

Teaching Children and Young People

Unit DV8Y 36

Section 2

Manage and Review the Learning Experience

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Introduction to the Section

What this Section is about

In this section we are going to look at the knowledge and skills you need to manage and review the learning experience for young people.

Knowledge and/or skills

- ◆ How teachers' and young learners' behaviour and attitudes can affect the learning process
- ◆ Developing young learners' skills by the use of motivation techniques, differentiation strategies, ICT and active learning
- ◆ Develop skills for appropriate and effective communication with young learners, colleagues and other professionals to facilitate learning
- ◆ Strategies for promoting positive behaviour and managing inappropriate behaviour
- ◆ Strategies for promoting an inclusive learning environment
- ◆ Relevant legislation pertaining to children and young people

By the time you have completed this section you should be able to:

- (a) Use suitable learning and teaching activities for young learners
- (b) Communicate effectively with young learners, colleagues and other professionals
- (c) Support young learners in their transition from school to college or work
- (d) Manage and deliver effective and appropriate learning and teaching sessions to young learners

Approximate Study Time for this Section

The suggested study time for this section is 20 hours although this will be very much dependent upon how long you have been teaching young learners and how long you have been working in further education. This includes time for you to work through this learning package and undertake activities. This does not take account of any additional reading you may wish to undertake.

Other Resources Required for this Section

Internet Access

As references to websites are made throughout this unit access to the Internet will be required. Web links within this study section were accurate and live as at 1 June 2007.

Assessment Information for this Section

How you will be Assessed for this Section

The performance evidence required for outcome 2 is:

Task 2

Delivery of at least one observed teaching session. The session should:

1. Meet the aims and objectives of the planned session and young learners' needs
2. Engage the young learners
3. Promote learning and independent learning
4. Promote positive behaviour

Task 3

You are also required to provide the following written evidence pertaining to outcomes 1 and 2.

A report or commentary of 1,000 words in which you:

1. Evaluate and justify the approaches taken to planning the learning experience
2. Evaluate and justify the approaches to managing the learning experience and your actions in managing young learners
3. Identify appropriate ways of enhancing your practice

You should also provide bibliographical references to relevant reading which should be compiled using the Harvard system of referencing.

When and Where you will be Assessed for this Section

You can be assessed whenever you and your tutor are satisfied that you are capable of meeting the written/oral and performance evidence requirements of the Outcomes.

The assessments will take place in the Centre or a place approved by the Centre.

What you have to Achieve for this Section

To achieve this section you must meet the evidence requirements for the Outcomes. Evidence submitted should demonstrate all the knowledge and skills requirements of the Outcomes. An overview checklist for the Unit is provided to enable candidates to indicate where these are evidenced. Any gaps may be filled by a professional discussion.

Opportunities for Reassessment for this Section

If you do not produce sufficient evidence you will be given the opportunity for remediation and one further attempt at assessment.

The Teacher as a Positive Role Model

“Don’t worry that children never listen to you. Worry that they are always watching you.” *Robert Fulghum, American author (b. 1937)*

What do young learners value? - The four R’s

Rights: all learners have the right to be safe, secure and to receive an entitlement to learning. Teaching staff, too, have the same rights, but it is useful to remind learners that teachers have a right to teach and meet the needs of all learners in a group.

Rules: it is appropriate to make requirements clear from the outset and to make sure they are clear and concise. Health and safety is non-negotiable. Explain why the rules are necessary for learning to take place. Effective learning requires a calm and orderly learning environment.

Routines: this is part of basic enabling skills when working with young learners. Build in clear beginnings, middles and endings to classes. Have clear and consistent messages, especially when routines are disrupted or learners are not complying.

Responsibilities: remind all of responsibilities and rights, including those of the teacher. Individual learners have responsibilities to others in the group. Modelling good citizenship and ‘soft skills’ helps to emphasis responsibilities.

The websites below provide some interesting reading on positive role modelling:

<http://www.extension.umn.edu/specializations/youthdevelopment/components/6141-19.html>

<http://www.royalsociety.ac.uk/downloaddoc.asp?id=1532>



Activity 27

Use the table below to note some details of your own interaction with young learners.

Characteristic	How do you model this in your interaction with young learners?
Demonstrate passion/enthusiasm for the subject	
Demonstrate involvement through student centred approaches	
Mutual respect	
Consistency and fairness	

Mentoring

It may be that, as part of your practice, you will be allocated mentoring duties of some kind, or at least come into contact with colleagues who fulfil this role. Mentoring provides many opportunities to provide a positive role model for young learners and is now being used extensively, not just in FE but across the schools curriculum.

The “Mentoring to Support Transition and Achievement for Young People at Risk of Disengagement” staff development toolkit covers all aspects of designing, setting up and managing a peer mentoring programme within colleges. You will find the materials at the following link:

http://www.sfeu.ac.uk/projects/cool_partners

Additional information about mentoring can be found at the following links:

http://www.standards.dfes.gov.uk/ethnicminorities/links_and_publications/763009/Removing_the_Barriers.pdf (page 11)

<http://www.standards.dfes.gov.uk/learningmentors/downloads/lmssupportingnewagenda.pdf>

<http://www.infed.org/learningmentors/mentoring.htm>

Motivating Young Learners

Alan Mclean is an Educational Psychologist with Glasgow City Council. In his book “The Motivated School” (2003), you will find the argument that teachers cannot motivate learners, rather that genuine motivation comes from within and that self-motivation needs to be nurtured.

The teachers role is to create the conditions for learners to be motivated to achieve agreed learning outcomes.

McLean identifies 4 ‘drivers’ for motivation:

- Engagement
- Structure
- Stimulation
- Feedback



Activity 28

Use the table below to note down some examples of ways in which you can use the '4 drivers' to motivate young learners.

You will find it useful to discuss this with your tutor/tutor group or online discussion group.

Drivers	What I can do...	Impact on learners
Engagement		
Structure		
Stimulation		
Feedback		

Recommended Reading

Donovan, G (2005) *Teaching 14-19*, David Fulton: London

Harkin, J, Turner, G and Dawn, T (2003) *Teaching Young Adults*, Routledge: London

Horrocks, J E, (1976), *The Psychology of Adolescence*", Houghton Mifflin

Lumby, J and Foskett, N (2005), *14-19 Education: Policy Leadership and Learning*, Sage Publications

Rogers, Bill (June 2006) *Classroom Behaviour (2nd Edition)*, Paul Chapman Publishing Ltd

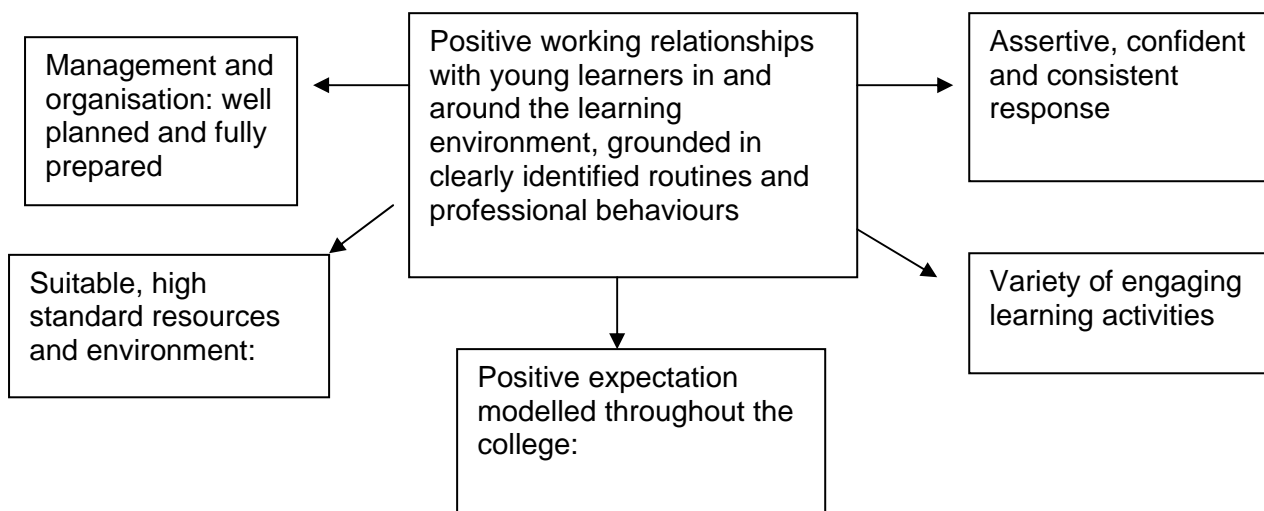
Sylwester, Robert, (2007), *The Adolescent Brain, Reaching for Autonomy* Paul Chapman Publishing

Wallace, S (2002), *Managing Behaviour and Motivating Students in FE*, Learning Matters Ltd

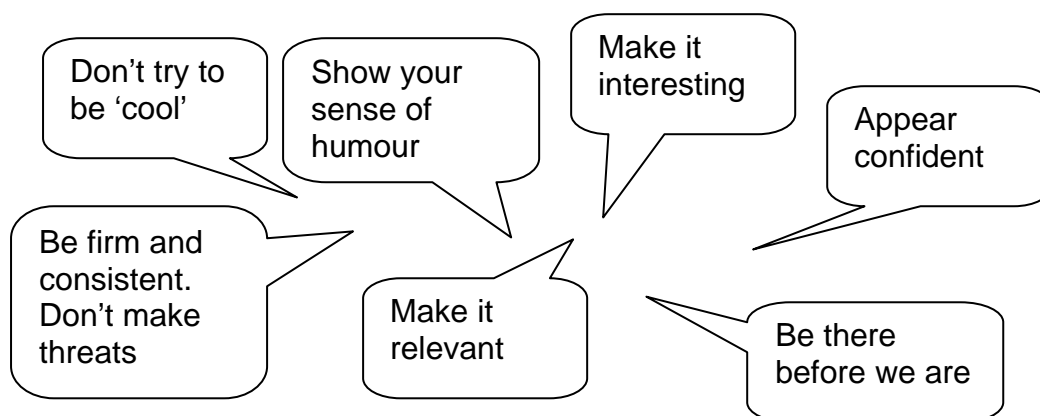
Managing Learner Expectations

Your aim is to create a calm, orderly learning environment, in which there are high expectations of positive behaviours, mutual respect and productive activity for all participants.

The steps to achieving this aim are:



What do young learners expect from you?



The HMIE report “Improving Scottish Education” (2006) stated that:

“Indiscipline should not be treated in isolation from the curriculum and from learning experiences. Improvements are achievable where learning is focused, active and practical, with built-in milestones to encourage recognition of progress, appropriate and supportive interim assessment and suitable end-point recognition.

Improvements are also achievable through common approaches from teaching staff and from senior staff within the context of a strong and consistently applied positive behaviour policy.”

The use of relevant, well paced, engaging learning activities will resolve much potential low level disruptive behaviours.



Activity 29

Read section D of “*Engaging or Enraging? Working and Learning with Young People in Scotland’s Schools*”, Scottish Further Education Unit 2006, at the link below:

www.sfeu.ac.uk/documents/5133

Write a five point Action Plan to identify your key targets in creating a calm, orderly and effective learning environment.

1	
2	
3	
4	
5	

You might wish to discuss this with your tutor group/tutor/online discussion group.



Activity 29

Answer

You might have included in your action plan:

- Agree a 'Code of Conduct' with the group. Include positive statements of behaviour and set high expectations. Agree appropriate sanctions and apply them consistently.
- Identify resources. Prepare enough copies of any handouts in appropriate formats for the group. Collect together pieces of equipment, using any appropriate college booking systems to ensure availability.
- Set up the learning environment to match planned activity. Consider 'line of sight' – can all learners see the whiteboard or presentation materials? Can you see all learners and have space to move around to be close to them? This is especially important with young learners if you want to teach close to 'hot spots'.
- Model calm, assertive, confident behaviour. Have a chat with a colleague about how you might respond to any challenging behaviours and have some strategies ready.



Activity 30

Identify key areas in which you think it would be useful to agree rules around classroom behaviour with your learners (for example punctuality, use of mobile phones).

What standards of behaviour would you personally prefer to set within each of these areas?

Reflect on your reasons for this. Are your reasons all about promoting a safe, positive and inclusive learning experience? Are some of your reasons more about your own personal preferences? Which ones do you think your younger learners might have a different opinion about? Which ones are you honestly able to negotiate and compromise on without actually impacting negatively on the learning experience?

It might be interesting to share your thoughts with a colleague or your tutor.



Activity 30

Answer

You might have thought about agreeing rules around:

- punctuality
- use of mobile phones in class
- bringing resources
- outdoor clothing
- following the teacher's instructions
- speaking while the teacher is speaking
- speaking while another learner is speaking
- showing respect to other learners
- participation in classroom activities
- careful use of equipment and resources
- clearing away at the end of class
- packing up at the end of class

As individuals, the behaviours we might describe as appropriate, or even consider essential to effective learning, may vary considerably according to our personal beliefs and experiences.

Additional Reading

Donovan, G (2005) *Teaching 14-19*, David Fulton: London

Harkin, J, Turner, G and Dawn, T (2003) *Teaching Young Adults*, Routledge: London

Horrocks, J E, (1976), *The Psychology of Adolescence*", Houghton Mifflin

Lumby, J and Foskett, N (2005), *14-19 Education: Policy Leadership and Learning*, Sage Publications

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Wallace, S (2002), *Managing Behaviour and Motivating Students in FE*, Learning Matters Ltd

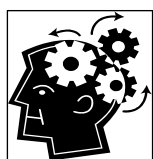
Association of Learning Providers www.14-19guide.org.uk

Working with Others to Support Young Learners

As well as lecturing staff, people employed in the further education sector comprise managerial, administrative and technical and support personnel. Working as part of a team is a key role for everyone. The learner should be at the centre of this and the professionals should complement each other to ensure that the young learner will benefit from effective co-operation.

This includes workers dealing with business development, finance, personnel matters, support services, admissions, information provision, advertising, European Social Fund; board secretaries, librarians, staff in flexible study centres, careers staff, nurses, nursery nurses, drivers, personal assistants for young learners with learning or physical disabilities, general administration, secretarial and clerical staff, janitorial, cleaning, catering and maintenance staff. Without them, Scotland's Colleges, as a service sector, would not be able to function.

Although some staff working in colleges will have little or no direct contact with learners, others such as librarians, support staff, guidance staff, instructors and technicians make an important contribution to the learning process through their daily interaction with learners and it is important that they work in harmony with lecturing staff so that they can concentrate on duties that require their training and expertise. The management and learning of the young learner in the classroom or work area is the responsibility of the lecturing staff. Outside of the classroom it is important to identify staff responsibilities for ensuring a safe and welcoming environment for young learners. . Ensuring consistent responses from all staff within a culture of high expectations is vital. The 'corridor culture' of a college can be as important as the classroom in providing young learners with a structured learning experience which encourages them to develop their autonomy and to model positive behaviours.



Activity 31

What responsibilities do you have for young learners outside of your direct classroom contact time?

You might want to discuss this with your manager or your Tutor.

As well as those working in the college, a wider network involves others who offer support to learners and college staff. This might include school staff, educational psychologists, careers advisers and social workers. It is important to establish an effective relationship with others who support young learners within your college and to base this relationship on the following characteristics:

Accentuate the Positive: it is all too easy to focus on problems with young learners, try to move things forward in a positive manner concentrating on what has been achieved

Mutual Respect: an appreciation of each other's expertise and point of view is essential, as is the sharing of information relevant to helping the young learner.

Team Work: time should be set aside for professionals to meet or make contact, particularly if staff are not easy contactable due to teaching commitments

Shared Goals: everyone involved should have a clear understanding of the aims and objectives of the relationship

Trust and Confidentiality: this must be an intrinsic part of the work of the team Check your college's policies on Child Protection, Disclosure of Information and Data Protection.



Activity 32

Make a list of the key support functions for young learners within your college.

This will include the Schools Link Co-ordinator, the nominated Child Protection Co-ordinator, Student Advice and Guidance services.

Where would you find support if you had a concern about a young learner?



Activity 33

Consider the following scenario.

You have a class of 15 year old school pupils, some of whom can display 'challenging behaviour'. They can be difficult to settle at the start of class and some have very short attention spans. The class has settled down to work and everything is relatively peaceful when suddenly one of them jumps out of their seat, complaining loudly that their (insert as appropriate to your lesson - computer/piece of equipment) does not work and blaming you for always giving them the 'rubbish' one. Their language makes it clear that whatever has gone wrong is very much your fault.

What would your response be to this behaviour?

Consider the following quote from a student teacher:

"The university prepared me for (inappropriate behaviour) such as this by warning me but no matter how many lectures you go to and how many papers you write, really practice makes perfect. It's only through practice, through experience, that you really get a flavour of what teaching is like."

What do you think?

Is practice really more important than theory?

Is dealing with inappropriate behaviour simply a case of "getting good at it" through continued exposure to it?

You may wish to discuss this with your tutor group, tutor or online discussion group.

Methods of Dealing with Inappropriate Behaviour

The term “inappropriate behaviour” is used to cover a wide spectrum of behaviour ranging from fairly low-level disruption to class activities to large-scale confrontational incidents.

It is important that teachers, seeking to identify methods for dealing with disruption to classroom activity, are able to ascertain the level of inappropriate behaviour before considering the appropriate course of action to take.

There are a number of factors, both social and educational, that affect classroom behaviour and management. While many of these factors may be beyond the control of the tutor, there are certain approaches and techniques that can be used to create an environment that is conducive to learning and where disruption is limited.

Visit the Behavior4Learning website and download the sample chapter 4 from Sue Roffey’s “The New Teacher’s Survival Guide to Behaviour”, Sage (2006)

<http://www.behaviour4learning.ac.uk/viewArticle.aspx?categoryId=10208&taggingType=3&contentId=10617>



Activity 34

Visit the website below and explore the various audio and video clips that look at prevention and dealing with disruption and inappropriate behaviour.

http://sitc.education.ed.ac.uk/Dealing_With_Disruption/

What do you consider were the most productive strategies and why?

How many of the incidences of inappropriate behaviour you have encountered as a teacher would you classify as low-level disruption?

What sanctions did you implement for the more confrontational examples?

You may wish to discuss this with your tutor group/your tutor/or online discussion group.



Activity 35

Consider the following sets of guidelines suggested by the SFEU in “*Engaging or Enraging? Working and Learning with Young People in Scotland’s Schools*” (2006)

Go through the guidelines, putting a tick at those you already use as part of your practice.

Put a cross at those you don’t currently use but now feel may be useful?

	✓ or X
<p>LOW LEVEL DISRUPTION</p> <p>Discuss such behaviour from the outset</p> <p>Define, establish and maintain the reasons for a calm, safe and orderly learning environment</p> <p>Brief reminders of agreements reached</p> <p>Time is of the essence – few seconds take up time and then reengage the whole group</p> <p>Brief, positive forms of corrective language to remind young learners of Responsibilities</p> <p>Scan the whole group – maintain eye contact with individuals Focus on the behaviour</p> <p>HEALTH AND SAFETY IS NON-NEGOTIABLE.</p>	
<p><u>Handling Confrontation</u></p> <p>Intervene as early as possible:</p> <p>Speed is of the essence</p> <p>Use the lowest level of intervention possible</p> <p>Consider your frame of mind</p> <p>The student’s frame of mind</p> <p>In light of the above consider using ‘time out’.</p>	

	✓ or X
<p>Avoid public confrontation where each of you needs to win:</p> <p>Credibility issues Each party needs to be seen to win Aggressive body language will 'turn the heat up' Handling an angry person should only be done when another colleague present or there are serious health and safety issues</p>	
<p>Avoid 'harping' back:</p> <p>Reference to previous misdemeanours will 'turn the heat up' Focus on the behaviour not the person Deal with the immediate issue Be brief and avoid elaboration</p>	
<p>Avoid issuing threats or an ultimatum:</p> <p>Especially those you will have difficulty carrying through Convey confidence and assertiveness Avoid sarcasm – unless humour will assist 'defuse' the situation</p>	
<p>Allow the student an out:</p> <p>Try to provide an 'escape route' – choice of limited options Each party needs to emerge with at least a hint of something having been achieved</p>	
<p>After the potential confrontation:</p> <p>On an individual basis establish the student's view of the issue State your own views and expectations clearly and briefly.</p>	

You will find it useful to discuss this activity in your tutor group/with your tutor/or in an online discussion group.

Whilst appropriate sanctions and rewards can be effective in tackling classroom disruption in the short term it is important not to underestimate boredom and disengagement as a factor influencing inappropriate behaviour.

Young learners can be a demanding audience and it is clearly useful to develop teaching practices which produce lessons which have curricular/cultural relevance, are engaging, interactive, valued by the learners and able to be delivered as flexibly as possible.

Promoting Inclusiveness for Learners with Additional Support for Learning Needs

The Education (Additional Support for Learning) (Scotland) Act 2004 introduced a new framework built around the concept of additional support needs for any child or young person who, for whatever reason, requires additional support to overcome barriers to learning. The Act extended the concept of support for learning beyond the traditional view of providing support for learners with learning difficulties and disabilities.

The barriers to learning faced by learners with additional support needs are many and complex and differ from learner to learner and often from day to day. The interaction between the learners presenting support needs at any time, and the learning environment may lead to, or exacerbate barriers to learning.

Barriers can arise as a result of physical, social, emotional, cognitive or linguistic needs.

- Sensory impairments
- Learning disabilities/specific learning disabilities
- Mental health difficulties
- Difficulties with mobility, dexterity and chronic pain
- Social, emotional and behavioural difficulties
- Medical conditions
- Linguistic support needs
- Personal issues such as being bullied, being a parent or young carer, being at risk, bereavement.

Within each of these broad categories, it is imperative to be aware of the individual nature of a young person's needs. Children or young people may require additional support for a variety reasons not mentioned above, but these are outlined in the Education (Additional Support for Learning) (Scotland) Act 2004, which can be accessed from the link below.

www.scotland.gov.uk/Publications/2005/05/1993554

In considering ways to remove or reduce barriers for learners, it is important to bear in mind the following:

- **Access** means access to the curriculum as well as physical access
- **Awareness** of the needs of learners with additional needs and the barriers they may experience in the learning environment
- **Acknowledge** that you may need to consider doing things differently
- **Appreciation** of the effects of hidden difficulties, such as pain, tiredness and the effects of emotional stress

As a college professional you are not expected to be expert in all areas of disability or to have extensive knowledge of the impact of social and emotional difficulties on young people. However, it is important to recognise that any group of people will present a complex mixture of ability, disability and aspirations.



Activity 36

- How much do you need to know about your young learners support needs?
- Where will you find this information?
- How will you use this information to enhance the learning environment?
- If you are concerned about your response to any particular support need in a learning and teaching context, who would you speak to within your college?

Some Useful Links

www.ssmh.ac.uk

www.brite.ac.uk

www.bdadyslexia.org.uk/

www.dyspraxiafoundation.org.uk/

www.addiss.co.uk

www.enquire.org.uk

www.autism-in-scotland.org.uk

<http://excellence.qia.org.uk/page.aspx?o=BSFA>

www.brite.ac.uk/resources

www.assist-IT.org.uk

www.rnid.org.uk

www.rnib.org.uk



Activity 37

Use the table below to identify three current teaching approaches or strategies which you have found effective in supporting individual learners.

Additional Support for learning need	Barrier to learning	Strategy and approach
e.g. Dyslexia	Obtaining information from text Sequencing, organisational skills, timekeeping, impact on self esteem (if not supported effectively)	Use of glossaries, spell checkers etc Providing Organisational planners, supporting study skills, positive feedback to encourage confidence

You will find it useful to discuss this activity with your tutor group/tutor/or online discussion group.

Using ICT to Enhance Learning

Good communication is at the heart of all learning and teaching and is particularly important when teaching young learners.

Mark Prensky is an internationally acclaimed speaker, writer and games designer in the areas of education and learning. He refers to young learners as 'digital natives' for whom working with modern communication technology is natural. Indeed 16 year olds starting at college in 2007 have spent their entire life in the internet age.

Those of us who need to master the language and get involved in the new, digital culture for learning he would refer to as 'digital immigrants'.

Which of these do you consider yourself to be?

Think of your technology use. Do you share an interest in any of the following technologies with your young learners?

- Text Messaging
- E-mail account
- WAP phone
- Bluetooth
- MSN Messenger
- Online shopping
- iPod/MP3

Do you occasionally listen to music or watch television programmes that might coincide with the tastes of your young learners?

How might you incorporate this common cultural ground into creative work in the classroom?

In many colleges large scale projects have been based around themes derived from TV shows popular with young learners. The popular MTV show "Pimp my Ride" – might be used as the basis for a project designed for young motor vehicle maintenance learners for example. BBC's "Changing Rooms" might be used as inspiration for young design learners.

Technology favoured by young learners can also be used in the delivery of Core Skills through the use of exercises involving text messaging in communication and mobile phone packages in numeracy.

Reading

<http://www.marcprensky.com/writing/default.asp>

Supporting Learners in their Transition from School to College/Work

The Scottish Executive's vision for the education of young people is to broaden their opportunities by providing vocational and academic curriculum choices. While colleges have been making provision for school pupils for many years, developments such as recommendations of the 'Determined to Succeed' report (2002) and the implementation of new Skills for Work courses introduced for 14 to 16 year old pupils, highlight the requirements for partnerships, policies and procedures for young learners in colleges of education.

'Life Through Learning: Learning Through Life' (2003) and 'Partnership Agreement' (2003), stated that the executive would develop a joint schools/FE strategy and implementation plan. 'Building the Foundations of a Lifelong Learning Society: Schools/College Review Interim Report' (2004) provides a review of collaboration between schools and further education colleges in Scotland

In Scotland, a school/college partnership strategy called 'Lifelong Partners' stated that by 2007, all secondary and special schools will have an appropriate partnership with at least one college for S3 and above.

"The success of this strategy will be measured by the success of pupils undertaking school/college partnership activities. These could include their attendance, their attainments and achievements and by the ease of their transition from school to further learning, training or employment".

www.scotland.gov.uk/Publications/2005/05/12141846

Strategies to ease transition from school to college should include aspects such as:

- Consultation with pupils
- Communication with parents/carers
- Informing pupils of choices
- Pupil induction
- Enrolment arrangements and procedures
- Information exchange
- Discipline
- Pupil welfare and support
- Medical Issues
- Risk Assessments
- Monitoring and evaluation of pupil's teaching/learning experience
- Recognising and recording achievement
- Quality assurance arrangements
- Pupil representation

'Moving On From School to College' has been published by the HM Inspectorate of Education to help young people with additional support needs make successful transition from school to college.

It illustrates good practice where schools and colleges work closely together and with other agencies. Also, it makes sure that the very specific needs of individual young people with additional support needs are addressed in a way that allows them to develop their potential and enables them to make decisions about their future and move to college with the support that they require.

<http://www.hmie.gov.uk/documents/publication/more.htm>

An important aspect when considering the transition agenda is ensuring that account is taken of any learning needs which have been identified by schools/other agencies to meet the provisions made for individual young learners under the Additional Support for Learning (Scotland) Act 2004.

Are you aware of what strategies and procedures are in place in your college to support the transition of pupils from school to college/work? If not do you know how to find this out?

Writing Formal Reports

In an academic year most secondary school pupils will receive two reports from each of their teachers. It is good practice for colleges offering programmes of study to school aged pupils to adopt this practice, as it endorses the importance of college attendance and also offers the opportunity to communicate effectively with the young learners, parents/carers and the partner schools.

Formal report writing, however, is a technique rarely used within colleges as a method of encouraging young learners to better efforts or higher achievements.

Things to consider when writing formal reports:

1. Make the most of the opportunity to provide positive feedback to the young learner:
 - Highlight strengths and achievement
 - Note effort and perseverance
 - Identify areas for further development – and identify strategies you will use to support the young learner to address them
 - Identify areas where further reinforcement and consolidation are needed, with support from school or parents/carers

Feedback is of vital importance in supporting the learning process.

Which of the following key words do you recognise from your own feedback to young learners?

- Realistic
- Specific
- Efficient and manageable
- Unrushed
- About the issue or behaviour not the person
- Attached to realistic goals
- Encourages reflective practice
- In time
- Individual
- Positive and encouraging
- Focusing on strengths as well as areas which need further development
- Constructive when critical
- Relevant
- Varied

2. Consider your audience. Who is the report for?

Effective feedback is based on a shared understanding of success criteria linked to learning outcomes.

The report should be unambiguous and make clear comments against agreed performance criteria.

Phrases such as “could do better”, “must try harder”, “is a very able learner”, “should develop more confidence” or “needs better time management skills” are ambiguous and unhelpful.

It is also important to avoid ‘labelling’ young people.

3. There should be no surprises for the young person. It is important to share the report and its content with young learners before it is submitted to school or parents/carers. Where there are critical comments in a report, these should form the basis of a shared action plan, between you and the young learner, which identifies clear, achievable steps towards positive progression.
4. Ensure that you have recorded the evidence you will need to complete reports in the future. This will include more than assessment scores or task completion records which you might already keep. ‘Soft skills’, employability skills, social and emotional progress should all be included. An early initial report may make more reference to these areas and comment on ‘settling in’ to the new adult environment whilst later reports may have more emphasis on academic progress.



Activity 38

Write a positive, clear and realistic statement for each of the following:

A young learner who:

- **has poor time keeping:**
- **is easily distracted:**
- **is a high achiever:**
- **is very considerate to his peers:**
- **is not very considerate to his peers:**

You will find it useful to discuss this activity with your tutor group/tutor/or online discussion group.

Scottish schools now work towards the criteria expressed in "A Curriculum for Excellence", www.scotland.gov.uk/Publications/2004/11/20178/45862 and may wish colleges to comment on young learners' progress in meeting the four key purposes outlined in the initiative.

A "Curriculum for Excellence" aims to enable all young people to become:

- successful learners;
- confident individuals;
- effective contributors to society;
- responsible citizens;

and you may be asked to comment specifically under these headings when preparing reports for young learners.

Homework Policy

In schools, homework is regarded as a fundamental part of the curriculum irrespective of subject and when effectively managed contributes to raising attainment and excellence.

In the adult environment of a college it is more appropriate to refer to 'tasks to be completed outwith the timetable', rather than to talk about 'homework'. As young learners develop independence they can be set tasks in self directed study. Instructions for such tasks need to be very clear.

Good practice recommends that a clear policy on self directed study should be in place where this forms an integral element of a college course and that this should be developed in consultation with learners, school/ college staff and parents and should be regularly reviewed. This is essential to ensure that everyone is aware of the workload implications for young learners, particularly when they may be working towards external certification.

The Department for Education and Skills website has various case studies on this topic.

www.standards.dfes.gov.uk/homework

As far as possible self directed study tasks should be differentiated and meet the needs of individual learners. They should be meaningful and appropriate, marked on a consistent basis and any feedback given should be positive and constructive, acknowledging strengths and identifying areas for development.

Self directed study, when well designed and effectively managed by the tutor, can enable young learners to develop self-discipline, take responsibility for their learning and engender attitudes that extend well beyond the classroom. The use of innovative practices such as ICT or accelerated learning can play a major part in promoting independent/ self-directed learning.

The following sites provide discussion topics and practical suggestions:

www.bbc.co.uk/scotland/education

www.highlandschools-virtualib.org.uk



Activity 39

Obtain the policies within your college that relate to Discrimination, Bullying, and Accessibility.

Consider how they may impact on you and the young learners you work with.

You may wish to discuss this with your tutor group/tutor/or online discussion group.

Relevant Legislation

In recent years several pieces of legislation related to learners under the age of 18 years old have impacted on Scotland's Colleges.

The most relevant of these are:

Children (Scotland) Act 1995

The Act incorporates provisions that conform to, and in some cases surpass, commitments under the UN Convention on the Rights of the Child. It also takes account of obligations under the European Convention on Human Rights. Essentially; the Act is founded on the principles that each child has a right to be treated as an individual and a major change in this regard was the move away from previous legislation which held the view that parents have "rights" over children to the child centred view of their having "responsibilities" *towards* children.

Under the Act, responsibility is placed on Local Authorities as corporate bodies and emphasises the need for inter-departmental working and responsibilities.

http://www.opsi.gov.uk/acts/acts1995/Ukpga_19950036_en_1.htm

The Protection of Children (Scotland) Act 2003

This piece of legislation extended the duty of care to young people and re-defined the definition of a child as anyone under the age of 18.

Education (Additional Support for Learning) (Scotland) Act 2004

Under the terms of this act, educational authorities must identify and provide support for those children who require additional support for a variety of reasons. These

reasons might include a particularly gifted child or one who has recently experienced bereavement, as well as those children with specific disabilities or learning difficulties. Those who work in health, social work and other partner agencies to schools will have a role in supporting the educational authority in meeting the needs of such children.

www.ltscotland.org.uk/inclusiveeducation/additionalsupportforlearning/theact.asp

Protection of Children and Prevention of Sexual Offences (Scotland) 2005

This piece of legislation came about as a direct result of the increased use of modern technologies, especially the internet, in criminal activity associated with children. It defines a new offense of 'grooming' a child with the intention of committing a sexual offence. It has implications for the use of the internet and mobile phones to contact children.

The following link will take you to a BECTA publication "e-Safety Developing whole school policies to support effective practice". You should read it if you use open access ICT activity with learners under the age of 18.

http://www.ltscotland.org.uk/practitionersplus/images/BECTA%20-%20e%20safety_tcm4-419578.pdf

Health and Safety at Work Act 1974

Health and safety legislation and responsibilities in relation to young learners is covered in Section 1 of these learning materials.

Professionalism and Ethics

Professionalism is defined as:

‘the qualities or typical features of a profession especially competence and skills’
Oxford Concise Dictionary 9th ed (1995)

Throughout this unit of study we have been exploring the competences and skills that are necessary to develop in order to be a skilled practitioner whilst dealing with young learners.



Activity 40

From your own experience, list five of the most significant competences and skills that you consider to be those that define the profession that is a teacher or tutor. Explain your reasons for making this choice.

Competency or Skill	Reason for your choice

Read the document ‘Professionalism and Teaching’

www.bsu.edu/web/rishackelfor/ITEDU691/Professionalism%20Pamphlet%202.pdf

Consider the five key aspects that Porter suggests. To what extent do you agree/disagree with Porter?

You might wish to discuss this with your tutor group/tutor/online discussion group.

Ethics

Within many colleges there are clear guidelines laid down concerning what is and is not acceptable. These can range from appropriate clothing in workshops to the consumption of alcohol. Along with these there are policy statements on racial abuse and bullying as well as on all aspects of discrimination.

These are the documents that set the moral code of the college and as such all stakeholders within the organisation should adhere to these.

Previously we have discussed that in order to achieve a positive working environment for young learners the teacher/teacher should take into consideration the needs of the individual and set a standard of acceptable behaviour. This should be set with an awareness of college policy on various ethical and moral codes.

The Reflective Practitioner

Reflective practice is defined by Moon (2000) as a “set of abilities and skills to indicate the taking of a critical stance, an orientation to problem solving or state of mind.” Reflective thinking as you know is a multi-layered process involving teachers critically analysing classroom events on a continuous basis. This can be achieved through observation, evaluation and subsequent action, a practice given a higher profile due to the work of Schon and Kolb which can be traced back to the philosopher Socrates.

Reading

Moon, JA (2000), Reflection in Learning and Professional Development: Theory and Practice: Routledge Farmer

Schon, DA (1987) Educating the Reflective Practitioner San Francisco: Jossey-Bass Publishers

The learning cycle was first developed by Kolb (1984) and has particular value in vocational education as a means through reflection to support young learners to identify ways in which they can progress their own practice. The following points must be remembered:

- Learning is **individual** - reflection helps learners to understand what they already know
- Learning is **relational** - it allows learners to make sense of new information and feedback in the context of their own experience.
- Learning is **contextual** - it helps learners identify what they need to know in order to progress their understanding.

- Learning is **developmental** - it helps to guide choices for further learning.

To be an effective teacher is to understand the “why’s”, the “how’s” and the “what if’s” of the teaching process through the constant application of reflective thinking.



Activity 41

As you come to the end of Section 2, in 200 words reflect on:

- what you have learned from completing this section:
- how it will impact on your professional practice.

The Reflective Learner



Activity 42

Teachers can provide many opportunities for learners to reflect as part of the learning process. A5 and A7 of the FE Quality Framework (HMIE 2004) identify the need for learners to be reflective. How does this translate into practice?

Below are some suggestions. Where do they currently feature in your teaching practice?

Reflective learning	Where does this feature in my teaching?
Opportunities for self and peer reflection	
Formative assessment techniques	
Effective questioning techniques	
Using ICT to inspire dialogue and communication between learners	
Portfolio – traditional or 'e'	
Other:	

Name

Address

.....

.....

Tutor's Name

Complete the following assignment and submit it to your tutor for feedback.

Summative Assessment Task 2

Skills Assessment

Deliver an observed teaching session which meets the aims and objectives of one of the lesson plans created in outcome one and which takes account of learners' needs, engages the learners and promotes learning and independent learning and promotes positive behaviour.

You will be given feedback and will be provided with a completed checklist after the observation.

Integration Opportunity: You may be observed for part of Outcome 3 of the unit, DY90 36 Working in Partnership with Schools at the same time.

Unit No DV8Y 36
Teaching Children and Young People

Evidence Checklist - Summative Assessment Task 2
Observed Teaching Session

Candidate's Name:

It may not be possible to cover all the specified criteria during the observed teaching session and if this is the case questions relating to these areas should be asked and a note of the discussion that takes place should be provided and signed by both the candidate and the assessor.

Criteria		Comments
<i>All necessary preparations had been made for the lesson.</i>		
<i>The lecturer candidate was enthusiastic, encouraging and welcoming.</i>		
<i>A conducive learning environment had been arranged where possible to meet the needs of the young learner.</i>		

Criteria		Comments
<i>The young learners were given a clear introduction to the session.</i>		
<i>All health and safety considerations and legislative requirements were addressed and consistently observed throughout the session.</i>		
<i>A mixture of activities was used to engage and motivate the young learners and promote learning. The young learners were actively involved in the lesson.</i>		
<i>The selected activities met the needs of the young learners</i>		
<i>The language used orally and in printed materials was at an appropriate level for the young learners</i>		

Criteria		Comments
<i>Appropriate strategies were used to promote positive behaviour and manage inappropriate behaviour</i> <ul style="list-style-type: none">• An appropriate tone and volume of voice• Appropriate body language• Critical of the behaviour, not the person• Gave clear instructions and was consistent if instructions had to be repeated• Gave the young learner(s) a choice• Was positive and thanked the young learner(s) when the desired behaviour was achieved		
<i>Lesson met planned objectives</i>		
Feedback		

Additional Information

Competent/Not Competent

Signature of Assessor Date

Signature of Candidate Date

Name

Address

.....

.....

Tutor's Name

Complete the following assignment and submit it to your tutor for feedback.

Summative Assessment Task 3

Knowledge Assessment

Prepare a report or commentary of 1,000 words relating to your observed teaching session in the skills assessment above in which you:

- i. evaluate and justify the approaches taken to planning the learning experience making particular reference to the strategies employed to meet the requirements of young learners
- ii. evaluate and justify your approaches to managing the learning experience and your actions in managing young learners
- iii. identify appropriate ways of enhancing your practice
- iv. list bibliographical references to relevant reading using the Harvard system of referencing.

Unit No DV8Y 36
Teaching Children and Young People

Evidence Checklist for Summative Assessments

Candidate's Name

Outcomes	Description	Date	Initials
1	Plan the learning experience		
	Task 1 - Group profile		
	Learning, teaching and assessment plan		
	Lesson Plan 1		
	Lesson Plan 2		
	Lesson Plan 3		
	Lesson Plan 4		
2	Manage and review the learning experience		
	Task 2 - Observed teaching session		
All	Plan the learning experience		
	Manage and review the learning experience		
	Task 3 - Report (1,000 words)		
	Evaluation and justification of approaches taken to planning the learning experience		
	Evaluation and justification of approaches taken to managing the learning experience		
	Reflection on ways of enhancing practice		
	Bibliographical references		

Assessor's signature Date

Unit DV8Y 36 Teaching Children and Young People

Knowledge and Skills Overview Checklist

Candidate's name

	Evidenced in
Outcome 1	e.g. Group profile, report, reflective diary, professional discussion
Theories of child development and adolescence	
Physical and social development of individual learners	
Social, cultural and emotional factors and their effect on learning	
Methods of learning	
Selecting appropriate learning and teaching activities	
Appropriate use of ICT to support learning, teaching and assessment	
Literacy and language issues	
Strategies to promote literacy and numeracy	
Strategies to promote independent learning	
Strategies to promote core skills, skills for citizenship and skills for employability	
Sequencing learning in a way likely to foster and maintain learners' enthusiasm and motivation	
Selecting and adapting assessment instruments to take account of learners' needs and the class, group, subject or unit being taught	
Selecting and adapting resources to take account of young learners' needs and the class, group, subject or unit being taught	
Selecting and adapting accessible and inclusive materials to meet the programme requirements and learner needs	
The partner school curriculum	
Health and safety standards, legislation and guidelines as they apply to children and young people in the subject or vocational area being addressed	
Legal considerations	

	Evidenced in
Outcome 2	
The teacher as a positive role model for learners	
The impact of teachers' and learners' individual behaviours and attitudes	
Using learning and teaching activities which involve learners	
Using differentiation strategies	
Challenge and motivation of learners; high but realistic expectations	
Strategies to develop the learning skills of learners	
Group management skills	
Effective and appropriate communication with learners, colleagues, and other professionals for the purposes of facilitating learning	
Working with professional and para-professional colleagues in the classroom	
Strategies for promoting positive behaviour	
Methods of dealing with inappropriate behaviour	
Strategies to promote positive attitudes to social and cultural diversity	
Strategies to support learners with difficulties in, or barriers to, learning.	
Strategies for helping learners to manage their transitions from school to college/work.	
Use of ICT to address different learner needs	
Identified support strategies and/or assistive technologies	
Writing reports and reviews	
Policies over setting and responding to homework	
Codes of conduct, behaviour policies and disciplinary procedures of partner school and college.	
Relevant legislation	
Health and safety guidelines as they apply to children and young people, e.g. restrictions in relation to machinery, chemicals and working heights	
Professionalism and ethics	
The reflective practitioner	

Assessor's signature Date