the student and their progress. This knowledge can then be used to help the student develop. The formative assessment process also has the potential for the students to assess and record their own progress. Formative assessment techniques can involve:

- Question and answer sessions
- Projects
- Assignments
- Practical tests
- Selection type questions

Immediate feedback, if possible, is important to the student in this type of assessment.

Summative assessment

This type of assessment refers to knowledge gained about the student which the tutor will pass onto a third party. This party will be able to make decisions about the next stage on to which the student will move.

Summative assessment gives information on what the student has achieved. Uses for summative assessment can be:

- Employers (job selection)
- Examining bodies for awards of grades
- Students for selecting courses of higher study

Principles of Assessment

Validity

In terms of assessment, validity is how well the task measures what it is supposed to measure. An exercise is valid only if it does the job it is supposed to do. Questions to be asked on querying whether the task/exercise is valid or not can be:

- Does it really test the knowledge and skills targeted?
- Does it do so at the right level?
- Does it discriminate between those who understand and those who don't?

A valid assessment must assess a sample of the abilities that are required; the task must not only test the knowledge levels, but also the comprehension, application and psychomotor skills.

Reliability

Reliable assessment exercises will give the same results, regardless of who completes them, and who marks them.

If the exercise is reliable then:

1. Different examiners assessing the same work should award the same marks.
2. Students would obtain the same marks on the exercise when it is administered at different times.

The most reliable exercises are those whose questions have only right answers. Essay style questions are less reliable, though not necessarily less appropriate.

Meaningful

The assessment must match the criteria taught for it to mean anything. The students understand what is meant, and will understand the assessment method used.

When to assess

Assessment should take place at all stages of a course:

- Before the course begins
- At the start of the course
- At intervals within the course
- At the end of the course

The following examples illustrate the wide range of assessment methods which can be used:

Activity 35**Staged Process Live**

Using your Scheme of Work (Assignment 2.1), answer the following questions:
What are the aims of your course? **(refer back to p 65)**

Describe what you are going to use as an initial assessment

What are your course learning outcomes?

What assessment methods are you going to use as the course progresses?

What evidence of what they have learnt could your learners provide to someone who wasn't there to see it?

How can you enable your learners to assess their own learning against what they set out to learn? (Learning outcomes)?

Activity 36**Types of Assessment Records**

Think of some reasons why tutors need to keep records of assessment:

What type of record is most appropriate for each of the following:

A day school on Why Vote?

A 30 hour OCN accredited course at Level 1

A 10 week course on Introduction to Active Citizenship

A 6 week course on Women in Politics

Outline a system that would best meet the needs of your course/learners.

This activity will help you with Assignment 1.7

Activity 37

Types of Assessment Records

Think about how you can **evidence** that learning has taken place – what could you show an outsider that would demonstrate learning? On practical courses, e.g. jewellery, ceramics etc, there would be items that learners have made. What could you use to evidence learning on

Introduction to Active Citizenship

An Assertiveness Course

Women and Politics

Why Vote?

- 5 Summative Assessment. What will you do at the end of your course to enable learners to judge their own learning against the course learning outcomes?

Evaluation

Evaluation is about making judgements based on information that has been collected from the students.

Why we Evaluate

Evaluation allows tutors to judge how effective (or ineffective) a course has been from the students' point of view, and whether any changes need to be made to improve future courses.

Evaluation is an ongoing cycle – an evaluation of a course when it has ended, is fed back into the department and can result in changes within the syllabus, scheme of work and assessment criteria.

Effective evaluation can result in a course being developed and improved over a period of time based on continual reassessment and evaluation of teaching methods. We evaluate to improve.

When to evaluate

Most courses are evaluated at the end of the course or module. This allows the tutor to make any necessary changes.

What EVIDENCE can you provide me That you know how to VOTE

Evidence	Value
Write me an essay about your experience of voting	
Answer some multiple choice exam questions	
Show me a photograph of you outside the polling booth	
Get your non-voting neighbour to watch you enter the polling booth and then write a report about it	
Arrange for me to watch you vote	
Get someone to video you voting	
Do a talk (PowerPoint presentation) – Voting and Me	
Get your local councillor to watch you vote and write a report about it	
Other	

Checkalot College of Further Education

Checkalot College has a large programme of courses/classes for adult students. Many of these courses have traditionally run for an academic year. However, following a HMI Inspection, the College has decided to:

- 1 Run a number of short 6 week courses in the Summer Term
- 2 Specify what form(s) of assessment will operate on these courses

Included amongst the short courses in this pilot scheme are the following four courses:

- a) **INTRODUCTION TO ACTIVE CITIZENSHIP.** This course is designed for young people who are interested in becoming involved in active citizenship and developing their knowledge of their local community. Although the course stands in its own right, it has been validated by Checkalot Polytechnic AS A MODULE OF an Access to H.E. course for those wishing to study citizenship at a higher level. Teaching methods used on this course will be mainly lectures with accompanying slides.
- b) **PREPARE YOURSELF FOR STUDY.** A study skills course. This course is designed for those who wish to return to study or take up study but wish to develop their basic study skills. It will be of particular relevance to those considering taking a GCSE Course in the coming academic year. The course is intended for adults who have not been involved in 'formal education' for some time, and will aim to improve students' self-confidence. Teaching methods used on this course will be mainly small group work, discussion, task and problem solving, individual/group assignments.
- c) **TRAINING THE TRAINERS (ASSERTIVENESS)** A short training course. This course is designed for those involved in, or wishing to be involved in the delivery of assertiveness training. The course will be relevant to trainer/tutors from a wide variety of agencies (statutory and voluntary). The course will concentrate on training methods and styles. This course will be validated by BAAT (British Association of Assertiveness Trainers).

Read through your allocated course at Checkalot College. Then decide:

COURSE.....

What should be assessed in terms of knowledge, skills and attitudes?

What would be the best assessment method to use?

Part 2 – What is Active Citizenship Education?

Active citizenship for the WEA is not a ‘subject’ to be ‘taken off the shelf’ like geography or history. Rather it is a ‘doing’ philosophy – an approach and process concerned with becoming active and taking part in the world as citizens. We define **active citizenship education** in the WEA as follows:

Education for active citizenship is:

- a learning process – democratic, experiential etc
- underpinned by a value base including social justice, equality, co-operation and collectivism
- and linked to a variety of subjects

Its overriding aim is to encourage people to engage politically to help make a difference at all levels of society.

The Take Part Framework for active learning for active citizenship explains that active learning for active citizenship is:

- a flexible approach to personal and community development through experiential learning (learning through experience and reflection) in group settings. It offers proven strategies to
- build stronger communities through promoting personal effectiveness, social enterprise and lifelong learning
- shaped by the values of participation, co-operation, social justice and equality with diversity. These values require the work to be: (i) community based, (ii) learner centred, and (iii) developed through active and reflective learning;
- part of Together We Can, the Government’s campaign to empower people, as citizens, to have a say in the shaping of public services locally, regionally and nationally
- the third phase of the Government’s strategy to promote education for active citizenship in: (i) school, (ii) college, and (iii) community settings
- part of a nationwide cross-sector partnership to strengthen participative democracy across communities at every level and
- where principles and practices of informal adult education meet principles and practices of community development

Source: The National Framework for Active Learning for Active Citizenship (2006) at <http://www.takepart.org/assets/documents/take-part-framework/>

Some useful resources:

Facing History and Ourselves website, Educator Resources page –
<http://www.facinghistory.org/resources>

ACTIVE CITIZENSHIP, ADULT LEARNING AND ACTIVE CITIZENSHIP, LIFELONG LEARNING AND ACTIVE CITIZENSHIP, Key note speech, Michela Cecchini, EAEA Conference, Cyprus, 15 November 2003 – www.eaea.org/doc/cechhini.doc
 Active Learning for Active Citizenship, ALAC National Network, An evaluation report Professor Marjorie Mayo and Dr Alison Rooke - www.togetherwecan.info

A Ladder of Citizen Participation - Sherry R Arnstein, Originally published as Arnstein, Sherry R. "A Ladder of Citizen Participation," JAIP, Vol. 35, No. 4, July 1969, pp. 216-224. I do not claim any copyrights. Webmasters comment, November 2004
 BBC website, Democracy Live pages - <http://news.bbc.co.uk/democracylive/hi>

Community Development Foundation website –
<http://www.cdf.org.uk/web/guest>

Community education for Social Change, Training the Trainers, Report of the pilot course: April - May 2007, report by Manchester Metropolitan University for Take Part. NCVO 2007, Jim Coe and Tess Kingham, tips on good practice in campaigning

Novas, 2009, Titus Alexander, Campaigning is OK! they may not always like it, but it gets things done, pdf.

Reclaiming Social Purpose in Community Education, The Edinburgh Papers 2008 -
<http://www.scutrea.ac.uk/library/TheEdinburghPapers%20pdf.pdf>

Seeds for Change, Communicating your Campaign Message, pdf
 Seeds for Change, Dealing with the Media, pdf
 Seeds for Change, Good Publicity and Outreach, pdf
 Seeds for Change, Planning your Campaign, PDF
<http://www.seedsforchange.org.uk/free/index.html>
 For what's going on in Europe this site is well worth a visit:
<http://www.activecitizenship.net/>

Take Part website - <http://www.takepart.org/>
 Take Part Pathfinder website - <http://www.takepartpathfinderyh.org/>
 Together We Are Louder website - <http://www.louder.org.uk/index.php>

W O R K M A T T E R S, a key stage 4 teacher resource exploring the employment strand of citizenship, DfES.gov.uk

Articles and books

Taking Part?: Active Learning for Active Citizenship, Marjorie Mayo and John Annette (2010)

Appendix 1 - Microteaching

In this session you have the opportunity, using some of what you have covered on this course, to demonstrate a short piece of teaching and then analyse it and get feedback on how it went. Micro teaching has its limitations - it is only a small snippet of teaching, sometimes out of a larger session or course however it is a live situation and “students” can and should learn from the session – but what it is particularly good for is to give you an opportunity to try something out and get an honest response from your “students” on how it went.

Please come prepared to spend 30 minutes doing a small piece of learning which could be one of the following: (incorporating Active Citizenship concepts and practice that you feel confident with)

- teaching a specific skill
- initiating and leading a discussion
- setting up a project
- setting up a written assignment or piece of homework

What you do:

When it is your turn please feel free to arrange the room and the “students” as you wish. You will have 30 minutes to deliver your micro teach. The sessions will be timed and you will be stopped if you run over the 30 minutes. Avoid simply giving a talk – part of the point of the exercise is to give you the opportunity to practise (or try out) interactive ways of teaching and learning. You should include:

- A Session Plan, with learning outcomes, timings, resources, activities, content
- An introduction, development and conclusion
- Demonstrate a selection of teaching and learning approaches that will engage and motivate learners – you will need to justify the selection for assignment 2

Feedback:

At the end of your session you will be asked to say how you think it went. The rest of the group will be invited to give feedback. The feedback should be concerned with the teaching and learning not the content of the session. You will also get some written feedback from your tutor and co-learners, which must be on C&G Forms 6 and 8 and you will need to complete a written self evaluation – C&G Form 7.

When giving feedback to the “micro teacher” afterwards, identify the positive clearly. If you have anything less positive to say, identify one thing only and make sure you offer constructive suggestions e.g. “I thought you made a really good job of describing some of the tactics used by the suffragette movement in terms of getting their message across. Another way of doing it might be to ask the group themselves what experience they have of campaigning or the suffragette movement and use their answers as learning points for everyone”. See p 85 for more on giving feedback.

Appendix 2 - Jargon Busters & Resources

Term	Definition
Active Citizenship	For those who are involved in their community and contributing to local decisions that affect their lives – generally people who want to make things happen.
Activism	The use of vigorous campaigning to bring about political or social change.
Barrier	An obstacle that prevents movement or access. An obstacle to communication or progress.
Campaign	An organised course of actions to achieve a goal.
Capacity Building	Supports individuals, groups and organisations in contributing to the regeneration of communities (using knowledge, skills and competencies).
Citizen	An individual living in a political community, with rights and responsibilities. Unless specified, eg UK citizens, the term is not linked to nationality.
Citizen Governor	A citizen who advises or makes a decision about a public service, for example as a school governor, a charity trustee or lay magistrate.
Civic	Relating to the governance of a city or town and connected to the duties and responsibilities required.
Civic Engagement	People making a difference in the life of communities both politically or non-politically, using the combination of knowledge, skills and values, for example: school governors, magistrates, non executive board members.
Civil Engagement	Associated with ordinary local citizens living in a locality, with recognised rights and responsibilities. Civil refers to 'community' and informal roles, compared with 'civic' which is linked to formal roles related to democratic and governance structures.
Community	A group of people of any size who reside in the same locality, share government, social and economic conditions, and often have a similar/common cultural and historical heritage. A community can be based on a neighbourhood, an identity, faith or other characteristic, and you can belong to more than one community at any one time.
Community Action	Campaigning actions of community groups that are in disagreement with an official agency. Actions include demonstrations, public meetings and using the media.

Community Activist	For those who are active on a voluntary basis in the development of their own communities, often bringing about social or political change.
Community Empowerment	Is a process whereby communities are encouraged to be self-reliant and achieve the goals they want to see happen.
Community Engagement	Local stakeholders or services encouraging local people to access provision or participate in decision making about services that affect them.
Community Leadership	Community leadership is associated with local councillors and officers empowering local communities to steer their own future and vision. Equally it can apply to an individual within the community leading a community project or initiative and involving others.
Democracy	A political system where people have a voice and can exercise their power, typically through electing representatives.
Diversity	Enabling and valuing the differences within, between and among people.
Empowerment	Individuals accessing their own power and capacity to influence issues and events they consider to be important.
Engagement	The development of relationships between communities and organisations, where decisions are based on contact, dialogue and leading to shared understanding.
Equality	Where people in a society or a group have the same status and rights, and where discrimination and marginalisation of people can be challenged.
Every Child Matters	The name of the Government's policy document from 2005 spelling out a new approach to the well-being of children and young people from birth to age 19.
Governance	The action or manner of governing a formal group, authority, political party.
Governor	The head of a public institution, or a member of a governing body.
Involvement	Is about taking part in community activities and groups in a variety of ways.
Magistrate	A civil officer who administers the law, especially one who conducts a court concerned with minor offences and holds preliminary hearings for more serious ones.

Neighbourhood	<p>Is a localised community within a larger town or city.</p> <p>Neighbourhood Partnership</p> <p>A relatively new form of 'involvement', set up by Local Authorities, whereby the public are invited to meet with public services and Councillors to decide on local priorities, and sometimes on small local budgets.</p>
PACT	<p>Partners and Communities Together. PACT meetings are open to local people and enable low level, localised community safety issues to be addressed together with public and community sector partners. They enable to assist with problem solving on a local level and local people to 'task' their Neighbourhood Team and other community representatives.</p>
Participation	<p>Individuals joining in, contributing and sharing in decisions that affect their lives. Participation should enable people to have a degree of power and control in the processes they are involved in.</p>
Participative Democracy	<p>Allowing citizens to participate in decision-making directly, for example, through a referendum or through Local Partnership meetings.</p>
Partnership	<p>Is a relationship of equal power between two parties with distinctive interests.</p>
Representative Democracy	<p>Refers to the political system in which citizens elect representatives who are holding the power over public policy and budgets. MPs and local Councillors are all 'elected members' and represent all the people in the area (electoral ward), regardless of whether or not they voted for them. Representative and participative democracy can go hand in hand.</p>
Service User	<p>Someone in receipt of a statutory service, usually a public service (as opposed to a Consumer).</p>
Service User Involvement	<p>The government policy 'Your Health, Your Care, your Say' encourages public service providers to involve Service Users (and their carers) in decision-making.</p>
Social Capital	<p>Formal and informal networks that shape the way we relate to each other and participate in social activities.</p>
Social Cohesion	<p>Actions and policies which encourage people from different backgrounds to get on together in their community, with equal access to services, social, political and economical life.</p>
Social Inclusion	<p>Ensuring the marginalised and those living in poverty have greater participation in decision making which affects their lives, allowing them to improve their living standards and their overall well-being.</p>

Social Justice	Allowing people to claim their human rights for fair treatment and an impartial share of the benefits of society.
Speaking Up	Individuals having the confidence to talk to individuals or organisations, such as a local authority or a service provider, about their concerns and issues.
Statutory Service	This refers to essential services which public authorities, such as the NHS or local authorities have to provide, and to which citizens are entitled, regardless of where they live. For example, education, social services, health services, roads and transport, fire services, etc.
Trustee	The person(s) or institutions responsible for the administration of a trust, for example, the trustees of a Charity.
Viewgiver	Local people communicating with organisations such as local councils, health service providers or other public bodies – to share their views and contribute to decision making processes.
Volunteer	An organised form of volunteering whereby people give their time for free for the benefit of charities or other community organisations or public services. Voluntary roles cover a wide range of activities, from desk administration, website design to running arts and craft classes for children, and can be short term or longer-term. By definition, volunteers cannot be paid, but it is good practice to reimburse out of pocket expenses.

Appendix 3 - Checklist for New Tutors

Discuss the items on the list with a partner. Decide whether you would change, delete or add to it.

CHECKLIST

- Be there in plenty of time
- Be prepared – course plan, lesson / session plan
- Environment – layout, temperature, light, comfort
- Introductions – names, background and housekeeping – time, place, breaks, fire drill, toilets
- Get attention and hold it through varied teaching methods - make learning 'active'
- Adjust environment – teaching methods or adapt to students' needs, level of understanding, disabilities
- Need to communicate aims and objectives / outcomes
- Enthusiasm and know how - make it fun and enjoyable
- Be positive – maintain and enhance self esteem
- Understand different ways in which people learn
- Understand potential difficulties with the subject
- Be willing and able to change students' preconceptions and other concepts about the subject
- Be prepared
 - physically i.e. resources
 - mentally i.e. know what you are teaching
 - emotionally i.e. to answer questions/challenges
- Use encouragement and constructive criticism
- Bring each week a toolbox containing items such as :-

● scissors	● Blue tack	● paper	● eraser	● hole punch
● pens/pencils	● calculator	● paper clips	● cup/water	● tissues

Appendix 4 - Course Schedule

Course Schedule - City and Guilds 7303 Award

Session	Activity	Section/Title	Content	Assignment Tasks
1	1 2 3 4 5 6 7	Section 1: The Tutors Roles and Responsibilities	Introduction and paperwork Intro to course book Roles and Responsibilities Teaching Cycle Icebreakers Developing ground-rules Learning Styles Learning Journal	1.1, 1.4 and 2.6
2	8 9 10 11 12 13 14 15	Section 1; The Tutors Roles and Responsibilities	Boundaries, Codes of Practice Inclusion, Equality and Diversity Points of Referral Legal Responsibilities Health and Safety The Learning Environment Concepts in Adult Education	1.2, 1.3 Hand in Task 1.4
3	16 17 18	Section 2: Approaches to Teaching and Learning Section 3 Using different Assessment Methods	Record Keeping Functional Skills Teaching Methods and Learning Styles Challenges, attitudes and barriers to Learning Resources	Start Tasks 1.5, 1.6, 2.3, 2.4 Hand in Task 1.2
4	18 19	Section 3 Planning Teaching and Learning Section 4 Delivering inclusive sessions which motivate learners	Assessment Planning Aims and Learning Outcomes SOW Mid Course Evaluation	Start Task 1.7 Complete Task 1.3, 1.5

Appendix 4 - Course Schedule

Course Schedule - City and Guilds 7303 Award

Session	Activity	Section/Title	Content	Assignment
5	20 21 22 23	Section 5: Using different assessment methods and keeping records	Lesson Planning Learning Relationships Motivation Communication Approaches to Teaching and Learning Writing Realistic Aims and Outcomes Preparing for Microteach	Hand in Tasks Hand in Task 1.3, 1.4
6			Delivery of Microteach sessions Peer Assessment Self-Evaluation	
7			Delivery of Microteach sessions Peer Assessment Self-Evaluation	Hand in Outstanding Tasks
8			Delivery of Microteach sessions Peer Assessment Self-Evaluation Completion of Assignment Files and Portfolios Evaluate Progress and Plan Future Learning Course Evaluation Summative Profile and Action Plan	

Appendix 5 - Assignment Plan



