



Scheme of Work

<p>*The purpose of this scheme is to give an outline of the content that should be delivered. These sessions can be stand-alone or integrated with other sessions; however, time would need to be allocated in order for the skills/content to be embedded. Some sessions may need longer depending on time allocations and learners.</p>	<p>NCFE Level 2 Functional Skills Qualification in English (603/5054/4)</p>
<p>Guided Learning Hours (GLH): 55</p>	<p>No of Sessions: 30</p>
<p>About this qualification:</p> <p>Aims of the unit: Functional Skills English at this level indicates that learners should be able to speak, listen, communicate, read and write clearly, accurately, confidently and with effectiveness.</p> <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Listen, understand and make relevant contributions to discussions with others in a range of contexts • Apply their understanding of language to adapt delivery and content to suit audience and purpose • Read a range of different text types confidently and fluently, applying their knowledge and understanding of texts to their own writing • Write texts of varying complexity, with accuracy, effectiveness, and correct spelling, punctuation and grammar • Understand the situations when and audiences for which planning, drafting and using formal language are important, and when they are less important. <p>Students should be able to use these functional skills autonomously, applying them to a range of formal and informal contexts, in the workplace and in real life.</p>	

Functional Skills Scheme Of Work

Andy Armitage



Functional Skills Scheme Of Work:

Planning and Enabling Learning in the Lifelong Learning Sector Ann Gravells, Susan Simpson, 2010-04-28 This was a unit in the CTLLS and DTLLS qualifications which have now been replaced with the Certificate and Diploma in Education and Training CET and DET However the content has since been updated and is now in the book Principles and Practices of Teaching and Training Please note the qualification unit content contained in the appendices has since changed and some legislation mentioned in the book has been updated *Successful Teaching 14-19* Warren Kidd, Gerry Czerniawski, 2010-03-18 Are you looking for a complete training manual to get you through your assignments help you on your teaching practice and support you in your first teaching job For trainee teachers studying to teach the 14 to 19 age group in secondary schools and colleges this book is a practical guide covering the essential skills that must be acquired in order to successfully complete your course Five sections cover education policy professional skills theory practice and reflection The authors provide teaching ideas that work and that will help trainee teachers to improve their grades and lesson observation profiles There is a clear explanation of the theoretical underpinning that must be grasped in order to pass written assignments and Masters level debates are addressed throughout the book with a dedicated chapter exploring academic themes and issues The book is packed with ideas for classroom activities and popular topics covered include essential educational theory behaviour and classroom management how to start off lessons ideas for group work setting homework evaluating your own practice and understanding how you can improve revising for exams working as part of a team using technology All the chapters contain learning objectives discussion points examples from practice Masters level extensions for those studying at that level and suggestions for further reading Suitable for all those studying to teach the 14 to 19 age range this book is ideal for those on Secondary PGCE PGDE and GTP courses leading to QTS those studying for the post compulsory sector PTLLS DTLLS and CTLLS qualifications and those doing Overseas Teacher Training and Teach First courses Warren Kidd and Gerry Czerniawski are former teachers with experience of working in diverse settings they are both Senior Lecturers in the Cass School of Education University of East London **A-Z of Lifelong Learning** Jonathan Tummons, Sharon Powell, 2014-06-16 The A to Z of Lifelong Learning has been written for anyone involved in the lifelong learning sector whether as an evening class tutor trainee FE teacher or college manager With its glossary format this book allows students tutors and practitioners to easily explore the many key themes issues and debates that shape contemporary practice in the lifelong learning sector Written in an accessible style the A to Z of Lifelong Learning combines ease of use with a critical perspective covering a range of important topics relating to learning and teaching in lifelong learning the people staff students and other stakeholders and the organisation and management of the sector Each entry provides a succinct and helpful overview for busy students and practitioners and includes Introduction A brief definition of the term including changes in emphasis usage over time Key concepts An exploration of key concepts and debates within the topic

referenced to both recent literature and seminal works writers Practical application Commentary relating to the application manifestation of the concept in practice drawing on real world examples where appropriate Readable critical and fully referenced to provide guidelines for further reading and research the book is aimed at students who are taking a wide variety of lifelong learning qualifications This book is an excellent entry point for anyone who wants to know more about lifelong learning and the lifelong learning sector Jonathan Tummons and Ewan Ingleby combine scholarship and experience of the sector with the outcomes of their own research to create a valuable addition to the literature on lifelong learning If you are unfamiliar with the territory of lifelong learning this book gives you the map Pete Scales Senior Lecturer in Education University of Derby UK In their introduction Tummons and Ingleby describe the breadth and complexity of the lifelong learning sector with its wide range of educational institutions programmes of study contexts and settings and diverse student and teacher populations That it manages so comprehensively to encompass this sector from Accreditation of Prior Learning to Zone of Proximal Development is one of the key achievements of this text This text will be invaluable to all those teaching or studying in the sector and will be particularly useful for those outside the sector baffled by the myriad topics theories policies processes which are current within it indeed there is even an entry on Jargon Andrew Armitage Head of the Department of Post Compulsory Education Canterbury Christ Church University UK This is a welcome and timely text This simple A Z of the sector provides a much needed overview of that complexity For the novice unfamiliar with the pedagogies philosophies and policies that define working with adults this A Z of Lifelong Learning is an accessible introduction The seasoned professional familiar with a particular institutional setting will appreciate gaining depth and insight into the workings of an entirely different educational context The reader is left curious and inspired wanting to follow up and find out more Yet each entry provides just enough detail to stimulate thought and discussion Carol Azumah Dennis PCET Programme Director University of Hull UK

Teaching ICT Carl Simmons, Claire Hawkins, 2009-03-26 Reflective practice is at the heart of effective teaching and this book helps you develop into a reflective teacher of ICT Everything you need is here guidance on developing your analysis and self evaluation skills the knowledge of what you are trying to achieve and why and examples of how experienced teachers deliver successful lessons The book shows you how to plan lessons how to make good use of resources and how to assess pupils progress effectively Each chapter contains points for reflection which encourage you to break off from your reading and think about the challenging questions that you face as a new teacher The book comes with access to a companion website www.sagepub.co.uk/secondary where you will find Videos of real lessons so you can see the skills discussed in the text in action Links to a range of sites that provide useful additional support Extra planning and resource materials If you are training to teach ICT this book will help you to improve your classroom performance by providing you with practical advice but also by helping you to think in depth about the key issues It also provides examples of the research evidence that is needed in academic work at Masters level essential for anyone undertaking an M level PGCE

Achieving your Diploma in Education and Training Jim Gould, Jodi Roffey-Barentsen, 2018-01-08 This book supports the Level 5 Diploma in Education and Training for anyone training to teach in the further education and skills sector Full of informed practical guidance and supported by meaningful links to theory and educational research it covers all mandatory units included in the diploma and has been carefully designed to be your indispensable guide to successfully achieving the qualification Thought provoking activities in every chapter highlight key points and show how you can apply them in practice allowing you to enhance your teaching skills This book clearly communicates what underpins high quality teaching and empowers you to succeed as a teacher of learners in the further education and skills sector New to this edition Reflective activities in every chapter encouraging you to engage critically with key concepts New coverage of employability offering pragmatic guidance for succeeding in the workplace Content updated to reflect current policy directions within the sector Links to further reading throughout highlighting key literature on each major topic Teaching Sport And Leisure 14+

Huggett, Cliff, Manley, Chris, 2010-10-01 Annotation This book has been written in response to a perceived need in initial teacher training to address the pedagogy of vocational programmes in the field as a vocational subject It is not therefore a text book on physical education but rather focuses on teaching and learning related to preparation for working in the industry Homework For Learning: 300 Practical Strategies Czerniawski, Gerry, Kidd, Warren, 2013-08-01 This is an essential resource for trainees and experienced teachers working in schools who are looking for new and creative ways of engaging and motivating their learners Passing PTTLS Assessments Ann Gravells, 2010-05-04 PTTLS candidates often find it difficult to approach and complete their assessments This accessible guide begins with an overview of the award detailing the requirements at Levels 3 and 4 It encourages the reader to assess their own competence in the five sections of PTTLS helping them to better understand how to prepare for their assessments Detailed guidance on how to demonstrate and evidence competence enables candidates to complete their assessments with confidence Finally a chapter on practical assessments covers how both pre service and in service candidates can prepare for the Microteach and includes hints and tips on how to succeed **Teaching Travel And Tourism 14+** Huggett, Cliff, Pownall, Deborah, 2010-10-01 Teaching Travel and Tourism 14 has been written in response to a perceived need in initial teacher training to address the pedagogy of vocational programmes in the field as a vocational subject It therefore focuses on theoretical approaches to teaching learning and assessment and how they can inform the way in which we plan and deliver programmes of Travel and Tourism studies It examines how we teach programmes related to preparation for working in the industry programmes such as the National Diplomas specific professional qualifications and of course the new 14 19 Diplomas It is intended to inform and stimulate to further study all likely to be involved in the development and delivery of such programmes This could include those engaged in initial teacher training whether experienced practitioners or post graduate students subject mentors now required to support new teachers experienced teachers unfamiliar with the subject who may be required to teach on these programmes

and also administrators needing to familiarise themselves with the nature content and delivery of the subject as an innovation to the curriculum Therefore although initially it examines the nature of the industry and raises discussion of issues pertinent to the delivery of related vocational programmes it is essentially a useful resource book with a wealth of information about the exciting curriculum opportunities that the subject presents Through interactive exercises case studies and exemplar resources it provides the reader with a foundation of usable activities to develop a variety of teaching and learning strategies which will enhance their delivery of the Travel and Tourism curriculum

A Study Guide to English Functional Skills Levels 1 & 2 , Passing Assessments for the Certificate in Education and Training Ann Gravells,Susan Simpson,2014-04-22 This is an essential text for anyone taking the Certificate in Education and Training no matter which awarding organisation you are registered with or who your learners are It s readable relevant easy to understand and gives key advice on approaching and completing written and practical assessments It helps all learners to understand the requirements of the qualification and to evidence their achievement towards the mandatory units The book gives advice regarding study skills academic writing and referencing reflective practice teaching practice and observations and the minimum core The book will Help learners with the written assessments towards the five mandatory units of the Certificate Give guidance on how learners can demonstrate and evidence their achievement Help learners understand the requirements of observed teaching practice Give guidance on how to evidence the minimum core requirements of literacy language numeracy and ICT

Teaching and Training in Lifelong Learning Andy Armitage,2012-03-01 This volume examines key areas in post compulsory education through topical discussion practical exercises theory reading analysis information and examples of student work

Learning to Teach Science in the Secondary School Rob Toplis,Jenny Frost,2010-04-15 Learning to Teach Science in the Secondary School now in its third edition is an indispensable guide to the process and practice of teaching and learning science This new edition has been fully updated in the light of changes to professional knowledge and practice including the introduction of master level credits on PGCE courses and revisions to the national curriculum Written by experienced practitioners this popular textbook comprehensively covers the opportunities and challenges of teaching science in the secondary school It provides guidance on the knowledge and skills you need and understanding the science department at your school development of the science curriculum in two brand new chapters on the curriculum 11 14 and 14 19 the nature of science and how science works biology chemistry physics and astronomy earth science planning for progression using schemes of work to support planning and evaluating lessons language in science practical work using ICT science for citizenship Sex and Health Education and learning outside the classroom assessment for learning and external assessment and examinations Every unit includes a clear chapter introduction learning objectives further reading lists of useful resources and specially designed tasks including those to support Masters Level work as well as cross referencing to essential advice in the core text Learning to Teach in the Secondary School fifth edition Learning to

Teach Science in the Secondary School is designed to support student teachers through the transition from graduate scientist to practising science teacher while achieving the highest level of personal and professional development

Teaching Secondary Music Jayne Price, Jonathan Savage, 2011-10-26 Designed to support teachers in developing new strategies and pedagogies for teaching music and for teacher education students requiring a comprehensive overview of the subject Teaching Secondary Music provides a modern and accessible insight into the key issues in music education at secondary level Focusing on the nature of musical understanding and how to facilitate and assess musical progress the editors bring together a team of experienced music educators leading the programme of support for the new secondary curriculum Supported with practical examples case studies and resources exploring effective practice Teaching Secondary Music covers the key concepts and approaches which underpin good practice in secondary music education These include How music relates to other curriculum subjects Ways of implementing newer aspects of the curriculum The music industry and intellectual property rights Working with a range of musicians Using ICT as a tool for musical performance Developing musical leadership This book is essential reading for PGCE Secondary music specialists and practising music teachers Jayne Price is the Music Education Coordinator in the School of Education and Professional Development at the University of Huddersfield Jonathan Savage is a Reader in Education at the Institute of Education Manchester Metropolitan University

Passing CTLLS Assessments Ann Gravells, Susan Simpson, 2011-03-24 The CTLLS qualification has been replaced with the Certificate in Education and Training CET However the content has since been updated and is now in the book Passing Assessments for the Certificate in Education and Training Please note the qualification unit content contained in the appendices has since changed and some legislation mentioned in the book has been updated

Communications, Curriculum and Classroom Practice Clare Lathan, Ann Miles, 2013-10-23 This book discusses the development of English Communication and Literacy for children below level one of the National Curriculum The authors take account of the latest QCA guidelines for pupils with significantly below age related expectations **EBOOK: Teaching Adult Numeracy: Principles & Practice** Graham Griffiths, Rachel Stone, 2013-09-16 This book offers friendly guidance on how to work with adult learners to develop their numeracy and mathematics skills It brings together current research and practice on teaching adult numeracy into one handy volume and covers the major issues faced by teachers of adult numeracy such as current policy perspectives and implications for teaching practice There are reflective tasks throughout which encourage you to develop and apply your theoretical knowledge to your own experiences Key features include Reviews of existing policy and research and implications for practice Reflective tasks with commentary encouraging you to develop and apply your knowledge Case studies of real student experiences Practical activities and ideas to support the planning teaching and assessment of adult numeracy Drawing on the substantial experience of the contributors who have a wealth of experience as practitioners and researchers in the field this book is an essential resource for trainee and practising teachers

of adult numeracy and mathematics It is also an ideal textbook to support teacher training courses leading to a subject specific qualification in teaching numeracy to adults Contributors Jackie Ashton John Barton Carolyn Brooks Martyn Edwards Janette Gibney David Holloway David Kaye Beth Kelly Barbara Newmarch Helen Oughton David Prinn Diana Spurr Rebecca Woolley This is a quite unique book about teaching adult numeracy which will be invaluable to the many practitioners in this field The chapters contributed by a group of experienced and successful lecturers and practitioners include all aspects of this field from methods of teaching specific mathematical topics to more general explorations of dyscalculia and emotional factors in adult learners Each chapter includes research findings and thoughtful presentation of ideas with practical ideas for teaching and tasks for the reader This is a market which has not been served well in the past so it is good to see the gap filled at last Margaret Brown Emeritus Professor of Mathematics Education King's College London UK The editors of this book set out to produce a text that would support teacher education programmes for adult numeracy and their book does that and more The content covers different types of learners different settings different understandings of what numeracy actually is and ranges from commentary on research through case studies to how to hints and tips for teaching Chapters 7 on provoking mathematical thinking and 8 attitudes beliefs and teaching should be a required read for any adult numeracy teacher The book would be at home on any numeracy teacher's desk and would make an excellent set text for numeracy teacher training courses Carol Randall course coordinator for numeracy in the department of Lifelong Learning Teacher Education University of Greenwich UK This book is a welcome addition to the growing literature on adult numeracy It should be essential reading for trainee and practising adult numeracy educators It brings together relevant research and professional wisdom on a wide variety of aspects of adult numeracy teaching and learning in an accessible way with well focussed tasks for readers to extend their knowledge and understanding While the book is born out of UK concerns and issues it is also relevant to international readers Highly recommended Professor Diana Coben PhD Director National Centre of Literacy Numeracy for Adults University of Waikato New Zealand and Hon Trustee Adults Learning Mathematics A Research Forum ALM www.alm.online.net

The ICT Teacher's Handbook Roger Crawford, 2013-06-26 The ICT Teacher's Handbook is an indispensable guide for all teachers responsible for the teaching and management of ICT in the secondary school both as a comprehensive introduction for students learning to teach ICT and as a source of ongoing support for busy practising teachers Illustrated throughout with case studies key further reading and guidance on where to find and how to choose the best software and resources the book also features a guide to specifications software for whole school support and a useful glossary of key terms Key topics covered include Organising and delivering the ICT National Curriculum at key stages 3 and 4 and post 16 Teaching and learning with VLEs IWBs social networking and mobile technologies Assessment record keeping and reporting Popular hardware software and networks External assessment target setting and tracking Managing technical support and technicians Preparing for promotion and managing an ICT department Strategies for whole

school management of ICT Written for trainee and experienced ICT teachers and managers in both English and international schools The ICT Teacher s Handbook is an authoritative guide designed to support effective teaching and learning and efficient use of technology in all schools

The Really Useful Physical Education Book Gary Stidder,Sid Hayes,2016-11-10 The Really Useful Physical Education Book offers support guidance and practical ideas for effective innovative and imaginative physical education lessons Underpinned by easy to understand theory this second edition is fully updated in line with the National Curriculum for Physical Education at Key Stages 3 and 4 and provides a wide range of high quality lessons alongside engaging teaching examples and methodologies With an emphasis on inclusive physical education it highlights the ways in which schools can re design the curriculum to ensure maximum enjoyment for all pupils Key topics covered include Planning progression and assessment Health and safety issues Inclusive track and field athletics Adapting activities to support SEND Swimming and water based activities Alternative activities including street surfing and combat sports Introducing dance into the curriculum Enjoyable gymnastics for physical literacy On site adventurous activities Values based teaching Teaching accredited awards Using new and emerging technologies The Really Useful Physical Education Book offers essential advice and inspiration for both trainee and practising teachers responsible for the 11 16 age range It is a must read for all those who want to make their lesson inclusive and fun whilst promoting a healthy lifestyle and enthusiasm for lifelong activity

Preparing to Teach in the Lifelong Learning Sector Ann Gravells,2011-05-05 This popular and accessible guide to the PTLLS Award is a comprehensive introduction to teaching in a variety of settings within the Lifelong Learning Sector from colleges to work based learning offender learning and adult and community contexts This fourth edition is completely revised and updated and reflects current practice at levels 3 and 4 A new Extension Activity feature targets those taking the award at level 4 and further theories of learning are incorporated throughout Chapters are based around the learning cycle are focused on the PTLLS assessment criteria and are linked to the LLUK Standards The New Award The fifth edition of Preparing to Teach in the Lifelong Learning Sector is also now available written for the NEW four unit PTLLS Award Find out more here <http://www.uk.sagepub.com/books/Book238711> siteId:sage_uk_prodTypes: any q gravells fs 1

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