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Easing the journey from occupation to teaching

A guide for new teachers and their mentors
in the Further Education sector



**CENTRES
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Easing the journey from occupation to teaching

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Introduction

Welcome to the guide for new and trainee teachers who are entering Further Education for the first time and for those professionals who mentor and support them. Produced by the London Centre for Excellence in Teacher Training (LONCETT) this guide has been developed from collaborative research involving professionals in initial teacher training (ITT), mentors and mentees within London colleges and work-based learning (WBL) providers.

During the academic years 2007-09 teachers of construction, catering, hairdressing and beauty therapy took part in the LONCETT project designed to help new teachers from industry and other occupations to make the transition into teaching. Existing teachers of occupational subjects were asked to reflect upon the ways in which they taught their specialist area and how they coped with other aspects of their professional role, for example, assessing and guiding students.

This guide is a product of their work. It is designed to ease the journey from being an occupational practitioner to becoming a teacher. It is written for two purposes. First it is to help new teachers, who we see as apprentices, learn the craft of teaching. Second it is for those professionals, within colleges and other providers, who support and guide new teachers in making a successful transition into teaching. For those colleges and providers who have a formal system of subject mentoring this guide will be particularly helpful for mentors as it identifies areas where new teachers might need support, and it suggests practical activities to guide them.

This section gives a summary of the research and background to the guide and how the guide might be used. A report that outlines the wider research and the findings from this project is available on the LONCETT web site (www.loncett.org.uk).

Background to the guide

The reforms to ITT and continuing professional development (CPD) form a critical backdrop to the project. Although terms such as subject pedagogy and specialist mentoring are often used in relation to the reforms, there has been little systematic research on what the terms mean or what an ITT curriculum based on greater attention to these aspects should look like.

From the start this project was conceived as a form of action research which was based on two particular stances. The first was that an apprenticeship model is particularly pertinent to the learning and development of occupational teachers. To investigate the process by which an occupational specialist makes the transition to teaching, the second focus was on 'how' occupational experts taught their specialist area to learners rather than 'what' they taught.

The research was organised into a series of stages over the 2007-08 and 2008-09 academic years. Regular seminars were held that brought together vocational practitioners from the three occupational areas, teacher educators and researchers from higher education. The seminars served as staging posts for reporting and reflecting on findings as the research progressed and for bringing together focus groups of vocational mentors and trainees in order to gather further data.

The first year involved collecting and analysing qualitative data on how experienced vocational teachers taught aspects of their specialist area. From this analysis the aim was to develop and pilot a mentoring curriculum for new vocational teachers, which in turn would be reviewed and evaluated during the second year of the project.

After a process of coding qualitative data from specialist mentors and trainee teachers, we arrived at three broad categories for representing the capabilities that apprentice teachers develop on their journey to become expert teachers. These are outlined in the diagram below and illustrates the connection between the three key areas.



As one of the apprentice teachers from construction who took part in the project commented:

“There is a common assumption that if you know your trade, you can pass it on to others, but this is often not the case.”

Apprentice teachers have to develop an understanding, very soon after employment, of the three professional roles represented by the circles in the diagram. They have to draw upon their rich pool of occupational knowledge and experience and translate it into a form that is accessible to learners. We have referred to this as the specialist aspect of teaching.

As members of a new community of teachers, it is likely they will be pursuing an initial teaching qualification, for example PTLLS or DTLLS. In this context they will be learning about general aspects of the teaching role, for example how to define a learning outcome and develop a scheme of work.

Finally, as new employees of an organisation, they will be required to follow organisational procedures and make use of common resources for helping their students. For example, the organisation will have a particular approach to reviewing and evaluating the quality of its teaching and its courses.

This diagram illustrates the three professional roles: the circles in the diagram overlap because all the aspects overlap. We have used a spiral which goes through the diagram to put across the idea that all teachers continually revisit these roles as they become expert professionals.

The first area an apprentice teacher may have to focus on when newly employed is ‘Specialist Teaching’. In most instances the apprentice teacher will be asked to be responsible for classes soon after employment. The first major question for an apprentice teacher in relation to this new role is how to effectively communicate and translate occupational knowledge to a range of students. This may include adults, students with learning difficulties and/or disabilities (SLDD), work-based learners, 16-18 year olds and 14-16 year olds. All teaching involves deciding how to best meet the needs of learners from a range of backgrounds, cultures, skill and abilities to ensure success in learning.

The apprentice teachers may draw from their experience of being taught themselves, training skills, occupational knowledge and experience and seek advice from a mentor or colleague. For apprentice and experienced teachers to engage and motivate learners, the questions above may be partly answered by problem-solving techniques and creativity in conjunction with formal teaching techniques. For example one mentor in the field of construction suggests, "The apprentice teacher needs to be encouraged to deliver his/her lesson in a range of ways that 'hook' a range of intelligence strengths, i.e. devise a game to motivate (teach) his/her students, create mind maps, make an audio tape, create a PowerPoint presentation, devise a leaflet..." Applying creativity and problem-solving may also be required in other aspects of the diagram, for example, assessment methods or reflection and evaluation of one's own teaching.

We have selected 10 capabilities that cut across these three areas and which our research shows are critical to making a successful transition into teaching. These capabilities reflect the national Lifelong Learning UK (LLUK) professional standards for teachers in the lifelong learning sector and the associated ITT qualifications.

S – SPECIALIST TEACHING

Developing the apprentice teacher's capacity to:

- S1 Interpret/implement qualifications/curriculum specifications and assessment in his/her specialist area.
- S2 Promote learning in practical workshop areas, for example, demonstrating an occupational procedure and sequencing learning and assessment so that students gain expertise through repetition and refining his/her skills.
- S3 Blend theoretical and practical aspects in his/her teaching to enable his/her students to develop good occupational standards.
- S4 Help students acquire the disciplines involved in working in an occupation, for example, customer relations, health and safety, appearance and punctuality.

G – GENERAL TEACHING

- G1 Plan for learning through preparing teaching sessions, developing schemes of work and specifying learning outcomes that match the range of learners' needs.
- G2 Choose teaching and learning methods that motivate and engage students, and provide appropriate learning support within the boundaries of the teaching role.
- G3 Employ different assessment methods that support students, lead to valid and reliable assessment and aid his/her progression through his/her courses.
- G4 Reflect on and evaluate his/her teaching and professional practice with a view to improving his/her performance.

O – ORGANISATIONAL ASPECT

- O1 Access organisational resources that meet his/her students' needs for specialist learning support, for ICT and learning resources and for careers guidance.
- O2 Apply institutional procedures for quality assurance (QA), course review and evaluation, given his/her own teaching role and course responsibilities.

Using the guide

The guide has been developed so that it can be used in a number of ways to support new teachers and trainees and those who mentor them. The following list contains suggestions about how the guide could be used. It is not intended to be comprehensive and after reading alternatives might be found.

- A reference point for discussion and dialogue between mentors and mentees
- To identify specific areas for professional development
- A reference for reflection and evaluation of professional practice
- Information for new teachers and trainees before a formal organisational induction by the provider
- For the induction process within a provider.

We suggest the guide can be used in any order or sequence so that specific activities can be used to develop new teachers' / trainees' personal knowledge and skills. We have included a 'tick-list' of capabilities in the appendix so that personal development can be recorded. Although the guide originates from the practices of teachers of construction, catering, hairdressing and beauty therapy, we believe that it will be helpful for apprentice teachers in other occupational areas.

During 2007-09 professionals employed within the FE and HE sectors worked collaboratively to write this guide based on research conducted in the first year of the project. The professionals below contributed to the writing of this guide.

LONCETT Vocational / WBL Project Team:

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In addition the following providers contributed to the initial stage of the research:

College of North East London, Hugh Gordon (College of North West London), Graham DeSmidt (Lewisham College), Hilary Robinson (Southgate College/North London Work Based Learning Alliance), Bob Craig (Tower Hamlets College), Waltham Forrest College, Chris Jude.

We gratefully acknowledge the many contributions from mentors and mentees, and thank them for supporting the project with their experiences and knowledge of the FE sector. We would appreciate feedback about the guide so if you have any comments please contact Julia Jeanes (LONCETT Project Manager – j.jeanes@ioe.ac.uk).



PRACTICAL ACTIVITIES TO ASSIST TEACHERS IN THEIR JOURNEY FROM OCCUPATION TO TEACHING

The rest of this document consists of a guide and practical activities that apprentice teachers and those who support them can use to develop their teaching capabilities. A separate section is devoted to each of the 10 capabilities. We have suggested activities that new teachers have found helpful in adapting to their teaching role. We include quotes from experienced occupational teachers talking about the problems and challenges in adapting to the role of the teacher.

SPECIALIST TEACHING

S1 Interpret/implement qualifications/curriculum specifications and assessment in his/her specialist area.

What experienced teachers said and did

"Industry experience and knowledge is not the same as teaching knowledge. I needed to re-contextualise my knowledge and experience to make it fit the qualification and teaching situation."

(Beauty therapy teacher)

"I found that I had to make explicit, taken-for-granted industrial skills to help my students understand what the qualification involved. This was not easy."

(Catering teacher)

"He's been painting longer than me. Cos' you are good at trade, it used to be thought you could teach."

(Construction teacher)



Activities

- A.** Take at least two different curriculum specifications for a qualification (for example an NVQ or City & Guilds Certificate) that you have been asked to teach to a specialist teacher from your occupational area. Ask him or her, how they would convert the detail of the qualification into a scheme of work or a lesson plan. Make sure that you fully understand the meaning of particular terms, for example, performance criteria and underlying knowledge and how these translate into practical teaching and assessment tasks for your students.

- B.** Select a particular occupational procedure that you are very familiar with, for example, perming hair, plastering or cooking a special sauce. On your own, attempt to identify the steps by which you would teach the procedure and how you would define the learning outcomes. Discuss your proposed plan and learning outcomes with a more experienced teacher of your area.



SPECIALIST TEACHING

S2 Promote learning in practical workshop areas, for example, demonstrating an occupational procedure and sequencing learning and assessment so that students gain expertise through repetition and refining their skills.

What experienced teachers said and did

"The uniqueness and untapped potential of learners is the starting point when teaching any procedure. Do not underestimate students' knowledge or the complexity of an apparently obvious operation like 'painting a door'. Listen to those students with the most knowledge and encourage them to share it with the group before starting." *(Construction)*

"There is a difference between simply doing a job when you are 'in your own head' and doing it with students, where it has to be articulated. Due to experience over many years trades people often have their minds on other things while they are working and do the job 'naturally'. This needs to be 'broken down into simple chunks' for the learners." *(Construction)*

"Keep students active. Get them to help you with the demonstration of the technique." *(Catering)*



Activities

A. Perhaps the most complicated aspect of managing learning in a workshop or a 'realistic work environment' is dealing with students who are at different stages of a task and/or learn at different speeds. Differentiating learning and assessment so that your students can develop expertise at a pace which suits their needs is one of the most challenging aspects of teaching. To gain experience of this area, it is suggested that you observe experienced colleagues teaching a practical session. Try to find at least two classes to observe, one in your own specialist teaching area and another from a different curriculum area. After you have completed each observation, discuss with the teacher how they planned the sequence of learning and assessment to meet the needs of different students in the group.

B. Sequencing practical tasks is fundamental to good practical learning. A very experienced catering teacher, an ex-Chef, suggested the following steps for teaching younger students to make 'Poached Egg Benedict:'

1. Glossary with key technical words at start of session
2. Demonstration by teacher
3. Rich tips, including the underlying knowledge
4. How not to do it (video clip)
5. Recap then get students to practice
6. Self-evaluation by students
7. Peer assessment – students judge each others' work
8. Teacher lists development points and
9. A research task is set to be completed by the next lesson.

With the help of your mentor or an experienced colleague, attempt to adapt this sequence to a procedure that you teach in your own occupational area. Consider if it is appropriate for promoting learning in your occupation.

SPECIALIST TEACHING

S3 Blend theoretical and practical aspects in their teaching to enable their students develop good occupational standards.

What experienced teachers said and did

"I choose to evaluate eyelash perming as an example when planning learning. When teaching the perming sequence, it is important to link it with science and theory wherever possible, for example linking the structure of the hair to the effects of alkaline products on it." *(Beauty therapy)*

"When x started teaching, he felt like a student; he had to learn to slow down and repeat for students, very unlike the site experience, even when working with construction apprentices." *(Construction)*

"It is important to approach theory in a natural, contextualised way, to connect it to practice rather than treat it as separate. Bring the practical into the classroom. If the lesson is about tools, bring them in and make them part of the theory." *(Construction)*

"When teaching this procedure, I watch a demonstration video with the students that can be stopped at any time to discuss "how, why and what if". I then demonstrate the procedure so that students can observe the true length of the treatment, smell the product and see any contra-indications occurring. The students then work in pairs and replicate the procedure following my direction. I closely monitor and assess the students understanding through questions and answers. The students are given detailed handouts with diagrams they can refer to. This means that visual, auditory and kinaesthetic learning are incorporated in the practical session. For me, theory is the knowledge you use everyday." *(Beauty therapy)*

Activities

A. To gain an understanding of how your colleagues blend theory and practical aspects of your occupation ask an experienced colleague if you could 'team-teach' a particular lesson which has theory and practical combined. Working alongside a colleague may help you pick up techniques and approaches to the combination of theory and practice.

B. If you are more familiar with the practical aspects of the syllabus you are teaching rather than standing in front of a group of strangers try the following activities. Firstly, observe how an experienced teacher links theory and practice, for example, through getting students to explain 'why' they are following a particular procedure (refer to the last example in the box above). Try this technique yourself. Secondly, attempt to employ a range of resources to link theory to practice; these could include interactive power-point presentations, activity-based videos, internet searches or the use of paper handouts with visuals. The use of group work often enlivens the learning process. Discuss your choice of resources with your mentor and reflect on the process.



SPECIALIST TEACHING

S4 Help students acquire the disciplines involved in working in an occupation, for example, customer relations, health and safety, appearance and punctuality.

What experienced teachers said and did

“The commercial salon encourages the development of communication and customer care skills. The learners practise their techniques on paying clients who monitor and give feedback on each student’s treatment.” *(Hairdressing)*

“Using the appropriate occupational vocabulary helps to mould professional identity in the student. Encourage students to make the link between college vocational experience and ‘outside’ occupational experience.” *(Construction)*

“By being a practising professional, I can recreate a real commercial environment. The awarding body sets out stringent criteria which must be adhered to, for example, salon conditions, codes of practice, commercial timings – an eyelash perm should take 45 minutes.” *(Beauty therapy)*



Activities

- A.** Many experienced teachers combine educational and commercial practice by framing their teaching in occupational language. Practical activities in the construction workshop are defined as job sheets that have to meet a clearly-defined specification. Students working in the salon have to identify a customer care plan. With the help of your mentor and/or a more experienced colleague, select a practical area from your teaching and re-frame it in commercial terms.
- B.** Locate the student/course handbook for the course that you are teaching on. Check what it has to say about standards of dress, punctuality, health and safety and customer care. Ask to interview the course leader and discuss how these aspects of student conduct are developed over the academic year.
- C.** Many occupational procedures involve numerical operations, for example: measuring ingredients for a dish, calculating the area of a room or keeping accounts for a restaurant or a hairdressing salon. These provide natural settings for integrating key/functional skills into vocational teaching. Select an activity from your own occupation/industry and design a task which involves costing, estimating and presenting an invoice or a bill to the customer, for example, eyelash perm materials used for perm, labour costs, overheads and profit margin.



GENERAL TEACHING

We are now turning to the four more general capabilities that underpin good professional practice. You will find that these will relate to the ITT qualifications that you are or will be undertaking, for example, the introductory PTLLS course. There may also be a good connection between the assignments and reflective diaries that you are being asked to maintain for your ITT course and the suggested activities below.

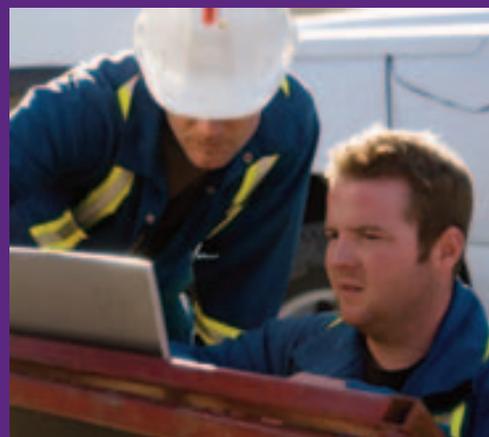
GENERAL TEACHING

G1 Plan for learning through preparing teaching sessions, developing schemes of work and specifying learning outcomes that match the range of learners' needs.

What experienced teachers said and did

"Me a teacher! I was like a student. On site I naturally assumed that people knew. I was a fish out-of-water coming into college, out of my comfort zone. I was conscious of my own bad experience of learning and the need to break my teaching into small chunks. I was surprised at how little students knew. Coming from industry, I expected students to have much better skills than they had. I now set practical tasks with varying levels of difficulty for different students and have developed questioning techniques to draw out information from students." *(New construction teacher)*

"The apprentice teacher works as a chef and has excellent knowledge of the industry. She is dyslexic and I have been trying to help her to produce lesson plans that help her to teach rather than fulfil the organisational requirement to produce a lesson plan. Recently, we have started to use mind maps to plan the lesson. These have proved very successful. They jog her memory without clouding it as a result of having to cope with long sections of text." *(Mentor of new catering teacher)*



Activities

- A. Many educationalists argue that for learning to be successful there has to be an alignment between what the teacher intends and what students do. Ask your mentor or an experienced colleague for a copy of his/her lesson plan. Review this critically. Consider how SMART the learning outcomes are and the relationship between the outcomes, the teaching/learning activities and the proposed assessment. Now look back at one of your own lesson plans and review it critically.
- B. Select a practical session that you have recently taught. Rewrite your learning outcomes for three levels of the most able and the least able in that activity. Reconsider the activities, resources and assessment so that they meet the different needs of the students.



GENERAL TEACHING

G2 Choose teaching and learning methods that motivate and engage students and provide appropriate learning support within the boundaries of the teaching role.

What experienced teachers said and did

"I consider the prior experience of my students. The course on facial massage is at level 3 and students need to have gained level 2, for example, they should be familiar with facial cleansing routines, skin care and skin disorders. I can help students link this knowledge with new areas, for example, bones on the face and facial massage. Before I plan my lesson, I consider my students' learning styles, their prior knowledge and what they find difficult. I then select appropriate teaching methods, activities and resources to facilitate good learning. More able students are set research tasks and extension activities, for example, to investigate chemical peels in the industry." *(Beauty therapy)*



Activities

- A. How you start a lesson is critical to engaging and motivating learners, especially those in the 14-19 age range. To gain ideas about how to tackle this investigate the variety of resources available in your organisation i.e. the Intranet, Virtual Learning Environment (VLE), colleagues. Then turn to wider web-based resources, for example, try 'googling' the Teacher Net website, or the Excellence Gateway.
- B. Information Learning Technology (ILT) can be a powerful teaching and learning resource when used appropriately. To find out some of the ways in which software can be used in your lesson start by asking colleagues which software they use i.e. PowerPoint with animation, the interactive white board, DVDs. Choose a specific aspect of your lesson where you think you might be able to include ILT.
- C. Using a variety of creative learning activities can engage and stimulate learning. Many teachers make use of different stimuli - visual, auditory and kinaesthetic - to engage students. Think about the variety of stimuli that you might employ by choosing a topic and creating a mind map of the range of possibilities. Consult your mentor, or a more experienced colleague about what you are planning.

GENERAL TEACHING

G3 Employ different assessment methods that support students, lead to valid and reliable assessment and aid their progression through their courses.

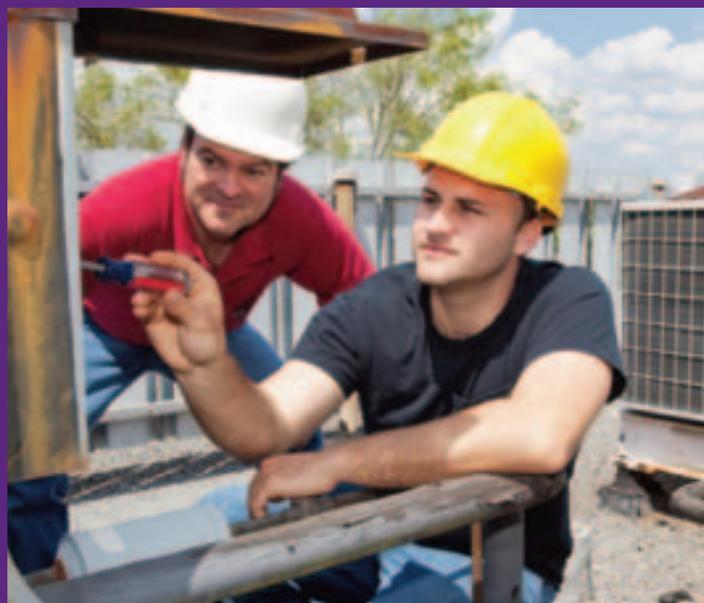
What experienced teachers said and did

"Learning to judge students' work is one of the critical differences; there is a tendency to give a tradesman's verdict rather than a teaching verdict – if someone did that job in your house, would you pay for it?" *(Construction)*

"Previously I would have expected students who are work-based to know how to do something, but I have come to realise that assessing students' current knowledge and skills is vital to build upon with my teaching." *(Construction)*

"Ensure that students who are more able and finish quickly, self assess, peer assess and peer mentor." *(Construction)*

"I have come to understand the importance of the qualification and assessment for the tasks undertaken and the need to assess against the level of the award." *(Catering)*



Activities

- A.** Building learning activities into teaching that enable students to develop their skills and knowledge and the teacher to assess their progress is a fundamental teaching skill. Ask your mentor or a more experienced colleague how they make use of questions and other activities for the purpose of formative assessment. Collect lesson plans from two colleagues in your specialist area and identify how they have structured the session to check students' understanding and competence.
- B.** Collect two examples of in-course assessments, for example tests and assignments from your own specialist area. Identify the different assessment methods that are being employed with reference to the following questions:
- Would they produce the same results, if used on other occasions, for example, with another group of students?
 - Do they measure what they state they are intended to measure? Are they fit for purpose?
 - Are any students excluded by the choice of assessment methods?
- C.** Mark a piece of student work and then list a set of specific actions designed to help the student move from a grade B to a grade A. Try it out on your mentor or a more experienced colleague.

GENERAL TEACHING

G4 Reflect and evaluate upon their teaching and professional practice with a view to improving their performance.

What experienced teachers said and did

“Having an experienced mentor to observe me regularly has helped me to reflect upon and develop my own teaching.”

(Apprentice teacher of construction)

“The apprentice teacher sees me as the Research and Development Department, an experimental arm where pilot lessons can be developed and their impact on students assessed. I encouraged him to make use of VAK (visual, auditory and kinaesthetic learning) to devise a game to motivate, a mind map to visualise and an audio tape to help students to listen and reflect.”

(Mentor of a new construction teacher)

“Team teaching and shadowing experienced colleagues proved an invaluable source of ideas and practical tips.”

(New teacher of catering)



Activities

- A.** Co-observing a lesson with a more experienced teacher is often extremely valuable in refining teaching skills. Ask your mentor or a more experienced colleague to conduct a joint observation of a colleague in your specialist area. Discuss with him/her how you are going to go about the task. You might decide to make use of the standard lesson observation form used in your organisation. Whatever process of observation you decide to adopt, make sure that you evaluate the following aspects of the session: lesson planning, teaching and learning methods, assessment and what you perceive as the learning outcomes.
- B.** Select a lesson or a tutorial which you thought either a) did not go well or b) caused you to change your practice (a critical incident). Find a situation that involved you in assessing, teaching and/or advising students. Identify the cause of the problem, what went right, what went wrong and why. Consider how you might change your approach in the light of experience and present your report to your mentor or a tutor on your ITT programme.



ORGANISATIONAL ASPECT

01 Access organisational resources that meet their students' needs for specialist learning support, for ICT and learning resources and for careers guidance.

In 2004, the Government published a well-known document *Equipping our Teachers for the Future* in which it announced key reforms designed to improve the quality of training for teachers in the learning and skills sector. A key aspect of this was the commitment to "invest in providers and partnerships that demonstrated high standards of support for trainees in the workplace" (p. 4). The document made clear that good employers would take responsibility for promoting the professional development of their staff by ensuring that they were given good support in the workplace through mentoring, coaching, induction and other forms of staff development.

A key aspect of initial development is finding out how the organisation in which you work supports both you and its students.



Activities

- A. Many students in the sector have individual learning needs that require specialist advice and expertise. Many FE colleges and other providers have dedicated student services that provide individual advice and support for students with specific learning needs. Obtain a copy of the staff handbook for your organisation, which may be available on the VLE. Make a list of all the specialist student services available to help you and your students to succeed in completing their courses.
- B. Make a visit to the learning resource centre at your place of work. Make a list of the specific learning resources: books, trade magazines, journals and ILT resources that are available to support students with their assignments and other project work. Design an assignment that requires students to make use of a good selection of these resources.



ORGANISATIONAL ASPECT

02 Apply institutional procedures for quality assurance (QA), course review and evaluation, given their own teaching role and course responsibilities.

Providers in our sector are subject to an intense regime of inspection and quality control from external bodies such as Ofsted and the Learning and Skills Council. Managers are usually expected to complete self-assessment reports evaluating the standards of provision. Most teaching and training teams are required to complete monitoring and review documents as part of the process of self-assessment. The activities below build upon this aspect of the professional role.



Activities

- A. Maintaining accurate records of student attendance is a fundamental responsibility of all teachers. Identify what your register is used for, other than recording the attendance of students. Discuss with a senior member of staff the implications of inaccurate records for a) the students' Educational Maintenance Awards (E.M.A), b) your department.
- B. Locate a report (monitoring and review document) for a course on which you teach. Locate the section on student data. You are likely to find data on student retention, pass (achievement) and success rates. With the help of the course leader, identify what these measures mean and the implications for your department of these measures (funding, grading, self-assessment).
- C. Identify the organisational procedures for gathering and analysing feedback from students. Is there a standard feedback questionnaire? Who collects and analyses the responses? When? What happens to the data?



The log below will enable you to keep track of the activities in this guide. You could use this for the purposes of assessment, for example, on a PTLLS course, and/or as part of your induction into teaching.

CAPABILITY	ACTIVITIES	NEED TO DO		DONE	COMMENTS
		YES	NO	✓	
SPECIALIST TEACHING				✓	
S1 Interpret/implement qualifications/curriculum specifications and assessment in their specialist area.	A: Designing a scheme of work				
	B: Specifying learning outcomes				
S2 Promote learning in practical workshop areas, for example demonstrating an occupational procedure and sequencing learning and assessment so that students gain expertise through repetition and refining their skills.	A: Observing an experienced teacher				
	B: Sequencing practical teaching				
S3 Blend theoretical and practical aspects in their teaching to enable their students to develop good occupational standards.	A: Teaching in a team				
	B: Using resources to link theory and practice				
S4 Help students acquire the disciplines involved in working in an occupation, for example customer relations, health and safety, appearance, punctuality etc.	A: Re-framing lessons in industrial language				
	B: Developing professional standards in your students				
	C: Integrating key skills				

CAPABILITY	ACTIVITIES	NEED TO DO		DONE	COMMENTS
		YES	NO	✓	
GENERAL TEACHING					
G1 Plan for learning through preparing teaching sessions, developing schemes of work and specifying learning outcomes that match the range of learners' needs.	A: Writing SMART learning outcomes				
	B: Meeting different needs				
G2 Choose teaching and learning methods that motivate, engage students and provide appropriate learning support within the boundaries of the teaching role.	A: Starting a lesson				
	B: Using ILT				
	C: Teaching for creativity				
G3 Employ different assessment methods that support students, lead to valid and reliable assessment and aid their progression through their courses.	A: Developing questioning techniques				
	B: Coping with In-course assessment				
	C: Marking student assignments				
G4 Reflect and evaluate their teaching and professional practice with a view to improving their performance.	A: Observing a lesson with a more experienced teacher				
	B: Learning from critical incidents				

CAPABILITY	ACTIVITIES	NEED TO DO		DONE	COMMENTS
		YES	NO	✓	
ORGANISATIONAL ASPECT					
01 Access organisational resources that meet their students' needs for specialist learning support, for ICT and learning resources and for careers guidance.	A: Accommodating specific learning needs				
	B: Using the learning and resource centre				
02 Apply institutional procedures for quality assurance (QA), course review and evaluation, given their own teaching role and course responsibilities.	A: Recording student attendance				
	B: Evaluating student data				
	C: Collecting and analysing student feedback				

Websites to support teaching and learning

www.bis.gov.uk	Department for Business Innovation and Skills
www.dfes.co.uk	Department for Children, Schools and Families
www.becta.org.uk	BECTA, leads the national drive to inspire and lead the effective and innovative use of technology throughout learning
www.lsneducation.org.uk	Learning and Skills Network for information on research and educational initiatives, contains support and advice for lecturers in the learning and skills sector
www.nln.ac.uk	National Learning Network, covers a wide range of vocational subjects with access to free materials
www.jisc.ac.uk	An information source for those wishing to explore the use of ILT/ICT in learning and teaching
www.intute.ac.uk	Resource discovery site with resources available in a range of subjects
www.teachernet.com	Contains links to lesson plans
www.bbc.bitesize.co.uk	Teaching materials and guides for a range of GCSE subjects
www.teachers.tv	Thousands of education programmes on TV and online
www.nfer.ac.uk	National Foundation for Educational Research
www.teachernet.gov.uk/wholeschool/behaviour	Resources and case studies on behaviour and attendance

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