

teaching • celebration • new online resource • communication

# *the* **Bullet!**n

Autumn 2011

Issue 19

The National Resource Centre for Supplementary Education

## Get accredited!

### Effective Teaching Skills in Supplementary Schools

By listening to teachers in supplementary schools and through feedback from mentors, the NRC identified the need to develop a companion course to our popular Effective Management Skills in Supplementary Schools. The new course, Effective Teaching Skills in Supplementary Schools, provides non-qualified teachers with the skills and knowledge to develop their teaching practice.

In June and July, Milton Keynes Council commissioned us to deliver our range of teaching and learning courses alongside structural and management support for supplementary school co-ordinators.

NRC Quality Assurance and Training Manager, Claire Arthur, used this opportunity to pilot a modular teaching skills course in Milton Keynes, which was then submitted to the Open College Network (OCN) for accreditation. In August, we were very pleased to hear the course had been approved by the OCN and their nationally-recognised accreditation scheme.

Effective Teaching Skills in Supplementary Schools is worth 3 credits and can be completed at either Level 2

*Continued on page 2*



Continued from page 1

or Level 3. There is a minimum requirement of 24 hours' teaching and ten hours' study to complete the course.

As one of the Milton Keynes learners said: 'You may have knowledge of a subject; this course will give you the skills to pass it on.'

## Learning outcomes

The course covers the following learning outcomes. Underneath each heading, you can see what learners have said.

### Understand the education system in England and the role of supplementary schools

- 'It was a great help to understand about the mainstream school system of education and I learnt a lot from this session.'
- 'I understand better the system of British education and also ... understand the needs of students.'

### Understand the responsibilities of teachers within supplementary schools

- 'I can well understand children's special/specific and welfare needs and know how to adjust.'
- 'It will help more the children with special needs. I will give them more attention and make sure they feel safe in the class or group.'
- 'Really opened my eyes up and made me aware of the external needs of the students, which can now help me to relate more to them.'

### Understand different learning styles and the effect on learning

- 'Understanding how different people learn in different ways, and to include this in lesson planning; shows the importance of lesson plans.'

### Understand the requirements of lesson planning

- 'It will help because I learnt about features of a lesson plan which will help in managing time and different strategies of learning.'



'Really opened my eyes up and made me aware of the external needs of the students...'

- 'I am definitely going to start using lesson plans ... much more structured and engaging. Also going to take into account different learning styles and adapt my teaching accordingly.'

### Understand different assessment methods and recording of progress

- 'Taught me more about ongoing assessment (formative) and alternative testing methods that are often more accurate.'
- 'Helps to know where and how children need help and also helps to know how to communicate with parents and pupils.'

### Understand what constitutes an effective learning environment

- 'Think about classroom layout, make sure in lesson planning there are extra exercises for quick workers, get to know students, start tough and slacken off, use humour.'
- 'It helps to know how to control the class and how to manage and promote positive behaviour.'

### Know how to evaluate your own teaching

- 'Working on reviewing and evaluating and developing myself and other teachers will really help us to deliver a more professional service.'
- 'I understand my roles and responsibilities.'

## Practical exercises

The course involves two practical exercises, which the learners must complete, including a presentation about their school and a fifteen-minute micro-teach. This involves the learner planning and delivering a session to the rest of the class.

Scared? Don't be! Here's what learners said about the micro-teach:

- 'Initially daunting but REALLY enjoyed this, both delivering my micro-teach and watching others.'
- 'It sounded difficult but I planned and made it easy to understand.'

The feedback was that the micro-teach session was a huge success, with lots of learning taking place. We asked learners how this would help them to improve their teaching and they said:

- 'It was a good experience to plan, deliver and face questions.'
- 'I will use some of the styles which the other teachers use. I will also correct myself according to the feedback.'
- 'It helps in knowing where, as a teacher, I need to improve through peer feedback from other students.'
- 'I used many new structures which I've learnt during the course. A different style of teaching [to] what I've been used to over the last few years.'

One change we have made since the pilot is the need for learners to build a practice file. This reduces the need for written assignments, and provides practical experience for the learners to reflect on.

## Course costs

This includes: OCN course fee; student registration fee; tutor fee (7 x 3.5 hours); assessment; internal moderation; management and administration. The client provides a venue and refreshments, as appropriate.

- Total cost for 10 learners: £3,682 + VAT
- Additional learners: £35 each

For more information, go to [www.supplementaryeducation.org.uk](http://www.supplementaryeducation.org.uk) or email [training.admin@continyou.org.uk](mailto:training.admin@continyou.org.uk).