

# Ctlls planning and enabling learning



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CTLLS Planning and Enabling Learning The role of initial assessment is to identify individual needs so that their learning needs can be planned for and support can be put into place. This is a crucial part of the learners learning cycle as shown below.

The Learning Cycle ??? Identification of learning needs ??? Plan learning to meet needs ??? Train in accordance with learning plan ??? Monitor and review progress/evaluate training. If part of this process is missed it can lead to underachievement and learners not fulfilling their true potential so leading to low self esteem. Petty (4th edition) p530 talks about how ??? Education used to be a sieve???

Poor teachers used to teach their courses with little consideration for initial and diagnostic assessment. A huge culture change has since happened with initial assessment being seen as an important tool to place learners on the correct course. Working in a small team within the training company I am involved in the initial assessment process.

This consists of a range of methods to gather the learners academic levels, preferred learning style and discuss the learners past experience and work based abilities. Petty (4th edition pg 534) suggests this is a four part process

1. Plan : Decide what knowledge would help you to ensure your learners success and to teach them more effectively. We promote this part with application forms that informs of qualifications, work experience, interests, prior learning and achievements. It can also inform us to whether the learner has attended other courses and what level they achieved.
- 2.

Assess : Find this information out. You will need to develop ways of discovering what you need to know. We gather information by conducting an interview that provides us to clarify that the information provided is correct.

Using trade specific questions help to get an understanding of the learners knowledge of the trade/course they are pursuing. The team I work for interviews potential apprentices before they go for an interview with the employer so matching their personality and suitability is essential so that the learner is not set up to get rejected. During the interview communication can be evaluated and their confidence and motivation. Any health problems can be discussed in confidence so that support if required can be put into place.

Basic skills are the ability to speak, read and write in English and to use maths to function and progress at work and society. It is a crucial part of assessment . we use the BKSB programme that assesses the learner's™ academic levels in Numeracy and Literacy, this enables the co-ordinator to signpost the learner onto the appropriate level of programme. For example: If a learner was working at a entry level 3 which is below the requirements for a level 2 NVQ programme with a level 1 key skills in application of number and communication, however with support the learner will be able to achieve the level 2 qualification. I personally feel the BKSB does give an accurate reading of the learner's™ academic levels for numeracy and literacy as detailed in learners written assignments and key skills projects, the ability of their BKSB level more often than not matches their competency in set activities throughout their qualification. Learning styles help to ensure the learners learn quickly and efficiently during their learning program. Every learner is an individual and will have a preference to how they learn.

For example I like to read and have the information in front of me making me a visual learner but I also enjoy hands on learning which is classed as kinaesthetic. This links into Herrmans ??? whole brain??™ model. (Petty Pg 149) He suggests there are 4 styles and that everyone prefers two of them. The four styles are : Theorist ??“ The rational selfInnovators ??“ The experimental selfOrgainisers ??“ The self keeping self. Humanitarians ??“ The feeling self. When planning for learners it is good to have a mixture of styles so adapting for all needs. We use a VAK learning styles assessment but is considered not to be reliable which was proved by research by Coffield .

t and tutor on the learners preferred learning style (Visual, Auditory and Kinaesthetic) so when planning schemes of work and activities the learners styles are always considered to ensure maximum interest, concentration and individual needs, not everyone??™s learning style can always be met due to the nature of the lesson, if it is mainly theory then the lesson would be tailored for visual and auditory learners and a practical session for a kinaesthetic learner. Our approach to the nursery work based trial is similar to Bandura??™s (social learning theory) (1977) p. 22 that states that ??? Most human behaviour is learned observationally through modelling, from observing others, one forms an idea of how new behaviours are performed and on later occasions this coded information serves a guild for action???. Childcare is one of the only trade areas that include a practical assessment.

After the initial assessment process an Individual Learning Plan is compiled by the co-ordinator. The (ILP) is advocated by the inclusive learning quality initiative. The plan responds to the assessment of the learners needs and to

the student's goals and aspirations. The plan is drawn up by negotiation between the co-ordinator and the learner through a one-to-one confidential meeting. The (ILP) includes all outcomes of the diagnostic tests, BKSB, learning styles and interview responses and answers.

Long-term goals are documented such as the learner's career aspirations and what they hope to achieve. Medium term goals include the qualification the learner is working towards, a break down of the units and planned completion dates. Short-term goals are in response to the learner's diagnostic tests, using the results to create an action plan of support. For example if the learner's ability to communicate is weak, they might have an action plan point that specifies what they need to do to improve on this area of weakness, a suggestion might be to attend key skills communication sessions completing tasks towards a small group discussion.

When planning lessons for my learners I need to ensure I am inclusive towards their individual needs. It is about recognising that each of my learners are different from one another in many ways and should not be excluded from any activities within my sessions for any legitimate reason. Inclusive learning should ensure a match between the individual learner's requirements and the provision that is made for them. When planning for inclusive learning I always consider social difficulties, disabilities such as visual or hearing impairments, English as a second language and the learner's diagnostic results. To support the vast range of learner needs and abilities I use different delivery methods such as one to one tutorials, questions and answers, role-play, group discussions, demonstrations and assignments. Demonstrations provide a visual picture of a task E.

G bathing a baby; this would enable a learner with a hearing impairment to understand the process through ??? watching??™ and ??? doing??™ to complete the bathing routine. Berne developed his theories on Transactional Analysis in the 1950??™s: they are more associated with relationships than the actual process of communicating, he states that each person is made up of three alter ego states: parent, adult and child. The ego states a persons responses, parent being our voice of authority, child our dependent state and adult our independent state.

I adapt my communication to meet learner??™s needs through good eye contact, exaggerated gestures, facial expressions and British sign language to support my speech for deaf learners. I use simple language, short sentences avoiding technical jargon to support learners whose first language isn??™t English, ??? Try to hear what you are saying through your learners ears???. Through knowing and understanding your learners complex needs you can make simple adaptations to ensure they receive a memorable, valuable learning experience. M. Hebditch Petty (2004) p137, asked 11-18 year olds what teaching methods they preferred, the results highlighted that the learners liked action: talking in groups, making things, being creative and doing things, this is backed up by the channels of communication being used in parts of the brain detailed in the ??? learning pyramid??™ (p139) where ??? practice by doing??™ used ears, eyes, voice and touch with a higher percentage of material that learners can recall after experiencing different teaching methods than other methods such as reading and listening.

Using a good range of resources can also support your learner's complex abilities, needs, learning styles, motivation and prior experiences of learning. Within my sessions I use a learner friendly text book with short paragraphs, pictures and bold font, an OHP displaying pictures and words providing information to reach the lessons objectives and a variety of props (PPE – gloves and aprons, thermometers, plastic baby, accident forms and a first aid box). To support the knowledge gained in the session I provide each learner with a clear bullet pointed formative handout sometimes displaying an image and the use of coloured paper is often used for dyslexic learners. I use audio equipment to record some of my learner's responses and interactions in the workplace who find written work challenging, therefore the dictation phone is used as an alternative evidence gathering method.

Differentiation should be used to adopt strategies to ensure success in learning for all, by accommodating individual difference of any kind. This includes whole class strategies specifically designed to engage the weak or de-motivated learners considering the learners maturity, motivation levels, prior learning and learning abilities. Young people often do not see the point of working for qualifications they believe will be of no use to them when they leave school, so a long-term goal for their studies is important so learners don't become demotivated. The learning engine Petty (2004) p47 looks at the four steps to motivation reinforcement, self-belief, motivation and success. Planning for differentiation comes in stages firstly – by task – to set different tasks for pupils of different abilities then – by outcome – to set open ended tasks allowing pupils to respond at different levels and finally

??? by support??™ to provide more support to certain learners in the group and to adapt delivery methods, resources and communication strategies.

After each lesson has been delivered it is important to evaluate the session, reviewing resources, teaching style, timings, level of understanding from the learner and the overall delivery. After a session I may feel the activities didn??™t gage the learners attention, interest or were pitched far above their academic level, therefore it is important to evaluate, record and recognise this through modifying teaching and learning activities to meet the needs of those assembled in the group. Bloom talks about adapting when planning ??? It takes more time to prepare for everyone in the session, but this will be rewarded when your lessons are interesting, keep everyone occupied and don??™t become a fraught battle of wills???. Alongside the learners chosen subject it is important to support and develop their functional skills in English, Mathematics and ICT. The progression of functional skills provides learners with the skills and abilities they need to operate confidently, effectively and independently in their life, their communities and work. The functional skills standards are embedded into revised schemes of work and lesson plans within the core childcare mandatory units.

When embedding the skills I look at tasks the learner has to already complete within their NVQ programme and then slightly adapt them to meet the requirements/standards of the functional skills. I feel through embedding literacy and numeracy skills into vocational teaching and learning, learners will understand why these skills are relevant to them and then I can develop and apply them into activities that are interesting and engaging. One of the <https://assignbuster.com/ctlls-planning-and-enabling-learning/>



units we use to embed functional skills is our child development unit. As part of the learner's mathematical project we ask them to measure ten children's heights in their nursery setting between the ages of 0-2 years and record their findings. The learners then present their findings as a table and plot the heights on to an average percentile height chart.

Each unit or functional skill achieved should be followed up with some constructive feedback usually recorded on an assessment feedback record or is given verbally by tutor. Praising good efforts and work is important and also provides the learner with constructive actions to complete the task fully, this is done through praising and criticism techniques, mixing the two giving the criticism in a forward looking positive manner in a way that sounds like advice. Feedback should be explained step by step to the learner and SMART targets should be documented and agreed to work towards the end product.

Self-evaluation is another key part of the feedback process; I always encourage my learners to evaluate their own work, plans, group tasks and assignments as I feel they are taking valuable steps towards their own improvements and future learning. I conclude this assignment with a greater understanding of the history of the initial assessment process (sieve) and the methods used today, their strengths and weaknesses and the range of methods best suited to my subject area. The importance of adapting and meeting your learner's needs as inspired by Bloom's theory this will be rewarded when your lessons are interesting. The effective use of embedding functional skills and how I integrate functional skills into the childcare programme highlights our competence as a childcare team to enrich numeracy into a very practical qualification. Bibliography Petty, G.

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