



ETS 503/ 603 Professional Engagement in the Education and Training Sector

TOPIC (Each topic will last 1 week on the Pre-Service course and 2 week on the In Service course)	For the subject they are training in, trainees should know:	For the subject they are training in, trainees should be able to:	Key questions for the mentees reflective journal	Mentor Prompt Questions and mentoring activities	Links to the ETF Professional Standards (2022)	Related module learning outcome
(1) Introduction to Module - FELTAG and the Online learning Drive in FE/ Effective online delivery	1. The importance of online learning in FE 2. The types of online delivery 3. The key effective principles of online delivery 4. The influence of the FELTAG report on colleges and FE Providers CPD 5. How to use a range of online learning tools	1. Consider types of online learning students can undertake. 2. Develop online learning activities for use with their own student group. 3. How to develop synchronous and asynchronous online learning materials 4. To be able to describe the key factors in successful online learning 5. Describe and evaluate the effectiveness of different online learning tools such as Kahoot in their own subject.	What do you feel is having the most impact on your lessons, how are you seeing this in your teaching? How are the organisations policies or CPD influencing your teaching What online learning or e-learning resources have you used this week in your lessons looking back what could you have used? What next for you in terms of e Learning?	What is the culture of the organisation in relation to data/ how does this impact on teachers? What is the organisations culture on observations and how does this impact on teachers and teaching? What is the organisations culture in relation to CPD and how does this impact on teachers practice.	16	LO1, LO4
CCF Evidence Based	Budhair, S.S. & Skipwith, K. (2017). Best Practices in Engaging Online Learners through Active and Experiential Learning Strategies. Routledge. Cooperman, L. (2017). The Art of Teaching Online: How to Start and How to Succeed as an Online Instructor. Chandos. Harasim, L. (2017). Learning Theory and Online Technologies. Routledge.					



<p>Laurillard, D. (2012). Teaching as a Design Science: Building Pedagogical Patterns for Learning and Technology. Routledge.</p> <p>Mayer, R. (2020). Multimedia Learning. Cambridge University Press.</p> <p>Nilson, L. and Goodson, L.A. (2017). Online Teaching at its Best: Merging Instructional Design with Teaching and Learning Research. Wiley.</p> <p>Smith, Budhai, S. and Lewis Grant, K.(2022). Culturally Responsive Teaching Online and In Person An Action Planner for Dynamic Equitable Learning Environments. London: Sage Publications</p> <p>Thorne, K. (2003). Blended Learning: How to Integrate Online & Traditional Learning. Kogan Page Limited</p>						
<p>Wolf, Gatsby, EIF and impact on practice/ Embedding (2)</p>	<p>1.The important of embedding with in lesson planning to support the development of wider skills</p> <p>2. How effective learning theory can impact on learning</p> <p>3. How the Wolf and Gasby Benchmarks have altered the landscape of Further Education</p> <p>4. The importance of ESD for education</p>	<p>1. How to effectively embed wider skills development into planning</p> <p>2. Use effective learning theory such as research from the EIF within delivery.</p> <p>3. How to deliver ESD within their curriculum area.</p>	<p>1. What embedding have you done or seen others do?</p> <p>2. How difficult do you feel it will be to embed for example the following in your programme EDS, FBV, English maths, ICT</p> <p>3. Does the Wolf report or Gatsby has a direct impact on your teaching or</p>	<p>Discussion Prompts <u>Discuss with the trainee</u> <u>What is the Wolf report and what did it mean to colleges in terms of English and maths</u> What are your responsibilities in terms of English and maths skills development What is the Gatsby benchmark and how does it relate to teaching? What does this mean for the teacher/ tutor what are your responsibilities. What is the culture of the organisation in relation to data/ how does this impact on teachers? What is the organisations culture on observations and</p>	<p>17,18,19</p>	



			<p>students motivation levels?</p> <p>4. What evidence based practice 'theory; are you using most in your teaching</p>	<p>how does this impact on teachers and teaching? What is the organisations culture in relation to CPD and how does this impact on teachers practice.</p>		
	<p>Ofsted EIF Research on Educational Effectiveness (2019) https://www.gov.uk/government/publications/education-inspection-framework-overview-of-research</p> <p>Ofsted (2014). Teaching, learning and assessment in further education and skills – what works and why. Gov.uk.</p> <p>Education for Sustainable Development Goals: learning objectives; 2017 (unesco.de)</p> <p>“You wouldn't expect a maths teacher to teach plastering...” Embedding literacy, language and numeracy in post-16 vocational programmes – the impact on learning and achievement untitled (ucl.ac.uk)</p> <p>David Gutteridge (2002) Identifying disaffection, Pedagogy, Culture & Society, 10:2, 161-167, DOI: 10.1080/14681360200200137</p>					
	CCF Evidence Based					
(3) Peer Observations to improve own	1.The important of peer observation as a CPD activity	1. Justify the most appropriate planning	1. What are learning from watching	Activity		LO1, LO2



<p>practice - Effective reflection (Reflective models)</p>	<p>2. The key features of effective peer observation 3. The importance of planning to support learning from the peer observation process.</p>	<p>model for their subject. 2. Analyse the importance of collaborative learning. 3. Develop lesson plans using a suitable model of planning.</p>	<p>others in your placement? 2. What do you want to focus on more in your future observations. 3. How powerful do you think observations are now that you are further into your ITE Fe programme.</p>	<p>Work with you mentor to plan a peer learning observation and decide on its key focus</p>		
<p>CCF Evidence Based</p>	<p>Aubrey, K. and Riley, A. (2020). Understanding and using challenging educational theories. London: Sage Publications Bennett, P., & Smith, R. (Eds.). (2018). Identity and Resistance in Further Education. 1st edn. London: Routledge Fletcher-Wood, H. (2018). <i>Responsive Teaching: Cognitive Science and Formative Assessment in Practice. 1st ed.</i> Abingdon: Routledge. Hattie, J. (2023). Visible Learning: The Sequel: A Synthesis of Over 2,100 Meta-Analyses Relating to Achievement. United Kingdom: Taylor & Francis. Kirschner, P.A., Hendrick, C. and Heal, J. (2022). How teaching happens: Seminal works in teaching and teacher effectiveness and what they mean in practice. Abingdon: Routledge. Mishra, R. (2023). Cognitive Science New Developments and Future Directions. Abingdon: Routledge O'Leary, M. (2020). Classroom Observation: A Guide to the Effective Observation of Teaching and Learning. Abingdon: Routledge. Philpott, C., Poultney, V. (2018). Evidence-based Teaching: A Critical Overview for Enquiring Teachers. United Kingdom: Critical Publishing.</p>					



<p style="text-align: center;">(4) Professional Self Identify revisited - How have you changed and develop</p>	<ol style="list-style-type: none"> 1. The impact of COVID on professional practice. 2. How professionalism is understood from a policy view at the societal level; and from a practice theory view at the practical level. 3. The role of knowledge and experience in forming a professional teaching identity. 4. How to critically reflect on your own competencies and teaching experience. 5. The essential skills that a teacher in the twenty-first century should have. 	<ol style="list-style-type: none"> 1. To mitigate own teaching style in planning and delivery. 2. How to critically reflect on your own competencies and teaching experience. 	<ol style="list-style-type: none"> 1. Do you agree with the results of your teaching style questionnaire ? 2. Do you notice a preferred teaching style and if so how does this affect your delivery? 3. What changes have you noticed in your professional identity throughout the programme 4. What do you feel is influencing your teaching practice. <p>Review this statement: Personal drivers such as life history, personal circumstances and professional life phase can affect teachers' needs at any particular time (Day et al, 2007;</p>	<p>What changes have you seen in your mentees practice? What areas can they still develop further in (Please refer to the ETF professional standard) What are the theories/ models of teaching/learning does your trainee mainly use in practice, and why? What shapes your teaching and why? (Mentor to discuss with trainee) e.g Awarding Organisations, assessment, legislation, organisational policy, CPD, Ofsted?</p>	<p style="text-align: center;">1</p>	<p style="text-align: center;">LO1, LO2</p>
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			Grundy & Robinson, 2004)			
CCF Evidence Based	<p>https://ocpe.mcw.edu/sites/default/files/KN%20Worksheet_Staffordshire%20Evaluation%20of%20Teaching%20Styles.pdf</p> <p>Aubrey, K. and Riley, A. (2020). Understanding and using challenging educational theories. London: Sage Publications</p> <p>Bennett, P., & Smith, R. (Eds.). (2018). Identity and Resistance in Further Education. 1st edn. London: Routledge</p> <p>Kirschner, P.A., Hendrick, C. and Heal, J. (2022). How teaching happens: Seminal works in teaching and teacher effectiveness and what they mean in practice. Abington: Routledge.</p> <p>Mishra, R. (2023). Cognitive Science New Developments and Future Directions. Abingdon: Routledge</p> <p>Philpott, C., Poultney, V. (2018). Evidence-based Teaching: A Critical Overview for Enquiring Teachers. United Kingdom: Critical Publishing.</p>					
(5) Accountability Measures / Qualification Frameworks and impact on practice (For example NQF/ QCF/ RQF)	<ol style="list-style-type: none"> 1. The DfE headline measures and how these can influence both the teacher and provider. 2. Changes to BTEC Delivery in 2016 and the impact on vocational education. 3. The difference between QCF and 	<ol style="list-style-type: none"> 1. Reflect on own teaching practice and recognise where external influences are impacting on practice. 2. Track and monitor own student performance in relation to 	<ol style="list-style-type: none"> 1. How do you feel the DfE headline measures affect your organisations culture and teaching 	<ol style="list-style-type: none"> 1. Discuss how data is used within your organisation. 2. What have been the changes you have 	17	LO1, LO2



	<p>NQF qualifications</p>	<p>headline measures.</p> <p>3. Work effectively within NQF/ QCF requirements when undertaking marking and assessment of qualifications and preparing students for assessment</p> <p>4. How to prepare for forthcoming changes to qualifications</p>	<p>2. How do you track and monitor your own students performance</p> <p>3. What changes are coming within your subject area to the structure of qualifications</p>	<p>seen to the qualification you deliver and what is next?</p> <p>3. What CPD can your trainee undertake to prepare them for the next changes such as T Levels</p>		
<p>CCF Evidence Based</p>	<p>T Levels The Next Level Qualification</p>					
<p>Professional Learning Community (6)</p>	<p>EDI Week trainees will work in action learning set to focus on the following</p> <ol style="list-style-type: none"> 1. What are the key issues teachers must be aware of in relation to EDI 2. How and why do teachers need to weave equality, diversity and inclusion (EDI) for all into course design, planning and de 					<p>LO1, LO3</p>



	livery. 3. How teachers can be inclusive in their role 4. Practical tips for creating accessible learning materials 5. Practical tips for challenging discriminatory behavior					
(7) Presentation	Presentation week					
Professional Standards Self-Assessment Review 2 (8)	1. The importance of reviewing and reflecting on the weekly targets they have been set during Professional Practice and how to set their own targets for ongoing professional development 2. How to reflect on their progression across the ETF Professional Standards and key areas.	1. Critique their own performance on Professional Practice and set new targets for professional development 2. Recognise the importance and development of professional identity and educational philosophies for their ongoing development as a teacher in their subject area	1. How has reflection facilitated your progress on placement and the course? 2. Why is it important to relate research to current teaching and learning practices? 3. Explain the difference between Pedagogy and Andragogy in relation to Teaching and Learning in FE settings. Why is this difference important to you as a professional?	Discussion Prompts <u>Discuss with the trainee</u> 1. How has reflection facilitated your progress on placement and the course? 2. Why is it important to relate research to current teaching and learning practices? 3. Explain the difference between Pedagogy and Andragogy in relation to Teaching and Learning in FE settings. Why is this difference important to you as a professional teaching in FES? Activity Complete the mentor review of trainee Professional Standards review	1, 7	LO1, LO4