

Anticipating and planning for challenges

Introduction

Vocational teachers may be working outside their normal area of experience when teaching cross-curricular themes or trying out new pedagogy approaches like experiential or co-operative learning. To be effective it is important that their learners understand the learning approaches used and how they help them to learn.

This continuing professional development (CPD) activity helps teachers plan sessions using the approaches described in Part 3 of the **CPD guide to Customer care resources**. The approach modelled in this activity is co-operative learning. Using a 'jigsaw' technique and micro-teaching, information from each small group of participants contributes to the understanding of the whole group.

Learning objectives/outcomes

Participants should be able to:

- explain different pedagogy approaches
- suggest ideas for using the pedagogy approach in their teaching
- plan a session using the approach
- list the actions required to include the approach
- develop an outline session plan.

Resources required

- Participants' own examples of an activity or learning session
- **Talking teaching, training and learning – cards** (four selected cards: assessment for learning, co-operative learning, experiential learning and embedding LLN) in the **Effective teaching and learning resources**
- One copy of **Sheets 1.1 –1.4: Active learning planning checklists (group version)**, per group
- Copies of **Sheets 2.1 –2.4: Active learning planning checklists (individual version)**, if extension activity is selected
- Copies of **Sheet 3: Continuing professional development (CPD) activity – record and reflections**
- Copies of **Sheet 4: Supported experiment pro forma**
- Flip chart paper and pens

You will need to ask participants in advance to bring along an appropriate activity or session plan.

Overall indicative timing: 2 hours.

Starting points

Participants could use this activity to prepare for teaching a session using a pedagogy approach that is unfamiliar to them.

This session can build on **Planning for challenges: trying something new**, which explores taking risks and using the cross-curricular activities. It also works as a standalone session, and could be delivered as a facilitated group activity or used by participants as a self-study activity.

Suggested approach

Stage 1 (Indicative timing: 10 minutes)

Introduce the session by inviting participants to give an example of their favourite and least favourite teaching methods. At this stage you are looking for broad responses. Record the responses on a flip chart or whiteboard, with favourites on one side and unpopular methods on the other.

Once all responses are noted, ask participants why their favourite methods are popular and what makes the others unpopular.

Explore with the group how well their learners engage with the methods on the two lists. Draw out the difference between transmission teaching and active learning. Transmission teaching is a term used to describe traditional teaching methods where teachers explain concepts one stage at time. Ask participants if the different levels of learner engagement could be related to the learners' understanding of how the learning method helps them learn.

Emphasise that this CPD session is about planning ways of structuring learning so the delivery process makes the learning methods clear to learners. This clarity helps learners understand and appreciate the methods used, and get the most from their participation.

Explain that, for this session, you will be using the **Talking teaching, training and learning cards** which refer to teaching methods as teaching and learning 'approaches'. The full set includes 10 key approaches that illustrate active learning. However, for this session you will focus on four approaches, some of which will be familiar to participants.

Add that the group task will produce four session plans using approaches on the cards. The plans will be shared with all participants.

Explain also how this session will model one of the four approaches and participants will explore how well it has worked later in the session.

Stage 2 (Indicative timing: 15 minutes)

Ask participants to form small groups of about four or five. Give one of the selected **Talking teaching, training and learning cards** to each group, so that each is working on a different approach. If you have more than four groups, you will have more than one group working on the same approach.

Ask one member of the group to read out the description on the card and invite the group to discuss the approach in more detail. Discussions could include these points.

- What does the approach mean to each group member?
- Do they use the approach already in their teaching? If so, how?

If they have used the approach in their teaching:

- how effective was it in helping learners achieve?
- what other teaching techniques have they used to demonstrate or support the approach?
- was the approach explicit?
- did the learners understand what was being done and why?
- did the learners understand how the approach had helped them learn?

You may wish to write these questions on the whiteboard or a flip chart to help focus the discussion. At this stage you are hoping to draw out the participants' understanding and experience of using the approach.

Bring this stage of the activity to a close by engaging the whole group in a short discussion to highlight the main points for each approach.

Stage 3 (Indicative timing: 30 minutes)

Give each group a checklist relating to the approach they are considering (**Sheets 1.1–1.4: Active learning planning checklists – group version**) and a piece of flip chart paper. Explain that the checklist includes some ideas on how teachers can embed the approach in the session while making the approach clear to learners. The ideas can be used for any subject or vocational area, and applied to new or existing sessions.

Ask the group to review the checklist and use the ideas provided or their own ideas, to develop a learning session. The session will need to embed the approach from the card and make it clear to learners.

The group could select one activity or session that participants are familiar with and apply the ideas to the session. Alternatively, the group could create a new session which embeds the approach.

Ask participants to use the flip chart to outline a hypothetical session and describe it to the whole group when complete. Using a common outline format for the new session will make this easier. For example, time, teacher activity, learner activity, and resources.

Each group should present their findings and include sufficient information to 'teach' colleagues about the approach. For example, they might choose to micro-teach their approach. When reporting back to the whole group they should include:

- a description of the pedagogy approach underpinning the session plan
- a description of the planned session
- a description of the activities or techniques used to demonstrate the pedagogy
- how their plan makes the pedagogy approach explicit to learners
- how they will check learners' understanding of both the topic and the pedagogy approach.

An example of this could be:

- a description of experiential learning
- a session about customer care in Engineering
- a description of the role play activity which demonstrates experiential learning
- a description of the activities which will alert learners to the approach and check their understanding of the approach.

Encourage all group members taking part to contribute and evaluate ideas and ask that groups allocate specific tasks, as below. Individuals will need to:

- record notes on the checklist
- record the broad session on flip chart paper
- present the information in the follow-up whole group session
- record the final session plan for distribution to all participants (this may be a task outside the session).

Stage 4 (Indicative timing: 30-40 minutes, depending on the number of groups)

Once the groups have produced an outline for the session, each group takes turns to report back, or micro-teach their approach.

The whole group should ask the presenting group questions to clarify points and check their understanding. The intention is that everyone should take away some understanding of each pedagogy approach.

Stage 5: Personal and group action points (Indicative timing: 15 minutes)

To bring the session to a close, ask the groups to incorporate feedback from their peers and revise their session plan.

In their small groups, ask participants to agree follow-up actions that individual group members will take to create the final detailed session plan. As this is likely to include work outside this session, participants will need to agree action and record this on the group checklist. Groups will need to record:

- specific tasks and actions to be undertaken
- individual responsibilities for tasks
- timescales for all actions
- how and when final session plans will be distributed. For example, via email, intranet or a follow-up session.

Participants can develop their ideas further by using **Sheet 4: Supported experiment pro forma**. For example, a participant may agree to try out an activity and report on its success to the group.

All completed session plans will be shared with the whole group.

Stage 6: Debrief (Indicative timing: 10 minutes)

Invite participants to reflect on their learning in this CPD session. You may want to check the following:

- Do they have a greater understanding of at least one of the four pedagogy approaches? What do they now know that they did not before?
- Have they gained ideas about how to incorporate the approach?
- How confident do they feel about developing further sessions using the approach? What other support might they need?

Finally, initiate a discussion about the approaches used in the design of this session. Ask participants:

- What pedagogy approaches have been modelled in this session?
- Did they recognise the approach from the description on the **Talking teaching, training and learning cards**?
- What are some of the challenges using these approaches?
- What is the teacher's role when using these approaches?
- What have they learned from their experience?
- How might they use what they have learned with their learners?

Ideas for extension tasks and for adapting and developing the activity

This activity could be:

- used by colleagues from the same department as part of a curriculum planning process. For example, a curriculum team may want to review induction activities and the pedagogy approaches used

- extended to include more of the approaches included in the **Talking teaching, training and learning cards**.

Participants could:

- use Sheets 2.1 – 2.4: Active learning planning checklists (individual version), to plan how they will incorporate other approaches into their teaching
- follow-up by working with the Subject Learning Coach as part of on-going teacher support.

Reflection

Invite participants to reflect on:

- the learning approaches they have explored
- how they will use what they have learned to develop their professional practice.

From the debrief activity in Stage 6, participants may also wish to record their thoughts regarding the approach modelled in this CPD activity.

Your organisation may have its own process for recognising and recording CPD. If it does not, participants can use the form in **Sheet 3: Continuing professional development (CPD) activity – record and reflections**, after completing the CPD activity. This can be kept in their professional development portfolios.

New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector

You may need to give guidance to participants on how this CPD activity could be used to support development of their skills within the framework of the new overarching professional standards.

The new professional standards can be downloaded from the Lifelong Learning UK website: www.lifelonglearninguk.org/standards/new_prof_standards.html

The Institute for Learning website, www.ifl.ac.uk can provide:

- a description of the CPD process
- a place for teachers to keep a record of their CPD activities and achievements.

The joint Training and Development Agency for Schools/Lifelong Learning UK website, which supports the workforce in delivering Diplomas, can provide an online, interactive training needs analysis for teachers of Diplomas: www.teach14-19.org

New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector

Participation in this activity, followed by implementation of new ideas, evaluation of and reflection on the impact of the change in teachers' practice could contribute to a demonstration of the following:

BS2 Applying and developing own professional skills to enable learners to achieve their goals

The activity:

- helps participants explore different pedagogy approaches
- helps participants explore ideas for using the pedagogy approach in their teaching
- provides participants with the opportunity to plan a session using the approach
- helps participants identify the action required to include the approach
- provides practice in developing an outline session plan using the approaches.

Sheet 1.1: Active learning planning checklists: Assessment for learning (Group)

| Ideas for embedding Assessment for learning | Applying this to the session plan |
|---|-----------------------------------|
| <p>Organise learners into groups. Ask each learner to identify a successful and unsuccessful learning experience. Ask them what made the difference, and to list the helpful and unhelpful features. Use discussion to elicit key characteristics of successful learning, for example, clear objectives and strategy, the 'plan, do, review, improve' cycle, constructive feedback.</p> | |
| <p>Plan and agree learning objectives and success criteria with learners. If appropriate, give learners a previous example of effective practice to examine critically. Ask them to identify what makes it 'effective' practice.</p> | |
| <p>Create tasks requiring learners to work together to review and evaluate each other's work against the agreed criteria. This helps them:</p> <ul style="list-style-type: none"> • understand the assessment criteria • get useful feedback to develop their understanding of the topic • develop skills in giving detailed one to one feedback. | |

Other ideas:

Sheet 1.2: Active learning planning checklists: Co-operative learning (Group)

Ideas for embedding co-operative learning

Applying this to the session plan

Ask learners to think about the best and worst groups or teams they have been in. What made them so satisfying or unsatisfying?
Ask learners to agree on three things they can do to make their groups work well. Learners can use this activity to establish ground rules.

Group dynamics are important and there are well-known strategies to support group formation, such as 'forming, storming, norming, performing, adjourning' (Tuckman, 1965). How can you use these ideas to promote co-operative learning?

Be prepared to help learners manage conflict by:

- watching for body language that might signal disagreement
- moving learners around if necessary to give them a chance to work with new people.

Useful strategies include the following:

- Sharing or taking turns.
- Active listening: 'put yourself in the other's shoes'.
- Problem solving using discussion, for example:
 - a. allowing participants to share own needs and perceptions of the problem
 - b. listening without interrupting or judging
 - c. using open questions to explore points of view
 - d. brainstorming solutions
 - e. compromising
 - f. reflecting on and learning from the discussion – declaring it a 'win/win' situation.

Other ideas:

Sheet 1.3: Active learning planning checklists: Experiential learning (Group)

Ideas for embedding experiential learning

Applying this to the session plan

Ask learners to help you search for real life experiences to widen their own experience and give them a voice. For example: work shadowing, visiting speakers, community projects, voluntary work or mentoring less experienced learners.

Introduce learners to role play. For example, ask learners the following:

- “Take a look at that problem from a different point of view.”
- “Put yourself in someone else’s shoes and...”
- “How does it feel when you...”
- “Try to explain that in your own words...”
-

Ask a small group of learners to volunteer to plan and run the next session. Ask them to stay behind to plan it with you. Challenge their ideas, adopt the suitable ones and help them set the learning objectives.

Other ideas:

Sheet 1.4: Active learning planning checklists: Literacy, language and numeracy (Group)

| Ideas for embedding literacy, language and numeracy (LLN) | Applying this to the session plan |
|---|-----------------------------------|
| <p>Give learners example situations from your own professional life where specific LLN skills have been essential for a top quality product or service.</p> <p>Learners aspire to be part of the professional community, and need to understand its requirements.</p> | |
| <p>Run a ‘spot the skills’ activity where learners:</p> <ul style="list-style-type: none"> • create or use a LLN checklist of the skills they have in mind • observe interactions between people in a real life situation (for example, work, canteen or a shop), or on video (for example, news, documentary or drama) • record their observations and report back on the use of the skills and how their performance helped or hindered the interaction. | |
| <p>Co-create individual LLN targets for learners, relating to their workplace, community or family:</p> <ul style="list-style-type: none"> • Who else might you need to involve in this? • What kind of support will learners need? | |

Other ideas:

Sheet 2.1: Active learning planning checklists (Individual)

| Assessment for learning | | |
|---|--------------------------------------|--------------------|
| Planning checklist | Specific action to try in my session | Follow-up comments |
| <p>Organise learners into groups. Ask each learner to identify a successful and unsuccessful learning experience. Ask them what made the difference and to list helpful and unhelpful features. Use discussion to elicit key characteristics of successful learning, for example clear objectives and strategy, 'plan, do, review, improve' cycle, constructive feedback.</p> | | |
| <p>Plan and agree learning objectives and success criteria with learners. If appropriate, give learners a previous example of effective practice to examine critically. Ask them to identify what makes it 'effective' practice.</p> | | |
| <p>Create tasks requiring learners to work together to review and evaluate each other's work against the agreed criteria.</p> <p>This helps them:</p> <ul style="list-style-type: none"> • understand the assessment criteria • get useful feedback to develop their understanding of the topic • develop skills in giving detailed one to one feedback. | | |

Sheet 2.2: Active learning planning checklists (Individual)

| Co-operative learning | | |
|---|--------------------------------------|--------------------|
| Planning checklist | Specific action to try in my session | Follow-up comments |
| <p>Ask learners to think about the best and worst groups/teams they have been in. What made them so satisfying or unsatisfying?</p> <p>Ask learners to agree on three things they can do to help their groups work well. Learners can use this activity to establish ground rules.</p> | | |
| <p>Group dynamics are important and there are well known strategies to support group formation, such as ‘forming, storming, norming, performing, adjourning’ (Tuckman, 1965). Try out the ideas you will find at: www.onepine.info</p> <p>How can you use these ideas to promote co-operative learning?</p> | | |

Be prepared to help learners manage conflict by:

- watching for body language that might signal disagreement
- moving learners around if necessary to give them a chance to work with new people.

Useful strategies include the following:

- Sharing or taking turns.
- Active listening: 'put yourself in the other's shoes'.
- Problem solving using discussion. For example:
 - a. allowing participants to share own needs and perceptions of the problem
 - b. listening without interrupting or judging
 - c. using open questions to explore points of view
 - d. brainstorming solutions
 - e. compromising
 - f. reflecting on and learning from the discussion – declaring it a 'win/win' situation.

Sheet 2.3: Active learning planning checklists (Individual)

| Experiential learning | | |
|---|---|---------------------------|
| Planning checklist | Specific action to try in my session | Follow-up comments |
| <p>Ask learners to help you search out real life experiences to widen their experience and give them a voice. For example: work shadowing, visiting speakers, community projects, voluntary work or mentoring less experienced learners.</p> | | |
| <p>Introduce learners to role play. For example, ask learners the following:</p> <ul style="list-style-type: none"> • “Take a look at that problem from a different point of view.” • “Put yourself into someone else’s shoes and...” • “How does it feel when you...” • “Try to explain that in your own words...” | | |
| <p>Ask a small group of learners to volunteer to plan and run the next session.</p> <p>Ask them to stay behind to plan it with you. Challenge their ideas, adopt the suitable ones and help them set the learning objectives.</p> | | |

Sheet 2.4: Active learning planning checklists (Individual)

Embedding literacy, language and numeracy (LLN)

Planning checklist

Specific action to try in my session

Follow-up comments

Give learners example situations from your own professional life where specific LLN skills have been essential for a top-quality product or service.

Learners aspire to be part of the professional community, and need to understand its requirements.

Run a 'spot the skills' activity where learners:

- create or use a LLN checklist of the skills they have in mind
- observe interactions between people in a real life situation (for example, work, canteen or a shop) or on video (for example, news, documentary or drama)
- record their observations and report back on the use of the skills and how their performance helped or hindered the interaction.

Co-create individual LLN targets for learners, relating to their workplace, community or family.

- Who else might you need to involve in this?
- What kind of support will learners need?

Sheet 3: Continuing professional development (CPD) activity – record and reflections

Your name:

Date:

Title of activity: Anticipating and planning for challenges

Learning objectives/outcomes of the activity:

You will be able to:

- explain different pedagogy approaches
- suggest ideas for using the pedagogy approach in their teaching
- plan a session using the approach
- list the actions required to include the approach
- develop an outline session plan.

New overarching professional standards for teachers, tutors and trainers in the lifelong learning sector: Professional value(s) and Domain(s) addressed

BS2 Applying and developing own professional skills to enable learners to achieve their goals

What I learned from this activity

How I will use it to develop my professional practice

How I will disseminate/share what I have learned

Further, related CPD that I would find useful

Indicative time (including reflection time): 2 hours

Sheet 4: Supported experiment pro forma

Planning

- What will you try out?

- Which group of learners will you try it out with?

- What support do you need and from whom?

- How will you evaluate your 'experiment' (for example, feedback from learners, self-assessment, peer review and evaluation)?

Feedback and evaluation (based on evidence from 4)

- How did it go?

- What have you learned?

Next steps

- What will you do next?