

# Preparing to Teach in the Lifelong Learning Sector

This Award comprises 30 hours of learner work.

This unit aims to create awareness of the key principles and practice of teaching and learning. The guidance highlights the importance of developing strategies which enable learning to take place based on an understanding of the basic, underlying principles.

In order to establish an awareness of students' needs, for learners (teacher trainees) must appreciate the importance of different learning styles, as well as the differences between knowledge and skills acquisition. Learners should also be made aware of the implications of inclusive education, the importance of differentiation in addressing students' needs, and the application of theory within the classroom environment.

The underlying principle of this unit is to give learners an opportunity to develop appropriate classroom practice. This will be achieved through the design and implementation of session plans, and by demonstrating an understanding of the demands of specialist subjects. Learners will be given the opportunity to deliver sessions and will receive appropriate feedback on own their practice.

A critical aspect of teaching and learning is the ability to reflect on own practice and understand the importance of bringing about change in the light of critical evaluation. This is integral to both personal and professional practice in achieving the standards required for a practising teacher, tutor or trainer in the post-compulsory sector.

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all of the learning outcomes for the unit. The assessment criteria describe the level of achievement required to meet the learning outcomes.

## **To achieve each outcome a learner must demonstrate the ability to:**

- 1 Understand own role, responsibilities and boundaries of role in relation to teaching.
  - 1.1 Explain own role and responsibilities, and boundaries of own role as a teacher
  - 1.2 Identify key aspects of relevant current legislative requirements and codes of practice within a specific context
  - 1.3 Identify other points of referral available to meet the potential needs of students
  - 1.4 Identify issues of equality and diversity, and ways to promote inclusion
  - 1.5 Explain the need for record keeping.
- 2 Understand appropriate teaching and learning approaches in the specialist area.
  - 2.1 Identify and demonstrate relevant approaches to teaching and learning in relation to the specialist area
  - 2.2 Explain ways to embed elements of functional skills in the specialist area
  - 2.3 Justify the selection of teaching and learning approaches for a specific session.
- 3 Demonstrate session planning skills.
  - 3.1 Plan a teaching and learning session which meets the needs of individual students
  - 3.2 Justify selection of resources for a specific session.
- 4 Understand how to deliver inclusive sessions which motivate students.
  - 4.1 Explain ways to establish ground rules with students which underpin appropriate behaviour and respect for others
  - 4.2 Use a range of appropriate and effective teaching and learning approaches to engage and motivate students
  - 4.3 Explain and demonstrate good practice in giving feedback
  - 4.4 Communicate appropriately and effectively with students
  - 4.5 Reflect on and evaluate the effectiveness of own teaching.

- 5 Understand the use of different assessment methods and the need for record keeping.
  - 5.1 Identify different assessment methods
  - 5.2 Explain the use of assessment methods in different contexts, including reference to initial assessment
  - 5.3 Explain the need for record keeping in relation to assessment.

### **Distance / Guided learning – All Materials Pre-Prepared for You!**

If you choose to do you PTLLS level 3 with us you will be given **all of the resources required to complete the vast majority of the work by distance learning**. The documentation for each of the 5 learning requirements above has been already produced for you. Including resource material and links to appropriate we-resources where appropriate to help you complete each task effortlessly and with ease.

### **Teaching Practice and Micro-Teaching**

Teaching practice is not a requirement to achieve the unit in this qualification other than as micro-teaching for assessment purposes. Candidates should be involved in at least one hour of micro-teaching, with one 15-minute micro-teaching session, which should be observed and assessed by a member of the delivery team.

For the additional 45 minutes, learners can either deliver additional micro-teaching sessions or observe others' delivery. This is an essential part of the learning process and therefore each learner should be provided with feedback from the session. It is also essential for anyone wishing to enter the teaching profession to be able to plan, prepare, resource, deliver and evaluate a real teaching situation in order to learn from their own experiences.

This can be achieved on the 5 day residential [BTEC Level 3 Advanced Restraint & Breakaway Instructors Qualifying Course](#)