



ASSIGNMENT 423 TEACHING IN A SPECIALIST AREA

Task A

PMelville

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Assignment 423 Teaching in a specialist area

Task A Research reports

Carry out research into teaching in your own specialist area and produce the following two reports. a) Using your research, produce a written report on your own specialist area which:

- explains the key aims of education and training, and analyses its key philosophical issues
- describes the aims and structure of the key qualifications learning programmes offered and of the delivery of those
- analyses ways in which resources meet the individual needs of learners. Include new and emerging technologies in your analysis

b) Using your research and the information gathered in your first report, select a learning programme in your own specialist area and produce a written report which:

- explains how own approach to planning and preparation for the delivery of a learning programme enables its aims to be met and takes account of key curriculum issues, including the role of new and emerging technologies

- analyses the inclusiveness of own approach to the planning and preparation of a learning programme and own use of teaching and learning resources

Introduction

The author of this report carried out research into ESOL teaching using a variety of reliable, academic sources. This report starts by explaining the key aims of education and training, and analyses its key philosophical issues. It also describes the aims and structure of the key ESOL qualifications learning programmes offered and how they are delivered. The report then goes onto analyse ways in which resources meet the individual needs of learners, including new and emerging technologies. The author then selected the Digital Parenting programme with ESOL and explained own inclusive approach to planning and preparation taking account of key curriculum issues and the role of new and emerging technologies

Key aims and philosophical issues of education and training

Ellias & Merriam (1999), discusses six prevailing philosophies that influence current Adult Education practice. According to (Elias, 1980), Behaviourism in adult education

emphasizes such concepts as control, behavioural modification, learning through reinforcement and management by objectives. Various adult education practices are inspired by this philosophic view: programmed learning, behavioural objectives, and competency-based teacher education.

Ellias & Merriam (1999), go onto discuss Humanistic Adult Education. Humanistic Adult Education is related in its development to existential philosophy and humanistic psychology. The key concepts that are emphasized in this approach are freedom and autonomy, trust, active cooperation and participation, and self-directed learning. There are numerous Adult Education practices connected with this philosophical approach: group dynamics, group relations training, group processes, sensitivity workshops, encounter groups, and self-directed learning. According to (Elias, 1980), psychologists such as Maslow and Rogers, alongside wit philosophers have also been responsible for the development of this particular approach to education.

The main focus of humanism is the learner's personal goals and aspirations. Humanist approach is very much learner centred and concentrates on the learner's motivation. Abraham Maslow developed the Hierarchy of Needs model in 1940-50s. The Hierarchy of Needs theory remains valid today for understanding human motivation, management training, and personal development, all of which is directly related to education. (Businessballs, n.d.)The illustration of the pyramid is below.

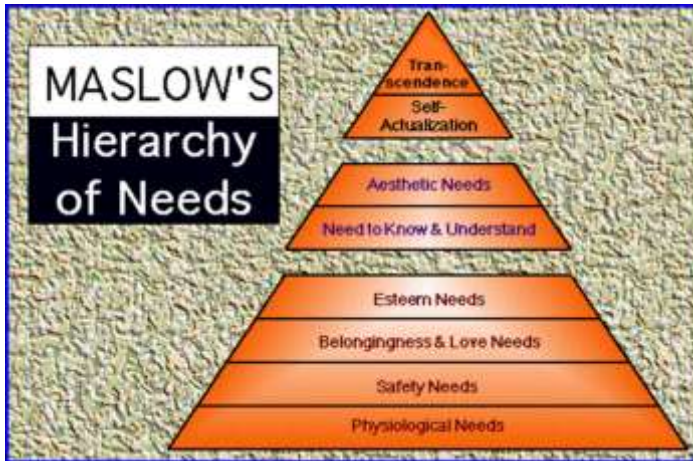


Figure 1: Maslow's hierarchy of needs (htt26)

Perhaps one of the most relevant philosophy to the author's area of specialism is Progressive Adult Education which has its historical origins in the progressive movement in politics, social change, and education. According to (Elias, 1980), this approach to educational philosophy emphasizes such concepts as the relationship between education and society, experience-centred education and vocational education. Leading progressive educators include James, Dewey, and William Kilpatrick. (Elias, 1980) ESOL, functional skills and community learning are adult education practises which are inspired by this philosophical education.

[Aims and structure of the key qualifications](#)

According to the Adult ESOL Core Curriculum, the key aims of education and training in ESOL is that learners develop the "skills to participate and be successful at work, at home and as citizens". For this to happen, learners must develop literacy skills. Literacy is "the ability to read, write and speak in English at a level necessary to function at work and in society in general." (Adult ESOL Core Curriculum, 2001) Key aims in education and training in ESOL are also to produce good citizens; to

maximise learners' self-esteem, happiness and freedom; to fulfil learners' potential; to help learners overcome provincialism and close-mindedness.

Below is a figure 1, The National qualifications framework taken from the Adult ESOL Core Curriculum (2001)

Table 1. The national qualifications framework

		Key skills Level 5	National qualifications framework Level 5
		Key skills Level 4	National qualifications framework Level 4
		Key skills Level 3	National qualifications framework Level 3 (e.g. A level)
	Literacy/Numeracy Level 2	Key skills Level 2	National qualifications framework Level 2 (e.g. GCSE A*–C)
National Curriculum Level 5	Literacy/Numeracy Level 1	Key skills Level 1	National qualifications framework Level 1 (e.g. NVQ level)
National Curriculum Level 4			
National Curriculum Level 3	Literacy/Numeracy Entry 3		Entry Level
National Curriculum Level 2	Literacy/Numeracy Entry 2		
National Curriculum Level 1	Literacy/Numeracy Entry 1		

The image above illustrates the national qualifications framework and links to the national curriculum and progress routes for ESOL students.

The national standards for adult literacy are indicated at three levels: Entry level, Level 1 and Level 2. Entry level is further partitioned into three stages: Entry 1, Entry 2 and Entry 3. Entry level is set out in this way to provide detailed depictions of the early phases of development in each skill. This sub-division likewise flags an alignment of the Entry stages with levels 1, 2 and 3 of the National Curriculum. The three levels of the national standards for adult literacy relate to the levels of the national qualifications framework.

Ways in which resources meet the individual needs of learners

According to (Roffey-Barentsen, 2014), teaching strategies are greatly enhanced through the use of appropriate resources. Resources can be used to make understanding easier and aid memory. Armitage states that resources should be purposeful and not merely a decoration. (Armitage, 1999)

Teachers need to be able to provide materials which are adult, interesting and suitable for learners who may have low levels of literacy in English or in other languages they use. All materials must be inclusive and accessible. Teachers will need to use materials which reflect the diversity of the learners' culture and experience and are not Eurocentric in outlook.

Handouts should use at least 14 point font, larger in PowerPoint and avoid handwriting styles font in order to be accessible for dyslexic learners or those with a visual impairment. Handouts and print outs should also include some white space to allow learners to write their own notes. The use of images enhances visual appearance and creates interest. A SMOG test should be completed to determine

the readability of the text. There is also a number of assistive technologies available for learners with additional needs.

There are many reported benefits of using technology to support learning. Its transformative potential is frequently mentioned in policy documents. The *Technology Strategy for Further Education, Skills and Regeneration* refers to a 'vision of further education transformed by the confident use of technology' (BECTA, 2008) The Technology Strategy (BECTA, 2008) suggests that building technology into the curriculum improves engagement, retention and progression, accelerates learning and promotes more efficient teaching.

In the author's teaching practice, the use of ICT and VLE achieved personalising of learning and offered learners a greater choice of activities which meet the needs of various learning styles. The use of new technology has a great impact on learner engagement, motivation and success in literacy, ESOL and language teaching and learning. Digital literacy and digital skills are essential to modern life success. iPads and apps provide unique approaches to meeting the teachers' and learners' needs.

The use of various apps leads to creativity and innovation in presenting content, knowledge and ideas. It helps learners stay on-task during individual work. Various interactive functions of the apps encourage greater learner engagement and encourage experimentation.

[Author's approach to planning and preparation for the delivery of a Digital Parenting program and its inclusiveness](#)

The Adult ESOL core curriculum can be used to plan teaching and learning.

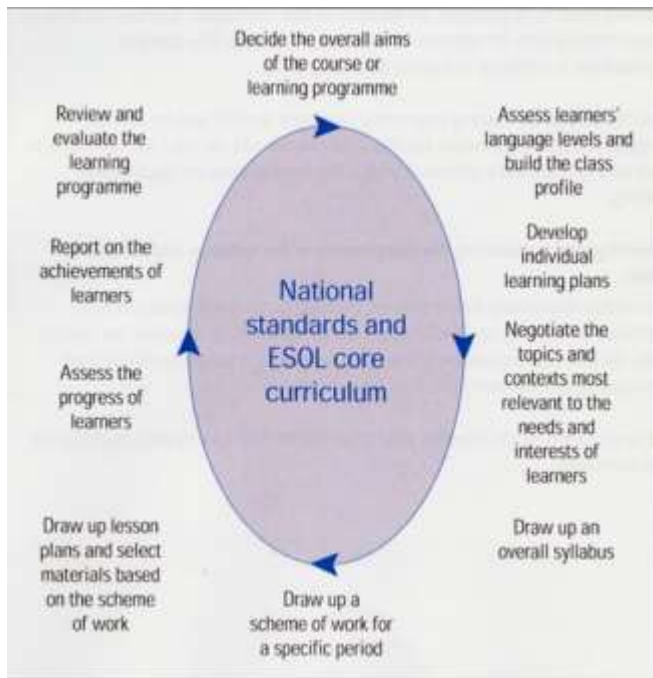


Figure 2 taken from (Adult ESOL Core Curriculum, 2001), illustrating a reference tool at all stages of the learning process. The diagram is read clockwise.

ESOL teachers need an in-depth understanding of the requirements of the Adult ESOL Core Curriculum and need to be clear about how any accreditation relates to the goals of individual learners. They need to produce schemes of work based on the core curriculum for both group and individual learning programmes. ESOL teachers may have to work with learners of mixed levels within one class and they need to be able to identify learning outcomes which allow for different levels of progress and achievement by different groups of learners in the class.

Digital parenting is a non-accredited course. The learners are parents in the community. The aim of the programme is to increase parents' awareness of internet safety and ways of engaging with their child's school on a digital level within an ESOL context. Ultimately, this will equip parents and carers with core skills to create opportunity for employment and community cohesion.

The scheme of work was mapped to the Adult ESOL core curriculum. The outcomes of the scheme of work are incorporated into lesson plans. All lesson plans have differentiated objectives to cater for widely differing educational backgrounds, different language and literacy needs. Language relating to digital parenting is presented in the contexts which are relevant and interesting to the learners. ICT plays a central role in the delivery of the program. The program relies heavily on the use of ICT, such as IWB and iPads.

Word count 1250

Conclusion

This report analysed how the psychological orientations in teaching and learning are related to a particular educational philosophy. Cognitivists or Constructivists believe that the learner actively constructs his or her own understandings of reality through interaction with objects, events, and people in the environment, and reflecting on these interactions.(Cohen, 1999). ESOL heavily relies on Vygotsky's concept of "zone of proximal development." and scaffolding. This is particularly relevant to teaching ESOL and literacy. The author described the key ESOL qualifications learning programmes which are offered and also the way that they are delivered. The report also analysed ways in which resources meet the individual needs of learners, including new and emerging technologies. Finally, the author then analysed own practice.

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