

Teaching Children and Young People

Unit DV8Y 36

Tutor Guide

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Acknowledgements

SQA for inclusion of the National Unit Specification: General Information and Statement of Standards.

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Higher National Unit Specification

General information for centres

Unit title: Teaching Children and Young People

Unit code: DV8Y 36

Unit purpose: This Unit is designed to enable candidates to develop the skills and knowledge required to meet the needs of young learners in Further Education through planning and managing their learning experiences in accordance with best practice and providing appropriate support and help to make successful transitions to college life and work.

This Unit can only be offered in a centre recognised as suitable by the Further Education Professional Development Forum.

On completion of the Unit the candidate will be able to:

- 1 Plan the learning experience.
- 2 Manage and review the learning experience.

Credit points and level: 1 HN Credit at SCQF level 9: (8 SCQF credit points at SCQF level 9*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Access to this Unit is at the discretion of the centre. However, candidates would normally be expected to be working towards or have completed a Teaching Qualification in Further Education TQ (FE) or a Professional Development Award for teaching in further education.

Core Skills: There are opportunities to develop the Core Skills of Problem Solving, Communication, Working with Others, Numeracy and Information Technology at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the work area of the Group Award to which it contributes.

Assessment: This Unit will be assessed by written and performance evidence. The candidate is required to produce a learning, teaching and assessment plan and will be observed delivering at least one learning and teaching session to a group in which there are young learners. There must be arrangements in place to ensure the authenticity of the work produced.

Higher National Unit specification: statement of standards

Unit title: Teaching Children and Young People

Unit code: DV8Y 36

The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Plan the learning experience

Knowledge and/or skills

- 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

Higher National Unit specification: statement of standards (cont)

Unit title: Teaching Children and Young People

Outcome 2

Manage and review the learning experience

Knowledge and/or skills

- 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

Higher National Unit specification: statement of standards (cont)

Unit title: Teaching Children and Young People

Evidence Requirements for the Unit

Candidates will provide performance (product) evidence in the form of:

- A learning, teaching and assessment plan for a minimum of 20 hours of learning to a group in which there are young learners. The unit/programme specification should be appended to the plan.
- A minimum of four detailed and consecutive lesson plans, one of which should be used for the observed teaching session in c) below. The plans must specify appropriate organisational details, resources, including learning materials, and include the use of ICT to support learning.
- Delivery of at least one observed teaching session. The session should:
 - meet the aims and objectives of the planned session and learners' needs
 - engage the learners
 - promote learning and independent learning
 - promote positive behaviour

Candidates will provide written evidence in the form of:

- A profile for a group of learners which provides an outline of the course/programme which the learners are following and the factors affecting their ability to learn.
- A report or commentary of 1,000 words in which they:
 - evaluate and justify the approaches taken to planning the learning experience
 - evaluate and justify their approaches to managing the learning experience and their actions in managing young learners
 - identify appropriate ways of enhancing their practice

Bibliographical references to relevant reading should be compiled using the Harvard system of referencing.

The commentary may be in audio, video or note format and should be agreed with the assessor. The written evidence may also be derived from a professional discussion.

Evidence must be generated in the workplace. The unit and group of learners, selected by the candidate, must be agreed with his/her assessor.

Assessment guidelines for the Unit

Candidates will need to identify a unit or programme of learning, covering both performance and knowledge evidence, to deliver to a group, which includes young learners. It is recommended that the group profile and one of the detailed lesson plans, developed as evidence for Outcome 1, are used for the observed session for Outcome 2. Evidence from the observed sessions may contribute to the assessment for Outcome 3 of the unit Working in Partnership with Schools.

Administrative Information

Unit code:	DV8Y 36
Unit title:	Teaching Children and Young People
Superclass category:	GA
Date of publication:	August 2005
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Source:	SQA

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Higher National Unit specification: support notes

Unit title: Teaching Children and Young People

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

This Unit has been designed for candidates who already have, or who anticipate having, responsibility for planning and delivering learning programmes to children and young people in further education and supporting them to make successful transitions to college life and work. It will provide an opportunity for continuing professional development and confidence building for candidates who already possess a recognised teaching qualification or professional development award in teaching in further education.

The principal context will be the teaching environment. The candidate should have access to a workplace where evidence to meet the performance criteria can be generated. Integration in the delivery and assessment of the unit, Working in Partnership with Schools, is recommended.

The following list of topics gives a suggested content for a taught programme. The list is neither prescriptive nor exhaustive and should be used as a guide only.

Outcome 1

- advantages/disadvantages of different teaching methods activities when used with young learners
- ways of learning and related learning strategies
- factors that affect learning, including personal characteristics and circumstances of learners, learners' previous experience of learning, access to materials, environment, social setting, social relationships
- learning styles and how they affect learning and teaching
- information literacy skills required by learners
- access and barriers: environmental, social, financial, attitudinal, physical, psychological, practical and cultural
- strategies to promote independent learning: responsibility, ways and styles of learning, attitudes and behaviour
- methods of enabling students to work effectively on their own and the place of these methods in learning, teaching and assessment
- criteria for evaluation and selection of assessment instruments, eg variety, good practice variety/type of different teaching aids/resources eg people, time, materials, equipment, facilities
- legal considerations, eg health and safety, disability, discrimination, equality, ICT

- information technology and specialist equipment and their uses in supporting learning
- assistive technologies
- selection and adaptation of learning and teaching materials: formats, language, diversity, accessibility, inclusiveness, promotion of positive attitudes to diversity
- appropriate and effective use of universal design concept, alternate formats, and assistive technologies
- the use of differentiated materials

Outcome 2

- the influence of teacher behaviour: enthusiasm; diligence; creativity; consistency; respect for learners; interest in learners; sensitivity to learners; promoting motivation; confidence
- the impact of tutor's own values, beliefs and life experiences on learners and learning
- strategies to promote mutual respect
- communication and interpersonal skills
- sources of information about learners' previous experiences
- the effects of language choice and linguistic differences: codes, jargon, register, and spoken languages
- learning needs arising from: personal circumstances, age, gender, faith practices, social and linguistic differences, sectarianism, local geo-demographics, disability, ethnicity
- good practice in catering for the needs of all learners including learners who need additional support
- access and barriers: environmental, social, financial, attitudinal, physical, psychological, practical and cultural
- discrimination: direct and indirect; physical and emotional, personal and institutional; bias, prejudice, stereotyping
- strategies for recognising, resisting and challenging discrimination
- group management skills: organisation of the learning environment; conveying authority; rules; negotiation; reward & punishment styles; early intervention; defusing confrontation; preventing disruption; valuing contributions
- theories concerning motivation and ways of motivating learners
- ways of seeking, responding to and giving feedback for learning
- independent learning skills and how to foster these
- how to encourage learners to work effectively on their own
- what constitutes acceptable levels of work to enable learners to meet defined learning outcomes
- strategies for promoting positive behaviour
- strategies for dealing with challenging behaviour
- strategies to prevent bullying

- relevant legislation, standards and guidelines as they apply to children, young people and adults: health and safety, protection and welfare, anti-discrimination and equality
- equity and inclusivity issues in relation to assessment
- alternative assessment opportunities for learners with special assessment requirements
- how to analyse information on learning, teaching and assessment and extract what is relevant to modify future strategies

Guidance on the delivery and assessment of this Unit

Candidates should be encouraged to generate evidence of achievement from the workplace. Assessments must not be carried out as case studies, simulations or theoretical exercises. Direct observation, oral questioning, written/documentary evidence and professional discussion are appropriate methods of assessment for this Unit. The candidate should also keep a well-evidenced reflective diary describing his/her performance. This form of record would need to be substantiated by an authorised source.

The main focus of this Unit is the development and delivery of a learning, teaching and assessment plan, in the context of continuing professional development, and candidates should have several opportunities to prepare for the summative assessment.

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills of Problem Solving, Communication, Working with Others, Numeracy and Information Technology at SCQF level 6 in this Unit, although there is no automatic certification of Core Skills or Core Skills components.

- All elements of the core skill of Problem Solving, that is Planning and Organising, Critical Thinking, and Reviewing and Evaluating, will be developed and enhanced to a very high level as candidates undertake the unit. As the aims and objectives of teaching sessions are analysed in detail the identification and assessment of all factors impacting on providing the most effective learning experience for young people will involve a high level of critical thinking. Designing and implementing teaching strategies to promote core skills as well as those for citizenship and employability while engaging young learners is integral to achievement. Promoting independent learning and positive behaviour using approaches which allow ongoing opportunities for consideration and adjustment will be of critical importance. Candidates will review and evaluate their management of providing a learning environment for young learners and identify ways to enhance practice.

- Candidates will have opportunities to develop a sophisticated level of communication skills as they undertake the unit. Analysing and responding to the needs of others will involve using a range of verbal and non-verbal communication techniques to demonstrate assertive and supportive behaviour which will be critical to successful performance and best practice in communicating and working with others. Exploration of the value and impact of open and closed questioning and practice using a range of active listening techniques is an essential aspect of competence. Strategies for adapting complex written and graphic information to a suitable format for young learners is an aspect of achievement.
- Although skills in written and oral communication are not discretely assessed, candidates in presenting evidence of competence will express essential ideas, information accurately and coherently, use a formal structure and recognised format, and check language, and any spelling, punctuation and syntax for accuracy. Candidates will need to produce and present materials to a standard which would be professionally acceptable and effective. Resources available should include appropriate software packages to support accuracy and the effective presentation of information. Opportunities exist to create documents, designs, or models from different types of data in a range of media, and strategies for promoting the use of ICT will be demonstrated.
- The Unit offers many opportunities to explore ways of enhancing skills in managing cooperative working. Planning and delivering teaching sessions involves the identification of aims which must be tailored to organisational requirements and consistent with available resources. Maximising opportunities to enhance negotiation with learners as far as is appropriate by offering encouragement, demonstrating, explaining and adapting behaviour to maximise the strengths of all involved in the learning process will be integral to the role of the teacher. Candidates could practise developing approaches to instruction and negotiation supported by self or group assessment checklists, and demonstrate or describe an empathic understanding of the physical, emotional and cultural needs of young learners to be considered in order to progress communication within the constraints of organisational and legal considerations.
- The ability to calculate and convey complex information on use of resources and timescales involved is an aspect of competence. Candidates also need to be able to promote numeracy in young learners by demonstration and coaching in essential skills.

Open learning

This Unit is suitable for open and distance learning delivery. The assessment strategy and guidelines described in this specification must still be applied if this method of delivery is chosen. For further information and advice, please see Assessment and Quality Assurance for Open and Distance Learning (SQA, 2001).

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs, which is available on SQA's website: www.sqa.org.uk.

What this Unit is about

This Unit is about the knowledge and skills you need to plan and deliver learning programmes to children and young people and to support them in making successful transitions to college life and work. It will provide an opportunity for continuing professional development and building confidence in your teaching of children and young people.

What you will learn

- How to design and facilitate learning and teaching experiences to respond effectively to the diverse needs, motivations and expectations of young learners and to promote independence in learning.
- Apply a range of strategies that promote positive behaviour and, when necessary, deal with inappropriate behaviour.
- Assist learners in managing their transitions from school to post-school education/employment.

On completion of the Unit you will be able to

1. Plan the learning experience.
2. Manage and review the learning experience.

Introduction to the Unit

What This Unit is About

This unit is designed to enable candidates to develop the skills and knowledge required to meet the needs of young learners in Further Education through planning and managing their learning experiences in accordance with best practice and by providing appropriate support and help to make successful transitions to college life and work.

Outcomes

There are 2 outcomes in the unit.

- 1 Plan the learning experience
- 2 Manage and review the learning experience

Credit Value

The credit value for this unit is 1 HN Unit.

In all the Study Sections you will find it helpful to remember that:

You will be referred to as the **tutor**.

The member of staff you are tutoring (**the candidate**) through this package will be referred to in the Study Sections as the **lecturer**.

The people they teach will be referred to as **learners**.

Candidates will be looking at:

- the young people who come to colleges to learn and the effect of social, emotional and cultural factors on their ability to learn
- strategies for promoting core skills and skills for citizenship and employability
- legislation governing young learners attending a Further Education college
- strategies for helping, managing and supporting young learners

Then they will go on to look at:

- planning for the delivery of teaching and learning to young learners
- selecting and adapting learning and teaching activities, resources and materials which encourage young learners to participate in learning and promote a positive learning experience
- designing a learning, teaching and assessment plan for a group in which there are young learners
- strategies for promoting positive behaviour and dealing with inappropriate behaviour

Prior Experience

Access is at the discretion of the Centre. However, candidates would normally be expected to be working towards or have completed a Teaching Qualification in Further Education TQ(FE) or a Professional Development Award for teaching in further education.

Progression or Related Study

This unit may form part of the Professional Development Award, Teaching Children and Young People when undertaken with:

DV90 36 Working in Partnership with Schools

Introduction to This Package

Section	Title	No of pages
1	Plan the learning experience	58
2	Manage and review the learning experience	46

Approximate Study Time

Study Section 1 should take candidates approximately 20 hours to complete, although this will be very much dependent upon what their previous experience of engaging with this age group is and how long they have been working in further education. This time does not include any additional reading or research they might wish to undertake to explore further.

Study Section 2 should take them approximately 20 hours to complete although this will be very much dependent upon how much suitable existing material they have, how long they have been teaching young learners and how long they have been working in further education.

How to Use the Package

Ideally, they should work through the package in the order of the Study Sections but this is subject to negotiation with them. If candidates are undertaking the unit, Working in Partnership with Schools there may be integration opportunities for part of Outcome 2 with Outcome 3 of that unit.

Symbols Used in the Package

As candidates work through this Section they will find the following types of activities:



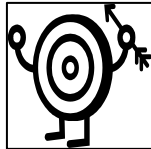
Reflective Activity

This type of activity encourages them to think about the information they have been given and how it applies to their college context.



Developmental Activity

This type of activity encourages them to find out more about a concept and to form their own opinion about it.



Review Activity

This activity gives them the opportunity to get some feedback from you. These activities will help you to check that they are ready to undertake the summative assessment tasks.

This unit is suitable for different modes of study, including distance learning. It will be useful if, during the course of this unit, candidates can share their experiences and opinions with their peers, as this allows them to gain a different perspective on related issues and to learn from the experiences of others. For this reason, you will find that it is sometimes suggested within the unit that they discuss the activities with you, their tutor group or online discussion group, particularly in relation to the reflective activities

Assessment Information

How candidates will be assessed

The formative assessments for this unit comprise the reflective, development and review activities. Candidates should keep everything they produce as they work through the package as this may contribute towards the evidence requirements for the Outcomes.

Candidates should also keep a well-evidenced reflective diary describing their performance. This should be substantiated by an authorised source, e.g. line manager.

The Summative Assessment for this unit may be found at the end of Study Section 2.

When and where your candidates will be assessed

Candidates can be assessed whenever you and the candidates are satisfied that they are capable of meeting the written/oral and performance evidence requirements of the Outcomes.

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

What they have to Achieve

To achieve this Unit Candidates must meet the Evidence Requirements of 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

In the event of Candidates failing to produce sufficient evidence they will be given the opportunity for remediation and one further attempt at assessment.

Activity Answers

Activity 3

Physical factors	Health and well-being, including drugs/alcohol, diet, exercise
Social and emotional factors	Gender, family lives, peer pressure, relationships, ethnicity, religion, school/college experiences, life experiences (for example, death or divorce), increased media pressure through advertising, advent of new technology, particularly in communications Relationships: family, friendships, intimate personal relationships, working relationships with peers, work colleagues, teachers/teachers Abuse, neglect and lack of support can have a profound effect on personal development
Economic factors	Family income, material possessions, employment opportunities
Environmental factors	Housing conditions, pollution, access to services such as health, transport, location

The above list is not exhaustive and these factors can interrelate. All of these factors will have an impact on a young person's self-esteem, which is based upon the beliefs they have about themselves as a person and how they think others perceive them; their physical and mental health; their employment prospects and their level of education.

Activity 11

Methodology	Strengths and Weaknesses
Lectures	Cost effective; good in achieving lower cognitive objectives. Highly dependent on skill of teacher; attention span of young learners may be limited.
Seminars/tutorials	Brainstorming; wider range of objectives in greater depth. Danger not all young learners will participate.
Discussion groups	Can be structured by teacher and used in a variety of contexts. Requires careful preparation.
Using the VLE	Provides learner autonomy and more flexible and meaningful forms of assessment. Needs careful structuring and monitoring. Activities have to be suitable for young learners.
Using the library for research	Promotes information collection and analysis skills and greater independence. Availability of suitable resource materials in sufficient numbers. Effective monitoring and support needed.
Watching Videos/DVDs	Useful in short “bursts” to illustrate specific points and visually stimulating. Learner is mostly passive, but this can be addressed through use of worksheets.
Completing activity based worksheets	Useful to consolidate learning as written follow-up. Often overused and needs advanced planning.
Reading handouts	Might be difficult to maintain young learners’ concentration on this task unless coupled with another activity.
Practical demonstrations	Shows practical relevance of theories, vocational skills etc. Learners are passive observers.
Practical tasks undertaken by learners	They learn by doing; can enhance interpersonal skills. Requires careful monitoring and risk assessment.
Games	Enjoyable alternative and are more inclusive. Purpose must be made clear.
Simulations	Allows young learner to show what they have learnt in a “real” situation. Needs safe environment, careful planning, risk assessment.
Role Play	Encourages greater participation, more active learning through “acting out” situations. Some young learners may be uncomfortable with this type of activity. Difficult to evaluate.
Project work	Ideal for cross-disciplinary work and develops cognitive and non-cognitive objectives. Young learners will need a range of skills in cooperation, team work and communication to undertake group work Needs on-going guidance and support and detailed individual feedback.

Activity 21

Employers in Central Scotland identified the following skills:

- Good attitude
- Communication skills
- Ability to work with others and in a team
- Ability to work on their own
- Good time keeping
- Reliability
- A desire to work
- Personal presentation
- Sense of responsibility
- Commitment
- Respect

Activity 23

The following list is not exhaustive:

- What is the length of the lesson?
- What is the aim of the lesson?
- What are the lesson objectives?
- What are the main learning activities?
- How much time will be allocated to each activity?
- Are a variety of activities to maintain interest and promote motivation being used?
- Do the activities selected meet the needs of all the young learners?
- What resources do you need?
- What type of formal or informal formative assessment do you plan to have at the end of the lesson, to ensure that you have met your objectives?
- What contingency plans do you have?
- What room layout will be required?
- How will ICT be used?
- How will you ensure the health and safety of learners?

Activity 29

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

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

Name

Address

.....

.....

Tutor's Name

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

Summative Assessment Task 1

- a) Draw up a profile of a group you deliver to which includes young learners. It would be advisable to select the group you would like to use for your observed teaching session. In the profile give details of the following and explain how each of these factors can affect the young learner's ability to learn:

group size, gender mix, personal characteristics, learning needs, learning styles, previous knowledge and experience.

- b) Produce a Learning, Teaching and Assessment Plan for a minimum of 20 hours of learning to a group in which there are young learners. A copy of the unit/programme specification should be appended to the plan. The Learning, Teaching and Assessment Plan that is provided may have been designed for an existing programme.
- c) Produce a minimum of 4 detailed and consecutive lesson plans which should match-up with appropriate sections of the Learning, Teaching and Assessment Plan and include:
- i) the aims and objectives for the session and how objectives will be tested/assessed
 - ii) appropriate organisational details including the teaching methods to be used to facilitate learning and learning activities to be carried out by young learners
 - iii) resources required to support teaching, learning and assessment, including handouts or worksheets
 - iv) use of ICT to support learning, where appropriate

Name

Address

.....

.....

Tutor's Name

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

Summative Assessment Task 2

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.

Name

Address

.....

.....

Tutor's Name

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

Summative Assessment Task 3

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 their 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.

Attendance/Tutor Contact Requirements

Attendance for this unit will vary from college to college. Tutor contact details should be given to candidates prior to their undertaking the unit. It may be that many candidates will already be experienced in working in partnership with schools and/or with young learners and may need little input from you. On the other hand, some will have little or no experience and may need to get in touch with you especially if they can't get support and advice from their colleagues. It is important that candidates feel that they can approach you for support.

Although most candidates will be comfortable sending emails It is sometimes useful to set aside specific times that candidates can contact you by telephone or face to face as many will prefer this approach. If the unit is not being delivered in a classroom setting, it is a good idea to arrange for an initial meeting with other candidates to encourage peer support and communication; this is particularly important if an online message board facility is used as candidates are often less reticent about giving their opinions if they have previously met the other people using the board.

As tutor you may find it necessary to start off discussions on the message board and initially have to encourage candidates to make use of it.

Message boards are a "knowledge library" for candidates – everyone gets to see the postings and the replies and this can enrich the discussion. Their use is also advantageous for new candidates as it makes it easier for them to catch up with topics that have been discussed. Unlike email messages do not get lost or deleted and inboxes do not become clogged up with lots of 'reply to all' emails.

If online message board facilities are not available as part of your college's VLE, these can be set up through an internet message system – remember to restrict membership to those who have been invited by the message board administrator!

SCQF Level 9 descriptor

This unit has been validated at level 9 of the Scottish Credit and Qualifications Framework (SCQF). The descriptor for level 9 is as follows:

Knowledge and understanding	Practice: Applied knowledge and understanding	Generic cognitive skills	Communication, ICT and numeracy skills	Autonomy, accountability and working with others
<p>Demonstrate and/or work with</p> <ul style="list-style-type: none"> a broad and integrated knowledge and understanding of the scope, main areas and boundaries of a subject/ discipline a critical understanding or a selection of the principal theories, principles, concepts and terminology knowledge that is detailed in some areas and/or knowledge of one or more specialisms that are informed by forefront developments 	<p>Use a selection of the principal skills, techniques, practices and/or materials associated with a subject/ discipline.</p> <p>Use a few skills, techniques, practices and/or materials that are specialised or advanced.</p> <p>Practise routine methods of enquiry and/or research.</p> <p>Practise in a range of professional level contexts which include a degree of unpredictability.</p>	<p>Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues.</p> <p>Identify and analyse routine professional problems and issues.</p> <p>Draw on a range of sources in making judgements.</p>	<p>Use a range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline, for example:</p> <ul style="list-style-type: none"> make formal and informal presentations on standards/ mainstream topics in the subject/ discipline to a range of audiences use a range of IT applications to support and enhance work interpret, use and evaluate numerical and graphical data to achieve goals/targets 	<p>Exercise autonomy and initiative in some activities at a professional level.</p> <p>Take some responsibility for the work of others and for a range of resources.</p> <p>Practise in ways which take account of own and others' roles and responsibilities.</p> <p>Work under guidance with qualified practitioners.</p> <p>Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where appropriate.</p>

DV8Y 36 Teaching Children and Young People

FEEDBACK SHEET - Task 1

Outcome 1: Plan the learning experience

Candidate's Name:

Key Points	✓ if met				Comments
<u>Group Profile</u> <ul style="list-style-type: none"> • group size • gender mix • personal characteristics • learning needs • learning styles • previous knowledge and experience 					
<u>Learning, teaching and assessment plan</u> <ul style="list-style-type: none"> • Group has young learners • Minimum 20 hours • Effective sequencing • Spacing of assessments • Meets needs of unit/programme specification 					
<u>Lesson plans (x4)</u> <ul style="list-style-type: none"> • aims and objectives • appropriate organisational details specified • resources, including learning materials • use of ICT to support learning • variety of learning methods • meet needs of young learners • meet needs of programme 	1	2	3	4	

Feedback

Assessor's signature Date

DV8Y 36 Teaching Children and Young People

FEEDBACK SHEET - Task 2

Outcome 2: Manage and review the learning experience

Candidate's Name:

Key Points	✓ if met	Comments
<ul style="list-style-type: none">• observed teaching session• meets the aims and objectives of lesson plan• takes account of young learners' needs,• engages the young learners• promotes learning and independent learning• promotes positive behaviour		

<p>Feedback</p>

Assessor's signature Date

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.

<i>Criteria</i>		<i>Comments</i>
<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>		
<i>The young learners were given a clear introduction to the session.</i>		

Criteria		Comments
<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
<p><i>Appropriate strategies were used to promote positive behaviour and manage inappropriate behaviour</i></p> <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		
<p><i>Lesson met planned objectives</i></p>		
Feedback		

Additional Information

Competent/Not Competent

Signature of Assessor Date.....

Signature of Candidate Date

DV8Y 36 Teaching Children and Young People

FEEDBACK SHEET - Task 3

Outcome 1: Plan the learning experience

Outcome 2: Manage and review the learning experience

Candidate's Name:

Key Points	✓ if met	Comments
<ul style="list-style-type: none">• report or commentary of 1,000 words relating to observed teaching session• evaluate and justify the approaches taken to planning the learning experience• evaluate and justify the approaches taken to managing the learning experience• evaluate and justify actions taken in managing young learners• description of strategies which were/would be employed to manage inappropriate behaviour• identify appropriate ways of enhancing practice• bibliographical references to reading using the Harvard system of referencing.		

Feedback

Assessor's signature Date

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	eg Group profile, report, reflective diary
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

Tutor Evaluation Form

Unit: DV8Y 36 Teaching Children and Young People

It would be helpful to have feedback and comments on the learning package in order that we can evaluate the effectiveness of it and consider changes which could be made to it in the future.

Please rate the materials by checking the appropriate box and adding relevant comments in the space provided. Your help is much appreciated. Please return the form to gerald.wilson@scotland.gsi.gov.uk

*Lifelong Learning Directorate
Scottish Executive
Europa Building
450 Argyle Street
GLASGOW
G2 8LG*

	Very Good	Good	Poor	Very Poor
<p><i>The content is pitched at the appropriate level for the target Candidate</i></p> <p>Comment</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>The content is accurate and up-to-date</i></p> <p>Comment</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>The content meets the requirements of the stated outcomes/aims/objectives</i></p> <p>Comment</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p><i>The content is sufficient to allow the Candidate to achieve the stated outcomes/aims/objectives</i></p> <p>Comment</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>The learning approaches are appropriate</i></p> <p>Comment</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>The language is suitable for the target Candidate</i></p> <p>Comment</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Sufficient and significant Activities, SAQs and Tutor Assignments are included</i></p> <p>Comment</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>The assessment methods are appropriate</i></p> <p>Comment</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>The standards of assessment are acceptable</i></p> <p>Comment</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p><i>The package is structured in such a way as to allow the Candidate to find their way through the materials</i></p> <p>Comment</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>The package is appropriate for use with a minimum of Tutor contact</i></p> <p>Comment</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p><i>Overall I would rate this package as</i></p> <p>Comment</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Name Date

College