

Planning and enabling learning



**ASSIGN
BUSTER**

Unit 2 Planning and Enabling Learning The aims and objectives of this unit are to show an understanding of the four different teaching methods: Negotiating with Learners, Inclusive Learning, Integrating functional Skills and Communication. Using various research methods and discussing my findings. Research was initially carried out by using the internet, referring to various reference books, discussions with colleagues and information gathered from watching micro teach sessions delivered by members of our group. The findings of this research have increased my level of understanding the many different needs of my students and I feel that I am more able to connect and support them by incorporating this information into my lessons. I feel that my standard of teaching has improved. This is demonstrated to me by the positive results of my lessons along with good attendance, excellent behaviour and feedback. The feeling of inclusion for each of the learners and my flexibility when planning and delivering the lessons has strengthened the course and made it a more positive experience.

Negotiating with learners or initial assessment would start with the application form and develop through the interview process. It is vital at the onset of any course to ensure that learners and their chosen course are compatible with one another. For example there could be physical barriers that would make completing the course very difficult. In hairdressing certain skin conditions such as Dermatitis would prevent a student from being able to complete various practical tasks. Being unable to communicate with clients if the student was unable to speak or hear would make the practical aspect of the course very difficult, with language barriers the students would be offered a translating dictionary. With poor literacy and numeracy skills

there would be support offered in the form of an LSA. I have found with some students that taking time to explain and demonstrate slowly and thoroughly on a one to one basis whilst working my way around the salon encouraging and stretching the faster learners that learning takes place for all.

Initial assessment will highlight any particular needs that a learner may have. Diagnostic assessment will allow the tutor to make any necessary arrangements for additional support if it is required. Such as a scribe for written work, extra time during exams and a more thorough explanation when it comes to embedding numeracy. If the time is not spent correctly explaining the meanings of measuring chemicals the student will never be able to work alone and would be dangerous to members of the public. The appointment system is run by computer so ICT is also included in the lessons. Not all students are computer literate so this can take time to learn.

{text: soft-page-break} Diagnostic assessment is a way of measuring the level of functional skills and learning styles so that they can be implemented into the lesson at the correct level to make learning achievable. By creating an ILP it allows for a mutual agreement to be made between the student and the tutor. This method of assessment helps the student to negotiate with the tutor in a fair and achievable way, by setting goals and targets which can be regularly reviewed during tutorial sessions. During which any problems can be addressed so that the student feels supported and learning is progressive. The purpose of an ILP is to help create a well planned tailor made programme of activities for each student that meets their individual needs and aspirations. Petty (2004) Petty also states that We assess earners needs for two main reasons: firstly to help place them on the right course or <https://assignbuster.com/planning-and-enabling-learning-8/>

program, then to support the learner towards success on that programme.

Inclusive Learning is the right for any student to learn.

To accommodate all learning styles and not to pigeon hole particular needs.

Inclusive teaching means recognising, accommodating and meeting the learning needs of all your students. It means acknowledging that your students have a range of individual learning needs and are members of diverse communities.

(The open University 2006). Inclusive teaching is successful teaching as it shows that allowances have been made for the right to learn for all students, what ever their individual needs. I have found with my students that they all have very different learning styles. Incorporating VARK visual aural read write kinaesthetic into my teaching ensures that every learner has an equal chance. The students with low key skills scores are often more kinaesthetic in their learning and with support and encouragement tend to be very good at the practical side of hairdressing. Functional skills consist of literacy, numeracy and information technology these skills are transferable in that they are used within the lesson as well as in day to day living. To ensure that these skills are maintained and improved it is necessary to embed them within the lesson.

This is paramount when it comes to day to day living and to continue to use these skills will have a positive effect on all areas of their development. In my lessons measuring, time keeping, percentages and some ICT when using the salon computer to make appointments are used. Students can be lacking in confidence when it comes to this and often need more support and

encouragement. I have found that they are often unaware of the amount of times they use these skills without realising.

Accepting payments, totalling bills and using the credit card machine for payment uses all of the skills. Without the knowledge and essential training this would be impossible {text: soft-page-break} for the students to do.

Gravells (2008) states that As a teacher, you can play an important in providing opportunities to develop your learners skills of literacy, numeracy and ICT.

It is your responsibility to continually update your own skills... improving yourself will help improve your learners.

We as teachers have a duty to keep up to date with any changes that may occur within these fields especially with ICT. The importance of having adequate qualifications in literacy and numeracy mean that when embedding skills we are not going to teach things that are out of date or present written work with incorrect spellings and poor punctuation.

Communication. There are many ways in which we communicate with our students. Verbal and non verbal, body language, positioning when delivering a lesson. There also many ways of ensuring that barriers are not formed when teaching these could be ensuring that the classroom is set out so that every student is able to see and hear clearly and to encourage eye contact so that delivery and questioning is more effective. Having a prepared lesson plan to enable the smooth running of the lesson.

Speaking clearly and with variation of pitch so that interest is maintained. Avoiding technical jargon will avoid confusion and lack of motivation.

<https://assignbuster.com/planning-and-enabling-learning-8/>

Appropriate dress for the lesson will help to give an impression of authority thus enabling control. By starting the lesson with a review of the previous one it will enable any students who were unsure or had forgotten the content to recall and understand. It is an opportunity to cover any aspects of the previous lesson that may have been unclear so that the new lesson will flow.

I feel that brief questioning gives the students the chance to show if they have not understood any aspect. If teaching were a one way process, we would learn perfectly satisfactorily from books and videos, and teachers would just be an unnecessary irritation. Petty (2004). There are many forms of barriers to learning that can arise when teaching. Such as language, poor literacy and numeracy skills. Attendance problems possibly through family commitments or transport problems. Emotional or psychological problems, fear of technology, or no support at home it is the teachers responsibility to ensure that they are known and dealt with in the correct manner. There are things which may seem quite trivial to one person but to another can have a devastating effect on their education.

Support should be offered, be it from an LSA to counselling or a scribe when theory is being taken. For every problem there is a solution and as teachers it is up to {text: soft-page-break} us to be aware and seek them out. This should be done during initial assessment with tutorial sessions bringing opportunities to discuss any issues that may arise. Every student has a right to learn and it is our job to enforce it. There are ways to overcome barriers which should include being positive and enthusiastic, honest, adapting delivery methods so that all learning styles are met, remembering all learners names so that they feel valued and part of the group.

Initial assessment will detect any barriers and would indicate the suitability of the student to the course. {text: soft-page-break} Bibliography [www. qca. org. uk/functionalskills](http://www.qca.org.uk/functionalskills) Date accessed 20.

01. 2010 Gravells. A (2008) Preparing to Teach in the Lifelong Learning Sector 3rd Edition. Learning Matters Ltd. Petty G (2004) Teaching Today 3rd Edition. Nelson Thornes Ltd <http://www.>

[open. ac. uk/inclusiveteaching/pages/understanding-and-awareness/index. p.](http://www.open.ac.uk/inclusiveteaching/pages/understanding-and-awareness/index. p.)

.. Date accessed 20. 01. 2010