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Date	Content of session	Tutor	Assignment
11.03	• Introduction - objectives, assessment, overview of the module • Learning styles - Kolb's reflective practice • The role of the tutor	ET	Assignment 1
14.03	• Learning styles - learning styles questionnaire • The role of the tutor	ET	Assignment 1
15.03	• Codes of practice • The law - HAS, Data Protection, Equality & Diversity • Roles and responsibilities	ET	Assignment 1
18.03	• Inclusive teaching methods and resources • An inclusive learning environment	ET	Assignment 1
22.03	• Inclusive teaching methods and resources • An inclusive environment • Tutorials	ET	Assignment 1
25.03	• Planning to meet needs using a range of inclusive methods • Learning objectives	ET	Assignment 1
06.04	• Planning learning objectives • Embedding learning objectives	ET	Assignment 1
13.04	• Assessment - giving feedback • A range of methods available	ET	Assignment 2
20.04	• Assessment - giving feedback • Record keeping	ET	Assignment 2
27.04	• The continuous learning cycle - measuring the effectiveness • Microlearning - presentations	ET	Assignment 2
04.05	• Microlearning - presentations • Microlearning - presentations	ET	Assignment 2
11.05	• Evaluation • Summative Project and Action Plan	ET	Assignment 2
18.05	• Final review • Next steps	ET	Assignment 2

Attendance is required for all sessions highlighted yellow.
If you need to resubmit an assignment because it does not meet the learning objectives, please do so within two weeks, taking into account the marker's comments.

Form 5 **Peer group evaluation and feedback: Micro-teaching**

Session date		Delivered by	
Title of session		Length of session	

Strengths:

Areas for development:

Action required to improve the same session for the future:

This feedback can remain confidential, or you may sign your name if you wish.

Name: Signature:

Identify 2 responsibilities under the Equality Act 2010 related to supporting disabled learners			
Provide different examples of how you support the 3 Functional Skills in your training			
Identify 3 strategies for managing difficult situations in groups			
Identify the initial assessment methods you could use and list one other method			

Any major problems/worries?

ILP Review – Action Plan

Using your initial ILP review, your journals, and your self assessment, write down any action plans related to your study, career or teaching. Use this information to provide evidence for your Summative Profile and Action Plan on the next page.

Action	Who can help and how?	By when	Next review date

Skills Audit 2 - Summative Profile

Name of candidate	Name of tutor
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Personal Statement: Where I am now and what I wish to do in the future in respect of teaching/training:

Strengths:

Areas for development:

SMART Action Plan - What I intend to do now to develop my training/teaching skills and knowledge:
For this section, look at the areas for development again and break your goals down into small steps. Revisit session 6 on SMART objectives and use some of the verbs when writing your targets in the boxes below.

Action	To do by	When will I review?

Candidate signature:

Date:

Tutor's formative feedback

Tutor sign: **Date**

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Assignment 3

- Plan and structure learning activities in a micro teaching session.
- Demonstrate session planning skills for learning and teaching.
- Promote inclusive sessions that motivate learners

Deliver a microteach session

- Deliver your microteach session to your peer group, demonstrating a selection of teaching and learning approaches to engage and motivate your learners. Make sure that you have at least one activity for learners.
- The session should last for 25 minutes.
- This will be followed by 5 minutes participating in verbal feedback with your peers and tutor.

Produce a session plan and any supporting resources.

- Produce a lesson plan (form 1, page 10) using the pro-forma provided that shows inclusive learning, teaching and assessment techniques. *group activity monitored*
- Produce any resources required for your session, ensuring there are sufficient copies for your peers and the tutor.
- Write a rationale to justify your choice of learning, teaching and assessment techniques including how assessment outcomes are recorded (250 words).

Write an evaluation of the session, taking peer and tutor feedback into account.

- Use the self-evaluation form provided to reflect and evaluate the effectiveness of your own microteach session.
- Make sure that you consider how far your microteach met the needs of the individual learners in your session.
- Ensure you take into account the verbal feedback given at the end of the session. It is also important that you take note of the written feedback you will receive from your peers (on pro-formas given out on the day) and from your tutor.

(300-350 words)

Give feedback to your peers on their microteach sessions.

- Using the pro-forma provided on the day, give feedback to your peers on the delivery of their microteach sessions.