



Bath Spa
University

2010/11

Guide to Practical Teaching and Professional Development Year One

**Certificate / Professional
Graduate Certificate
in Education
(Lifelong Learning)**

In partnership with
Bridgwater College,
Weston College and
Wiltshire College

School of Education

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Organising Your Practical Teaching and Professional Development Evidence.

All items should be kept in a lever arch file, known as the **Practical Teaching File**, using dividers to separate the different sections.

The work must be submitted for **formative assessment** at the end of L4201 and LL4202, and then submitted for **summative assessment** at the end of LL4203 (the end of the academic year).

What is included?

**SECTION 1: EVIDENCE OF SATISFYING CONDITIONS FOR
STARTING THE PROGRAMME**

SECTION 2: YOU AND YOUR PROGRESS THROUGH THE COURSE

SECTION 3: YOU AND YOUR TEACHING

SECTION 4: YOUR CONTINUING PROFESSIONAL DEVELOPMENT

We suggest you photocopy the pages of the **Index of Evidence** and place them in your file so that you can tick off items as you put them in place. This will help you to track your progress.

The Index needs to be used together with the **Additional Advice and Information** and the **Detailed Requirements For Practical Teaching File, Module By Module**, which you will find later in this pack, as these give further detail about what should be included.

PRACTICAL TEACHING FILE INDEX OF EVIDENCE (TICK AND DATE ITEMS IN END COLUMN WHEN PLACED IN FILE)	
INDEX TO TEACHING FILE	TARGET DATE / COURSE POINT
Copy of this Index	As first item in file
SECTION 1: EVIDENCE OF SATISFYING CONDITIONS FOR STARTING THE PROGRAMME	TARGET DATE / COURSE POINT
Evidence you meet all course entry requirements, i.e. <ul style="list-style-type: none"> Copy of relevant qualification certificates in your specialist area (minimum level 3) - In exceptional circumstances, if these are not available, letters from past employers confirming your expertise (if agreed with course manager and award leader) Evidence which confirms your literacy competence is at Level 2. Evidence of registration with Bath Spa University <ul style="list-style-type: none"> Confirmation from the Bath Spa Student Portal of your registration being complete Your Bath Spa IT account details (username and password) Evidence of financial support <ul style="list-style-type: none"> A copy of the confirmation from Student Finance Direct indicating the level of your financial support for tuition fees / maintenance. If you or your employer are paying for the course, a copy of the letter from them confirming how they will pay 	All in this section by end of induction
SECTION 2: YOU AND YOUR PROGRESS THROUGH THE COURSE	TARGET DATE / COURSE POINT
2 (a) PERSONAL PROFILE AND CV	
<ul style="list-style-type: none"> Completed Personal Profile Current CV 	Both by end of induction
2 (b) SUMMATIVE ASSESSMENT AND COMPLETION DETAILS	
<ul style="list-style-type: none"> Summative Assessment Feedback for each module Copies of summative feedback sheets on all assessment activities for modules LL 4201, 2, 3 and 4 when available Course / Year Completion Record This should be signed by your Course Tutor, to confirm that all parts of the year have been completed. 	As they are completed At end of course / year
2 (c) INITIAL AND SELF ASSESSMENT RESULTS	TARGET DATE / COURSE POINT
<ul style="list-style-type: none"> Initial assessment results for entry to the course and during induction (e.g. BKSb test results) Self assessments for Language, Literacy and Numeracy 	First three by end of induction

<ul style="list-style-type: none"> ▪ Self assessment for ICT ▪ Self assessment of Practical Teaching using OfSTED Grading Criteria 	First completion by end of induction, then ongoing across the year
2 (d) INDIVIDUAL DEVELOPMENT PLANS / TUTORIAL RECORDS / NOTES	TARGET DATE / COURSE POINT
<ul style="list-style-type: none"> ▪ Your Initial Individual Development Plan ▪ Your Individual Development Plan for Milestone 1 ▪ Your Individual Development Plan for Milestone 2 ▪ Your Individual Development Plan for Milestone 3 ▪ Tutorial records as appropriate ▪ Notes you / your tutor have made re Milestones or Tutorials as appropriate 	By end of induction At Milestone 1 At Milestone 2 At Milestone 3 Ongoing through year
2 (e) PROFESSIONAL DEVELOPMENT JOURNAL (PDJ)	TARGET DATE / COURSE POINT
PDJ entry 1 - Min 1000 words PDJ entry 2 - Min 1000 words PDJ entry 3 - Min 1000 words	By Milestone 1 By Milestone 2 By Milestone 3
SECTION 3: YOU AND YOUR TEACHING	TARGET DATE / COURSE POINT
3 (a) TEACHING / MENTORING ARRANGEMENTS	
<ul style="list-style-type: none"> • The completed Practical Teaching Arrangements proforma • The Practical Teaching Log, showing evidence that you have started recording your teaching. • Evidence in your Practical Teaching Log of about 40 hours of teaching • Evidence in your Practical Teaching Log of at least 75 hours of teaching • A copy of a completed / updated Mentor Record, provided by your Mentor • A copy of your Mentoring Log, completed and agreed by you and your mentor at least three times per year 	By end of induction By end of induction By end LL4202 By end of year By end of induction By end of year
3 (b) YOUR TEACHING SITUATION AND FEATURED TEACHING GROUP/S	TARGET DATE / COURSE POINT
<ul style="list-style-type: none"> • A brief introduction to your teaching situation, indicating: <ul style="list-style-type: none"> - The overall range of subjects/courses/qualifications you teach - The range of levels you teach - The age ranges of your learners across all your teaching • A description of your teaching group / s selected for the PTF including: <ul style="list-style-type: none"> - age range, entry requirements, previous experience and learning about the subject, range of LLN & ICT abilities, range of cultural backgrounds, behavioural expectations 	Both items by end of LL4201

<p>of learners in your organization, etc + any other information you consider relevant and wish to include</p> <ul style="list-style-type: none"> • Added information for added groups featured. 	
3 (c) OBSERVATIONS (PRACTICAL TEACHING ASSESSMENTS) OF YOUR TEACHING	TARGET DATE / COURSE POINT
<p>The following set of evidence must be provided for each observation:</p> <ul style="list-style-type: none"> - Completed feedback from the observer - Your session plan (see section 3 (e) for session plan requirements) - All resources used for the session - Your full self evaluation of the session • General Observation 1 by your tutor • Specialist Observation 1 by your mentor • General Observation 2 by your tutor • General Observation 3 by your tutor • Specialist Observation 2 by your mentor 	<p>By end of LL4201 By end of LL4201 By end of LL4202 By end of LL4203 By end of LL4204</p>
3 (d) SCHEME OF WORK	TARGET DATE / COURSE POINT
<ul style="list-style-type: none"> • Scheme of work for 20 hours of teaching. • Syllabus/programme specification from awarding body for which scheme of work is written or other relevant documentation. 	<p>First version by end of LL4201, then updated as working document as year progresses</p>
3 (e) SESSION PLANS	TARGET DATE / COURSE POINT
<p>There need to be session plans for at least 30 hours of teaching in your PTF, including a minimum of 9 session plans.</p> <p>Three session plans must be included using the required BSU session plan format, and these will be created as part of LL4201.</p> <p>Five session plans will be included with your evidence of observations in section 3 (c)</p> <p>The remaining plans (at least 4) should be placed in this section</p> <p>All included plans must identify:</p> <ul style="list-style-type: none"> - The aims and learning outcomes/objectives for the session - The sequencing / timing / management of the session. - Teacher activity and student activity - learning activities (content) and how they will be sequenced and managed in the overall session structure 	<p>At least three plans per term</p> <p>Two of these in section 3 (c) by end of LL4201</p> <p>One on BSU proforma by end of LL4201</p> <p>Three in section 3 (c) or here by end LL4202</p> <p>Three in section 3 (c) or here by end</p>

<ul style="list-style-type: none"> - Embedding of Equality and Diversity - Embedding of Every Child Matters (where required) - Planning for differentiation - The learning resources required - How formal and informal assessment is carried out - How relevant Key / LLN / Functional and ICT Skills have been included 	of year
3 (f) ASSESSMENT	TARGET DATE / COURSE POINT
<ul style="list-style-type: none"> ▪ Assessment documentation provided by your awarding body which explains the assessment methods, approaches, rules, scheduling and weighting which should be used (sometimes called the 'assessment scheme') <ul style="list-style-type: none"> ▪ At least two examples of assessments (formative or summative) completed with your learners and your written feedback on those assessments, using an appropriate feedback sheet ▪ A set of your assessment tracking documents including completed documentation for at least two learners • Evidence of your use of initial assessment to include: <ul style="list-style-type: none"> - Initial assessment tool used (e.g. short description, copy or screen shot) - Summary of results 	By end of LL4202 By end of LL4202 By end of LL4202 By end of year
SECTION 4 - YOUR CONTINUING PROFESSIONAL DEVELOPMENT (CPD)	TARGET DATE / COURSE POINT
<ul style="list-style-type: none"> • Any CPD you have undertaken during the year (session plans / documents etc) • Your involvement in subject groups / network / communities of practice <p>Networks and communities of practice are groups of people (teachers in this case) who share a passion for what they do, and who want to share their knowledge and experience with each other, in order to learn how to do it better.</p> <ul style="list-style-type: none"> • e.g. OurSubject Online Community 	Ongoing as you add it through the year

Practical Teaching File Evidence - Additional Advice and Information

A key part of your development as a teacher this year is, of course, your practical teaching experience and your reflection on this experience. **Practical Teaching** and **Professional Development** are the central foundations of the course with which everything else is integrated and around which everything else is built.

Learning outcomes for practical teaching

You will see in the Course Handbook that there are practical teaching learning outcomes listed separately from other learning outcomes. Across the year as a whole the Practical Teaching learning outcomes address a sound foundation of key teaching and learning practices, principles and competences, and achieving all will confirm your development as a professional teacher and an improving specialist in your subject.

The outcomes are met partly across a range of assessment activities throughout the year. Although they are related to specific modules, you may meet some of the outcomes across a range of observations. Some will be met through direct observation of teaching and some will be met through evidence in the Practical Teaching File. Assessment of your practical teaching across the year is formative and developmental, until a final decision is made at the end of the year.

Module LL4201:

1. Plan, teach and evaluate inclusive and motivating teaching plans, which meet the needs of a diverse range of learners.
2. Utilise initial assessments with learners to support their planning.
3. Review their competence in the minimum core of literacy, language, mathematics and ICT, and record the results.
4. Review their competence in Practical Teaching, record the results and agree ways to improve where appropriate.

Module LL4202:

5. Carry out and evaluate a variety of assessments which promote inclusive learning and achievement.
6. Take account of learners' levels of Language, Literacy, Numeracy and ICT when carrying out subject assessments.
7. Give feedback to learners verbally and in writing, which motivates them, identifies strengths and areas for improvement, and celebrates achievement.
8. Carry out a simple programme evaluation using feedback from your learners.
9. Review their competence in the minimum core of literacy, language, mathematics and ICT, in relation to assessment, and agree targets for development.

Module LL4203:

10. Utilise a variety of skills and approaches to managing behaviour and supporting learners.
11. Communicate effectively with learners and within their own organisation.
12. Utilise and evaluate teaching and learning strategies and resources in their own specialist area, using new and emerging technologies where appropriate.
13. Evaluate own approaches, strengths and improvement needs in relation to enabling learning and identify areas for further development.

14. Review their competence in the minimum core of literacy, language, mathematics and ICT in relation to enabling learning, and identify areas for development.

Module LL4204

15. Apply current and appropriate knowledge of their specialist area and its pedagogy in their teaching.
16. Utilise, evaluate and improve appropriate teaching and learning strategies, methods and resources in relation to own specialist area.
17. Support learners to identify and address LLN / Key Skills / SfL / Functional Skills needs in relation to their specialist area, working in collaboration with relevant colleagues where appropriate

The activities which provide evidence of your learning and progress are firmly embedded within the learning programme as a whole. Much of the evidence you produce for the **Practical Teaching File** will also provide evidence for other assessment activities, and the two will link closely.

Don't forget that the file is an opportunity to showcase your skills and experience, so you need to select evidence that allows you to demonstrate your effectiveness across a range of skills and expertise. However, it is also a developmental file. You are not expected to be an "expert" or even a fully proficient teacher at the end of the first year, but you should have established sound practice in your capacity to prepare, deliver, assess and evaluate learning activity.

Alongside this you will develop a 'critically reflective' approach, where you are able to reflect on your teaching and learning, and use this to understand your own strengths and weaknesses, and analyse them against 'best practice'.

Your practical teaching is also supported through observations of your own practice, observations by you of others, and support from a recognised mentor in your own specialist area of expertise. As the year progresses, you will be able to demonstrate your commitment to continuous professional development as part of the greater 'community of practice' of teachers in the Learning and Skills Sector.

The Lifelong Learning Initial Teacher Training (LL ITT) team have also developed a model of '**Teaching Excellence**', and we will be supporting all trainees in their development towards that goal across the 2 years of the course. There will also be tutor assessment and self assessment using the **current OfSTED Grading Criteria** for Lifelong Learning Initial Teacher Training, which you will reflect on and complete regularly.

This guide provides detailed guidance on how the Practical Teaching File should be structured and the evidence which should be in it. It also shows you how the different parts of the file contribute to the formal assessment of each of the modules.

The Practical Teaching File - Section by Section

This part of the guide takes you through each section in sequence with a full explanation of the content and provides useful added advice.

Section 1 - Evidence of satisfying conditions for starting the programme

Includes:

- factual information relating to your registration on the course and the financial support you are receiving
- confirmation you have access to university online services and systems,
- confirmation you meet course entry requirements in terms of qualifications, skills and experience

Section 2 - You and your progress through the course

Includes:

- **Section 2 (a)**
 - your **Personal Profile** and career details through a **CV**
- **Section 2 (b)**
 - copies of **summative feedback** on assessed activities and your Practical Teaching File as they are completed during the year
 - the **Course / Year Completion** Record which summarises details of what you have achieved by the end of the course.

How is your Progress and Development Evidenced?

Ongoing professional progress and development through the year is evidenced in a range of ways:

- **Initial assessment** of literacy, numeracy and ICT - section 2 (c)
- **Self assessment of Minimum Core Personal skills** - section 2 (c)
- Review of teaching skills against practical teaching module learning outcomes and **OfSTED grading criteria**. - section 2 (c)
- **Individual development plans / tutorial records** - section 2 (d)
- **Professional Development Journal (PDJ)** - section 2 (e)
- Your **self evaluations of observed teaching sessions** - section 3 (c)
- **Feedback from observers** on your teaching - section 3 (c)
- **Section 2 (c)**
 - your **initial and self assessment results** for entry to the course, LLN, ICT and practical teaching
- **Section 2 (d)**
 - Your **Individual Development Plans** produced for and at your **Milestone Reviews**

Milestone reviews

There will be a minimum of three **formal milestone reviews** during the year. At these, your progress will be reviewed against previously set targets. These targets will reflect progress and further goals in relation to practical teaching, assignments, mentor support, personal skills etc. These reviews will also record how you are promoting equality and diversity both within your subject content and within your teaching approaches. In addition it will review the impact that you believe your teaching is having on your students' learning. There will also be a general tutorial component to the reviews. These milestone reviews will be based on your answers to the milestone questions which form part of the PDJ (see section 2 (e)).

In addition, you may have extra **informal tutorials** as needed by you at different times of the year to cope with different issues. These will be recorded in the same way, and a copy kept in section 3 of your file with the formal tutorial records.

- **Section 2 (e)**

- your **Professional Development Journal** where you can reflect on many ideas, issues and experiences which you have learned from during the year.

The Professional Development Journal (PDJ)

The PDJ in particular should be an open, imaginative and purposeful tool in your development as a teacher and as a person. We believe that reflecting on your practice is an essential component of developing as a teacher, and it can help you to rethink and reframe those 'taken for granted assumptions' (Hillier, 2003)¹, and gain new insights which help you address challenges and move forward.

The development of the skills of self-appraisal is an essential part of the assessment for the Year 1 qualification, but it is also an important part of learning. Reflection enables you to think through in detail what has been happening during the taught course sessions and your teaching, what you have learned, what you think about it, how useful it may be, either now or in the future, and how you may be able to apply it. Although it may seem hard at first, developing this skill of reflecting on your learning will be of great advantage to you in your teaching through your career, and more especially if you plan to continue your professional development as a teacher, whichever route you choose.

This is a key document relating to your own reflection and evaluation of your teaching and learning. It is your own record of your thoughts, ideas, feelings and personal progress as you move through the course.

There will be opportunities to reflect on:

- aspects of the learning programme
- your developing understanding of equality and diversity and how they can be demonstrated through your planning, delivery and assessment of your own learners
- your progress in teaching, training and assessment
- your personal learning during the course including your Minimum Core Personal skills development
- day to day life experiences and how they impact on your teaching
- your performance as a teacher over the programme as a whole
- your strengths and potential for further development.

The intention is to help you think about yourself as a learner and about your current (or potential) learners, and how you can use your new learning on the course, in your workplace and in your life to help both yourself and them.

¹ Hillier, Y. (2003) *Reflective Teaching in Further and Adult Education*. London: Continuum.

Petty (2004)² 'What kind of teacher are you?' and Wallace (2005)³ 'Keeping a journal: reflecting upon and evaluating one's own performance and planning for future practice' are both useful chapters which will help you when writing entries for your PDJ. These are however only examples.

What might you want to reflect on in your PDJ?

- **Your teaching:** Perhaps something worked really well in one of your sessions and you want to think about why it happened so that you can ensure further success. Or maybe something went wrong – an activity didn't work the way you expected, or there were problems with one or more of the learners. You need to reflect on what happened, how you reacted, whether you could have reacted in a better way, and what you could do better next time. Rather than a repeat of your session evaluations, this should involve more of an in-depth reflection on critical points.
- **Your learning:** You may want to reflect on something that you learned in one of the Cert Ed sessions that seemed particularly relevant to you, and think about how you could use it. Or perhaps something happened in relation to the group dynamics which made you think about what might be happening behind the group dynamics in your own teaching group. Why do you sometimes find the learning process difficult and how might this relate to how your own learners might be feeling – what can you do to minimize these problems? How does your own understanding of yourself as a learner help you understand your own learners?
- **Your reading:** You may have read something, or found something on the internet, that is really relevant, and you want to reflect on how you can use this in your teaching.
- **Peers and colleagues:** Learning from peers and colleagues may be formal – through an observation or a meeting – or informal, through a chat over coffee. Perhaps they have told you about a new resource available or a new staff development activity that might help you. Reflecting on what you can learn from peers and colleagues is always useful.
- **Other staff development:** You may be sent on other staff development activities during the year. What have you learned from these – both in terms of content which you can apply and use in your own teaching and/or in terms of the way it was presented. Learning how *not* to do it can be as useful as learning new ways of presenting things!
- **Anything else!** There may be all sorts of other things that happen in your professional and personal life that have an impact on your development as a teacher and as an individual and which you want to reflect on.

Word Length for PDJ Entries

There is a **minimum word length** for each PDJ entry of **1000 words**, as we believe it would be very difficult to capture a reasonable level of reflection in less. There is **no maximum word length** for these entries, so you do not have to be constrained by the work length.

² Petty, G (2004) (3rd edition) *Teaching Today – A Practical Guide*. Cheltenham: Stanley Thorne

³ Wallace, S. (2005), (2nd Edition) *Teaching and Supporting Learning in Further Education*. Exeter: Learning Matters

PDJ questions

PDJ entry 1 (for Milestone 1) - minimum of 1000 words

(a) Using your self assessment against the OfSTED criteria, consider:

- What are three areas in your practical teaching where you feel most confident?
- What are three areas in your practical teaching where you feel you need most development?
- What will be your first steps to improving your teaching?
- What support would help?

(b) Reflect on the results of your own initial assessment in terms of your literacy, numeracy, and ICT:

- What are three areas in LLN/ICT where you feel most confident?
- What are three areas in LLN/ICT where you feel you need most development?
- What would be your first steps to improving your capability in LLN/ICT?

(c) Other areas of the course

- What arrangements are in place for you to receive mentoring in your workplace, and how are these working?
- Describe two areas where you feel your teaching has already improved
- In which other aspects of the course would you benefit most from extra support?

PDJ Entry 2 (for Milestone 2) - minimum of 1000 words

- Give two examples of progress you are making in embedding equality and diversity in your teaching
- Give two examples of progress you are making in embedding LLN / Key Skills / Functional Skills in your teaching
- Give two examples of unexpected learning which you have experienced on the course to date.

PDJ Entry 3 (for Milestone 3) - minimum of 1000 words

Review and evaluate your progress at the end of year 1, using these questions:

- How would you describe your progress towards being a professional teacher to date? How has your teaching developed overall – what changes have you made and how effective have they been?
- How do you feel your skills have developed against the OfSTED criteria? What areas of development are you particularly pleased with? What areas for further development can you still identify? Are there parts of the criteria that you have difficulty meeting because of your role? If so, how do you plan to meet these during year 2?
- What particular aspects of your specialist subject teaching have improved most this year? Give specific examples
- What elements of your personal skills in LLN and ICT have you developed so far, and to what level? Will you need to continue to develop and improve personal skills in these areas during or before Year 2? If so, how will you do this?
- What are your views on the benefits and/or disadvantages of using ICT to support student learning?

- What are your key expectations, goals and targets for year 2?

Format of PDJ

We would encourage you to find a means of completing your PDJ which suits you, and you are welcome to make use of as low tech or high tech approach as you wish.

Whatever format you wish to use, you must observe the following requirements

- The PDJ is an assessed piece of work so has to comply with all other requirements of assessed pieces of work, i.e.:
 - All questions need to be answered
 - It is available for your tutor to read
 - It observes appropriate referencing conventions when necessary, and does not plagiarise.
 - It does not breach any electronic content guidelines/codes of practice which are currently in force.

These are some of the ways you can format your PDJ:

- **Write it!** We will still accept handwritten PDJs (but only if you can effectively make the case for why they must be handwritten)
- **Word Process it!** This is the most regularly-used approach to completing the PDJ
- **Use the Reflect tool** on the Institute for Learning website (www.ifl.ac.uk)
- **Picture it!** Probably not possible to use only still images, but using and adding pictures is most welcome
- **Blog it!** You could produce a weblog for the PDJ (bear in mind this could mean the whole world could read it!)
- **Record it!** You could produce an audio/video version of the PDJ

Please note that the journal will be seen only by the course tutors, and those moderating or externally examining your work. It will not be seen by other members of the group, unless you choose to share it with them.

Section 3 - You and your teaching

In essence, this part of the file is similar to what is often expected of teachers under current inspection or quality assurance arrangements in your organisation (e.g. your 'Inspection File', 'Course Team File', etc). The emphasis is on the particular contents which are required by this award, so the key principle is **to organise your file so that someone who has never met you before could find anything in it immediately, and check it against the assessment requirements**. If you can use your existing documents, or an adapted version, and they meet the appropriate award requirements, we are happy to accept them. This evidence you provide in this section will generally, but not always, be with one class or group. You select the group.

- **Section 3 (a)**

Includes:

- The **Practical Teaching Arrangements** and **Practical Teaching Log** proformas which provide evidence of **at least 75 hours** teaching in the first year which should include working with a group of **at least 5**

students and working with students on a **one-to-one** basis. *Note that the substantial part of your teaching should be with a group, and the one-to-one teaching will only form a small part of your 75 hours.*

- The **Mentor Record** and **Mentoring Log**. You will be expected to meet with your mentor on a regular basis over the year (see section on Your Entitlement in the Course Handbook). The Mentoring Log will provide evidence of such mentor interactions for at least 15 hours during the year.

- **Section 3 (b)**

Covers a brief introduction to you and your teaching, and a more detailed description of the group/s you have chosen to include in your PTF.

Includes:

- **Introduction to your teaching**
 - The overall range of subjects/courses/qualifications you teach
 - The range of levels you teach
 - The age ranges of your learners across all your teaching
- A **description of your teaching group / s** selected for the PTF including:
 - age range
 - entry requirements
 - previous experience and learning about the subject
 - range of LLN & ICT abilities
 - range of cultural backgrounds
 - behavioural expectations of learners in your organization,
 - any other information you consider relevant and wish to include
- **Added information for added groups** featured.

Section 3 (c) Observations (Practical Teaching Assessments)

A. Observations of your teaching by others

B. Observations by you of the teaching of others

A. Observations of your teaching

There will be **five observations** of your teaching. Evidence for these observations will be in **Section 3 (c)** of the **Practical Teaching File**.

You must pass **all five** observations of your own teaching. If you do not gain a pass, you will need to be observed again, and, if necessary, again. The major purpose of the observations is support and help for you to develop into an effective teacher. You will be set goals and targets for improvement by observers and mentors. It is essential that you show how you work towards and achieve these.

We would stress that it is unusual for people not to pass, and by the end of the year we expect you to be able to use the visits to experiment with new strategies, to try to solve problems, develop your working methods and experiment with different and innovative teaching approaches. However, serious errors or omissions of one of the learning outcomes, and a subsequent inability to explain this, will be sufficient to prevent you being passed for that visit.

Do keep clearly in focus that the purpose of the observations is to help and support your development into an effective professional teacher, tutor or trainer. Some trainees will need longer than others to achieve the necessary level required.

You must ensure that **one observation includes a substantial time when you are working 1:1 with a learner.** In most instances this is likely to be a tutorial situation or where learners are using guided learning materials whether paper based or electronic. When working 1:1, you should be using some form of Individual Learning Plan (ILP) or similar tutorial record, as is in use in your organization. Your observer will need a copy of this and any previous records for the learner, e.g. the learner's Initial Assessment (IA) records or summary.

Two sessions must be observed by **your mentor, who is recognized as being a specialist in your own teaching area**, so that specific feedback and development targets related to teaching your specialist area can be given.

Practical Teaching Learning Outcomes:

The relevant learning outcomes are those identified for the Practical Teaching File (earlier in this guidance pack). You will be assessed against these outcomes as well as specific areas identified for each observation.

How do the observations (practical teaching assessments) relate to the modules?

Generic observations (by course tutor or other nominated observer):

Each of the generic observations is an integral part of one of the mandatory modules and needs to take place during the teaching of that module.

Observation 1 (part of Module LL4201):

This first observation should be chosen to provide evidence that:

- You have identified, adapted and used relevant approaches to teaching your specialist area
- You have included LLN / Key Skills / SfL / Functional Skills necessary for the subject area and are using these to support the students effectively
- You have planned an inclusive and motivating session
- Initial assessment has been completed and is being used to good effect
- The session plans have been planned to meet the needs of individual learners and the group
- There is a variety of delivery methods, adapted where necessary to individual needs
- You have chosen, adapted and used a range of inclusive learning activities and resources (including new and emerging technologies)
- You can demonstrate a range of communication skills and strategies

Note that some of this will be demonstrated in the observation of your teaching, but some will be demonstrated through evidence in your file and/or your written evaluation after the observation.

After the observation, you will need to evaluate these aspects of your teaching with your observer in discussion, as well as writing an evaluation report considering these different aspects. You will get both verbal and written feedback from your observer.

Observation 2 (part of Module LL4202)

The focus of teaching observation 2 is on **assessment**.

This second observation should therefore be chosen to provide evidence that:

- You have planned assessment activities that meet the requirements of your awarding body, as well as meeting appropriate criteria (such as fair, valid, reliable, sufficient and/or appropriate for learners)
- You have used new and emerging technologies where appropriate
- You can justify the selection and/or design and use of formal and informal assessment methods and tools appropriate for your own specialist area
- You can include the assessment of LLN in a way that is relevant to your specialist area
- You can establish and maintain an appropriate environment for assessment to maximise learners' opportunities for success
- You can justify and use appropriate skills and approaches in giving oral and written feedback to learners
- You can justify and use appropriate skills and approaches to negotiate targets and strategies for improvement and success for learners

Note that some of this will be demonstrated in the observation of your teaching, but some will be demonstrated through evidence in your file and/or through your written evaluation after the observation. The assessment demonstrated in your observed teaching session may be formal or informal, formative or summative.

After the observation, you will need to evaluate your skills in assessment with your observer in discussion, as well as more general aspects of your teaching. You will also need to write an evaluation report which discusses your teaching in general but with a particular focus on assessment.

Observation 3 (part of Module LL4203):

The focus of teaching observation 3 is on **communication, supporting learners and inclusion**.

This third observation should therefore be chosen to provide evidence that:

- You have selected and used teaching and learning strategies with reference to theories and principles of communication and inclusive learning
- You are able to apply up to date knowledge of your own specialist area to enable and support inclusive learning
- You can use a range of inclusive activities and resources, including new and emerging technologies, to promote and maintain an inclusive learning environment.
- You can use a range of skills and methods to communicate effectively with learners.

Note that some of this will be demonstrated in the observation of your teaching, but some will be demonstrated through evidence in your file and/or through your written evaluation after the observation.

During this session, the observer will map your communication skills – this will be discussed during the feedback session. After the observation, you will need to evaluate your skills in communication, supporting learners and demonstrating inclusion with your observer in discussion, as well as more general aspects of your teaching. You will also be expected to discuss which learning theories and principles underpin your teaching practice, and the impact of these on your planning and delivery. You will also need to write an evaluation report which discusses your teaching in general but with a particular focus on learning theories, communication, supporting learners and inclusion.

Specialist Area Observations (Practical Teaching Assessments):

Observation 1: this should take place before December.

Observation 2: (forms part of LL4204) – this should take place during your work on your specialist area case study.

The focus of both these observations is on the specialist subject that you teach – you will receive feedback and targets on:

- The selected content, whether it is accurate and up to date, and relevant for the learner group
- Your choice of methods suitable for the teaching of your subject
- Your choice of resources relevant to your subject teaching
- Your choice of assessment strategies which fit the assessment to the subject

How is the Observation organized?

We ask you to make the arrangements for the visits, which include informing your line manager, getting any necessary security clearance for the observer, and ensuring they have clear directions of how to get to the institution and the room location.

A typical schedule would be:

- You negotiate a mutually convenient time for a visit with the tutor or mentor allocated to you
- Before the observation, you provide clear details of how to get to your institution and the room/space your class is in
- Ideally you make time to meet the visiting tutor at some time before the class and discuss with them the plan and any other relevant points

The **minimum information** your observer will need when observing you is:

- Your Practical Teaching File
- A session plan for the taught session
- An indication of where that session fits in the course overall (eg a scheme of work)
- Any relevant background details about the participants
- Copies of learning resources you will be using in the session
- Previous observation reports
- Resulting IDP plan for meeting targets set
- Any other helpful background
- You manage the session and the observer watches you do this. They will normally observe you managing learning for between 45 minutes and one hour, and will usually debrief you straight after the session. (If this is not possible, you should arrange a time to do this as soon as possible after the session).
- The observer will use the Practical Teaching Assessment Form to record their feedback. This gives you an indication of the things they will be looking out for, including progress on previous development targets, and new development targets.

The observation cannot be passed until you have produced:

- Your own **self evaluation** of the session and submitted it to the appropriate member/s of the course team
- Your updated **IDP** to show how you intend to achieve targets set

- A copy of the completed Practical Teaching Assessment form is returned to you and you should keep it in your Teaching File (Section 3 (a)). Previous visit forms from all stages should always be in your file, so visiting tutors can see what you have negotiated to do on subsequent visits and to see how your work has progressed.

Self evaluation of your teaching

You must complete a full self evaluation of your teaching **for each of the five occasions you are observed**. There is a proforma for these self evaluations, and they are detailed, as they are one of the key ways in which you can reflect on your development and progress as a teacher, and evidence that development across the time spent on the course.

Across all your teaching you should demonstrate:

- The range of communication skills that you have used, and evaluations showing how these skills have contributed to effective learning.
- How theories and principles of learning have been used in practice to promote inclusive learning, and evaluation of their effectiveness.
- That you have been able to select, adapt and use appropriate teaching and learning strategies for your own specialist area, following organisational, statutory and other regulatory requirements, and evaluation of their effectiveness
- How you have promoted and maintained an inclusive environment through using a range of inclusive activities and resources including new and emerging technology
- What behaviour management strategies you have used and their effectiveness

B. Observations by you of the teaching of others

There are **three** observations of this type.

The first observation forms **part of the required assessment activity for LL4201**.

The second and third observations form **part of the required assessment activity for LL 4204**.

The records of these observations will thus be included in the formal submitted assignments for these modules, and will **not form part of the Practical Teaching File**.

The emphasis of these observations is on what you as a teacher have learned from them, in terms of teaching generally and in terms of your own specialist area.

Your report should consider how the teacher has planned the session, their choice of methods, resources and assessment strategies, how they managed the group, how they set up the learning environment, the communication skills they used, etc.

Each observation report should end with a short action plan of how you intend to use the learning from this observation in your own teaching.

Observation 1 (part of LL4201, Assessment activity 4201.1)

- As part of the formal assessment for LL4201, you will need to observe the teaching of an experienced teacher in your specialist area for **at least one hour** and write an evaluation report.
- Full details of what is required will be found in the appropriate section of the main Course Handbook.

Observations 2 and 3 (part of LL4204, Assessment activity 4204.1)

- You will need to carry out **two** further observations of the teaching of colleagues in your specialist area and write evaluation reports for each observation.
- Full details of what is required will be found in the appropriate section of the main Course Handbook

The purpose of the three observations of experienced colleagues is for you to extend your understanding of how your subject can be taught in different contexts, at different levels and to different age groups. You should therefore plan your observations to enable this to happen.

At times, particularly when you are teaching students with learning difficulties, your “subject” may be the vehicle for delivering life skills. In this case, it may be useful for you to observe other teachers teaching life skills to this group through a different “subject vehicle”, as well as observing your subject being taught at a different level, context and/or age group.

Using these observations to gain this extra breadth of understanding of teaching your subject across different contexts/levels/age groups is particularly important for those of you who may have a very restricted teaching practice in terms of the subject/level/age group/context that you teach.

For example, you could:

- Observe your subject being taught at a different level and/or to a different age group
- Observe your subject being taught in a different context (for example, if you work in FE, you could observe a lesson in Adult and Community Education or in a prison, and vice versa)
- Observe your learner group being taught by a different teacher, even if it is a different subject
- Observe a similar group to yours but in a different subject (for example, if you work with younger students with challenging behaviour, you could observe another group of similar students to see how that teacher manages the behaviour issues).

It is up to you to make the best use of these observations to gain as wide an experience as possible of how your subject can be taught.

The emphasis of these observations is on what you as a teacher have learned from them, in terms of teaching generally and in terms of your own specialist area, identifying what ideas you can take to use in your own teaching. This could include teaching strategies appropriate to the subject, resources, behaviour management strategies, communication and/or interpersonal skills, etc.

Your report should consider how the teacher has planned the session, their choice of methods, resources and assessment strategies, how they managed the group, how they set up the learning environment, the communication skills they used, and how they provided differentiated learning. The report should also include reflection on how equality and diversity were demonstrated in the planning and delivery of the session, and how this had an impact on the learners. Feedback should also include comments on the evidence of learning taking place (or not) in the sessions.

You should also reflect on how the different context / level / age group has an impact on the way that your subject is delivered, and identify your extended knowledge and understanding of teaching your subject as a result of such observations.

Each observation report should end with personal development targets for you resulting from the observation and a short action plan of how you intend to implement these targets.

Planning Learning and Teaching - Sections 3 (c), (d) and (e)

Because of the demands on you as a teacher, you will probably be writing lesson plans and schemes of work almost as soon as you start in your job, and possibly before they have been covered in depth on the course. You will probably have used a format provided by your organisation. By the time you have completed the assessed work in Module LL4201, you will have produced a more fully developed approach to planning for learning, including producing some session plans. Over the year, it is expected that your planning will continue to develop and improve as part of the learning process – this will include developing a scheme of work which demonstrates your ability to plan over a longer timescale. It is important to keep these early plans in your file, possibly with annotated notes to show how you have developed your planning skills over the course.

There is a section from Reece and Walker (2003)⁴ on Planning Learning, and Appendix 2 in the book shows a clear thoughtful activity to help you develop a Scheme of Work.

As you progress towards the end of the year, and as a result of your learning in Modules LL4201, 4202, 4203, 4204, your lesson plans should show significant improvements. Crawley (2005, pp.35-40)⁵ provides a useful model to ASSURE your planning of learning.

Your tutor and mentor will assess / comment upon and advise improvements in lesson planning and writing schemes of work regularly during the course. You will also be provided with examples of lesson plans and schemes of work by your tutors.

There is a model format for a **scheme of work - section 3 (d)** - available, but it is not mandatory to use this format.

⁴ Reece, I. & Walker, S. (2003, 5th edition) *A Practical Guide to Teaching, Training and Learning*. Sunderland: Business Education Publishers.

⁵ Crawley, J. (2005) *In at the Deep End – a Survival Guide for Teachers in Post Compulsory Education*. London: David Fulton Publishers

All included **session plans** must identify:

- The aims and learning outcomes/objectives for the session
- The sequencing / timing / management of the session.
- Teacher activity and student activity
- learning activities (content) and how they will be sequenced and managed in the overall session structure
- Embedding of Equality and Diversity
- Embedding of Every Child Matters (where required)
- Planning for differentiation
- The learning resources required
- How formal and informal assessment is carried out
- How relevant Key / LLN / Functional and ICT Skills have been included

- **Section 3 (f) Evidence of assessment**

Includes:

- **Assessment documentation** provided by your awarding body which explains the assessment methods, approaches, rules, scheduling and weighting which should be used (sometimes called the '**assessment scheme**')
- At least **two examples of assessments** (formative or summative) completed with your learners and your **written feedback** on those assessments, using an appropriate feedback sheet
- A set of your **assessment tracking documents** including completed documentation for **at least two learners**
- Evidence of your use of **initial assessment** to include:
- **Initial assessment tool** used (e.g. short description, copy or screen shot)
- Summary of results

Section 4 - Continuing Professional Development

This section is your to decide what you include, and it intends to reflect activity you have chosen to be involved in through the year as part of your Continuing Professional Development (CPD)

It can include:

- documents from structured training courses / conferences / meetings
subject networks
- evidence of membership of subject group / professional community / community of practice or other grouping.
 - e.g. There may be a community of practice within your organisation, where teachers of your particular specialist subject meet regularly to share skills and experiences in order that all can learn how to do it better. However, teachers of a particular subject are sometimes the only person in their organisation to be teaching that subject.
 - e.g. The Associate Online Community on the OurSubject website has been set up to enable you to access such communities of practice across a wide range of teaching and learning organizations in the UK. You could join Oursubject and include evidence of your activity here.
- Any items you think are useful evidence, such as minutes of course team meetings, any organisational observations you have had, etc.

The Practical Teaching File, Module by Module

This section summarises what is needed in the PTF module by module.

For the full explanation of each section of the PTF, see the previous section of this guide.

Please note that the file will be checked at each observation **and** at the end of each module. It will be formatively assessed throughout the year, and summatively assessed at the end.

By the end of module LL 4201

During this first part of the academic year, you will be setting up your Practical Teaching File, using this guidance. The evidence detailed below should be in place by the end of the first module (LL4201).

The file will be checked at each observation to ensure that you are meeting the targets. However, in this first term, we are aware that the first observation may be quite early in the term. If this is the case, we realize that it may not be realistic to have all this evidence in place.

The following items should definitely be place for the first observation:

- Your completed Personal Profile - **section 1**
- Copy of your current CV - **section 1**
- Completed Practical Teaching Arrangements proforma - **section 3 (a)**
- The Practical Teaching Log should show evidence that you have started logging your teaching practice hours - **section 3 (a)**
- A brief description of the group being observed - **section 3 (b)**
- Session plan for the observed session - **section 3 (c)**
- Initial Scheme of work - **section 3 (d)**
- Resources to be used in observed session - **section 3 (c)**

Section 1: Evidence of satisfying conditions for starting the programme

This section should be complete by the end of LL4201. If there are any items outstanding, particularly in relation to your registration with Bath Spa University and your financial support, it is very urgent that you complete these as soon as possible.

Section 2: You and your progress through the course

2 (a) Personal Profile and CV

This section should be complete by the end of induction

2 (b) Summative assessments

LL4201 summative feedback should be included

2 (c) Your initial and self assessment results

LLN / ICT and first self assessment of Practical Teaching should be included

2 (d) Individual Development Plans

Your Initial Individual Development Plan, and the Individual Development Plan written with your tutor as part of Milestone 1 should be included

2 (e) Professional Development Journal

PDJ entry 1 should be included
Section 3: You and your teaching

3 (a) Teaching / Mentoring arrangements

The Practical Teaching Arrangements proforma and the Practical Teaching Log, showing evidence that you have started recording your teaching should be included

The Mentor Record, provided by your Mentor, and the Mentoring Log, showing evidence that you have started recording your mentoring should be included

3 (b) Teaching situation / featured teaching groups

The introduction to you and your teaching, and background information on the chosen learning group should be included.

3 (c) Observations of your teaching

All of the documents for General Observation 1 and Specialist Observation 1 should be included

3 (d) Scheme for work

Scheme of work (for at least the first term of your teaching) should be included

3 (e) Session Plans

At least three session plans, using the required session plan format should be included between section 3 (c) and (e).

3 (f) Assessment

No evidence here yet

4 Continuing Professional Development

Evidence of your choice as selected to date.

BY THE END OF MODULE LL4202

Section 1: Evidence of satisfying conditions for starting the programme

Complete

Section 2: You and your progress through the course

2 (a) Personal Profile and CV

Complete

2 (b) Summative assessments

LL4201 and LL4202 summative feedback should be included

2 (c) Your initial and self assessment results

Second self assessment of Practical Teaching should be included

2 (d) Individual Development Plans

The Individual Development Plan written with your tutor as part of Milestone 2 should be included

2 (e) Professional Development Journal

PDJ entries 1 and 2 should be included

Section 3: You and your teaching

3 (a) Teaching / Mentoring arrangements

The Teaching Log should record around 40 hours of teaching
The Mentoring Log should show evidence of regular mentoring activity.

3 (b) Teaching situation / featured teaching groups

Complete

3 (c) Observations of your teaching

All of the documents for General Observations 1 and 2, and Specialist Observation 1 should be included

3 (d) Scheme for work

Scheme of work (for 20 hours) should be show further development through use and annotation / adaptation

3 (e) Session Plans

At least six session plans should be included between section 3 (c) and (e).

3 (f) Assessment

Assessment documentation, two examples of assessments, assessment tracking documents for 2 learners and initial assessment evidence for LL4202

4 Continuing Professional Development

Evidence of your choice as selected to date.

BY THE END OF MODULE LL4203

Section 1: Evidence of satisfying conditions for starting the programme

Complete

Section 2: You and your progress through the course

2 (a) Personal Profile and CV

Complete

2 (b) Summative assessments

LL4201, LL4202 and LL4203 summative feedback should be included

2 (c) Your initial and self assessment results

Third self assessment of Practical Teaching should be included

2 (d) Individual Development Plans

The Individual Development Plans written with your tutor as part of Milestones 1, 2 and 3 should be included

2 (e) Professional Development Journal

PDJ entries 1, 2 and 3 should be included

Section 3: You and your teaching

3 (a) Teaching / Mentoring arrangements

The Teaching Log should record at least 75 hours of teaching
The Mentoring Log should show evidence of at least 15 hours of mentoring activity.

3 (b) Teaching situation / featured teaching groups

Complete

3 (c) Observations of your teaching

All of the documents for General Observations 1, 2 and 3, and Specialist Observation 1 should be included

3 (d) Scheme for work

Scheme of work (for 20 hours) should be show further development through use and annotation / adaptation

3 (e) Session Plans

At least nine session plans should be included between section 3 (c) and (e).

3 (f) Assessment

Complete

4 Continuing Professional Development

Evidence of your choice as selected to date.

BY THE END OF MODULE LL4204

Section 1: Evidence of satisfying conditions for starting the programme

Complete

Section 2: You and your progress through the course

2 (a) Personal Profile and CV

Complete

2 (b) Summative assessments

LL4201, LL4202, LL4203 and LL4204 summative feedback should be included

PTF Summative Feedback should be included

2 (c) Your initial and self assessment results

Complete

2 (d) Individual Development Plans

Complete

2 (e) Professional Development Journal

Complete

Section 3: You and your teaching

3 (a) Teaching / Mentoring arrangements

Complete

3 (b) Teaching situation / featured teaching groups

Complete

3 (c) Observations of your teaching

All of the documents for General Observations 1, 2 and 3, and Specialist Observations 1 and 2 should be included

3 (d) Scheme of work

Complete

3 (e) Session Plans

Complete

3 (f) Assessment

Complete

4 Continuing Professional Development

Complete

At the end of the academic year, you need to check that you have provided evidence to meet the requirements of every section before handing in your file for summative assessment