

# [Learning and supporting teaching in schools](https://assignbuster.com/learning-and-supporting-teaching-in-schools/)

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Certificate Supporting Teaching and Learning in Schools (501/0418/4) Unit 1: Schools as Organisations (T/601/3325) 1. 1 Identify the main types of state and independent schools. The main types of state and independent schools are as follows: \* Specialist schools \* Academies \* Citytechnologycolleges \* Community and foundation special schools \* Faith schools \* Maintained boarding schools \* Free schools 1. 2 Describe the different characteristics of the different types of schools in relation to educational stages and school governance

The Key stages are as follows in comprehensive and free schools: \* Foundation stage – Normally this is for pupils in reception year, nursery or play group \* KS1 – Years 1 to 3 \* KS2 – Years 4 to 6 \* KS3 – Years 7 to 9 \* KS4 – Years 10 to 11 (GCSE’s and/or other equivalent Qualifications are taken in this Key Stage) \* KS5 – Year 12 to 13 (A Levels and/or other equivalent Qualifications are taken in this Key Stage) Although standards schools follow this key stage structure, Special schools will run these key stages adapted to the pupils needs i. . a school for learning and physical disabilities may need extra support and resources to ensure that their pupils are achieving the national curriculum standards set for students with learning and/or physical disabilities. The role of the Board of Governors is to run the school. This would include the following: \* School Finances and Budgets

\* Staffing \* The School’s Curriculum \* Managing School Inspections \* To uphold national standards ineducationDepending on the type of school, depends on the way in which the board of governors operate i. e. or learning and physical disability schools, the board of governors may invest in certain resources to maximise the pupil’s educational potential. Most state schools are funded by the government where as private and independent schools are funded by parents, local funding or charitable income. If the school is a managed school then the local authority employs the schools staff but for private schools and academies it is the school that employs their staff. Managed schools get their pupils from their local catchment areas, the community or school open days.

Private or specialised schools may get their students from the local community but may also have an open day or referrals from other educational establishments. Below I have chosen three different types of schools and I will also explain their admissions policy and the age of the children. Grammar Schools Admissions policies – Grammar school admissions policies are normally set by the local council. All applications initially must go through the local council. Also with grammar schools, there is often a test in which a child has to take and pass in order to be accepted into the school.

This is due to the fact that grammar school children are highly educated. Age of pupils/students - pupils are normally enter into grammar school at the age of 10/11. They will be working on key stage 4 when entering the school. On the fourth year of school, pupils go on to key stage 5 working on GCSE’s and NVQ’s. In some cases, pupils in grammar schools may take their A Levels early or higher qualification. Pupils in grammar school now leave at the age of 17. Montessori schools Admissions Policy – in Montessori schools the children are interviewed by ateacherto make sure that they fit in with the ethos of the school.

A payment is needed from parents in order for children to attend the school. An educational or psychological assessment is needed by the school in order for the child to be admitted. Montessori schools do not admit children midterm unless they are transferring from another Montessori school. Age of pupils/students – In Montessori schools, they admit children from 18 months up to 18 years old. Montessori schools have a holistic method of educating children so that they express freedom and self discipline. Steiner schools Admissions policy – The admissions policy is pretty much the same as a Montessori School.

Age of pupils/students – In Steiner Schools, the age of children is from 3 years old to 16. Like a Montessori school, a Steiner schools tackle educating in a holistic manner in order to develop the whole child. Not just educational. 2. 1 Describe roles and responsibilities of staff related to the school Below are 4 Roles within a school and their responsibilities: \* Teacher – To plan, deliver and evaluate lessons, to encourage pupils with their learning development, Make learning as fun as possible, create reports on pupils learning to parents and be a role model for pupils. Lunchtime Supervisor – Help set up dining areas, Supervise pupils with toileting and hand washing, resolve and report conflict and encourage independence at mealtimes. \* Clerical Staff – To keep the school running smoothly by direction of the Head Teacher, maintain and report attendance records, Perform administrative duties which may include writing letters to parents by direction of teachers and head teacher. \* School Librarian – Plan and oversee the management of the library, Ensure anequalityof opportunity for all staff and pupils, Complete reports to/ and inform the governing body of stock and library resources.

Also another role within a school is a Teacher’s Assistant. To reflect his or her role within the school I have written a day in the life of a Teacher’s Assistant. 8. 15am My day starts as soon as I get to school, when the class teacher, who I work alongside, outlines the plan for the day ahead and I help to set up the activities. 8. 55am The day begins for the children. As they wait with their parents and carers in the playground, I approach the gate and greet the children as the bell rings. I briefly chat with a few parents as they pass on messages, help children take their coats off in the cloakroom and follow them into the classroom.

As the teacher takes the register I check the ‘ Home-schoolcommunicationbooks’ for any other messages. 9. 05am The first activity for today is PE and today will be the first time that the children have taken part in PE in our main hall! Surprisingly the children are quite quick at getting changed into their gym kits. Today we practise moving in and out of spaces in different ways – jogging, marching, large strides and small footsteps. 10. 25am It’s playtime and time to get coats on and join the rest of the infants in the playground.

While the children are out at play I prepare their morning snack. 10. 40am In from play and it’s time for hand washing, then fruit and milk. After this it’s activity time and the children choose from a range of activities both inside and outside. Today I’m inside making teddy bear puppets, encouraging the children to stick a corresponding number of buttons onto their bear. Midday It’s lunchtime and we take the children into the dinner hall to be greeted by their lunchtime supervisors. I pop back to the staffroom and have my lunch and chat with other members of staff.

Then it’s time to set up for the afternoon activities. 1pm The children come in from lunch. Time for a quick register and this afternoon I support children building train tracks, investigating in the sand and experimenting with drawing and writing – a busy hive of activity, and lots of observational assessment! 2pm Playtime again and this time I’m on duty supervising the children with another member of staff. 2. 20pm Time for a few more bears and buttons with those who are keen and once these are done I join in with some children who are doing some jigsaw puzzles.

Today, I have a breakthrough – a child who has been reluctant to talk and has been communicating through gestures, actually initiates a conversation with me! 3. 20pm Home time for the children as we look out for the children’s parents and carers, and send them off happily! Once the children have all been collected it’s time for a final tidy up and discussion with the class teacher about the day’s events. 3. 45pm Time for me to go off home, too! 2. 2 Describe the roles of external professionals who may work with the school For this section I have created two “ A day in the life of….. journals to describe what the role is of an external professional within the school The first role I have chosen to talk about is a PeripateticMusicTeacher. 09: 30 am I arrive at the school and sign in at the school reception desk. I am then shown by the music head of department to the room in which I will be teaching. Whilst walking to my designated room, myself and the department head discuss what the needs and aims are of the pupils that I will be teaching today. 10am My first pupil arrives. At first the pupil and I discuss what we are going to be teaching her over the next 45 minutes.

Also we talk about if there are any issues or questions she may have with learning the flute. There are no issues so we continue on with the lesson. 10: 15am I start to teach my pupil on how to play the flute and to work through some theory activities as my pupil is going for her grade 3 flute exams next week. 10: 45am After a great lesson with my first pupil, she leaves to go back to heracademicclass. I write up an evaluation of what my pupil has learnt and things for improvement. This evaluation will be spoken about at the end of the day with the department head. 1am My second pupil arrives and we do exactly what we did for my first pupil between 10 am and 11 am. My second student is also going for his grade 3 exams in playing the flute as well. I also write an evaluation on the lesson which will also be discussed with the head of department. 12am I break for lunch for an hour. I photocopy the two evaluations that I have written up this morning and left them on the department head’s desk. From 1pm to 2pm and 2pm to 3pm, I teach one pupil at a time and discuss their flute exams. 3pm I meet with the department head to discuss the 4 pupils’ progress and needs.

Today was very good as they are all making brilliant progress and are all ready for their exams. 3. 30pm It is now home time for me so I go to the room I was assigned and clear up. Off I go and I felt today was a really productive day. The next professional I will write about is a Road Crossing Patrol. 7. 45am I arrive at the crossing area where I am assigned. I walk down the road and turn on the school crossing warning lights. Whilst I am turning on the crossing patrol lights, I check to see if there are any dangers when helping to cross the road with children and parents.

There are no dangers so I return to the crossing place. 8am I put on my uniform overcoat and hat and help parents and children cross the road with my stop sign remaining friendly at all times. 9. 30am All the school children are in school now so I turn off the crossing patrol lights and head off home. 2. 45pm I arrive back at my crossing patrol and switch on the crossing patrol lights. Again I check for dangers in the area. There are no dangers so I return to my post. I wait for the school children and parents to help them cross the road with my stop sign remaining friendly at all times. . 30pm It is my home time now so I turn off the school crossing patrol lights and head off home. 3. 1, 3. 2 and 3. 3 Aim and Objectives How are aims and values decided? Aims and values are decided through consultation to the stakeholders for the school. Stake holders can include the following: \* Governors \* Head teacher \* Parents \* School staff \* Children \* The local community How are aims and values communicated? Aims and values can be communicated to anyone involved in the school by using the following: \* Letters to parents \*

Displays within the school On the schools website or the internet \* Presented within meetings An aim is the context within which schools must develop their own education. A value is a common set of values underpinning the curriculum and the work of schools. E. g. Caring, Confidence building, creative, Contribution and community. The School can do lots of things to show/demonstrate its values or aims: Some examples of which are shown below. Values \* Value everyone as an individual – We listen to everyone and let them have their say through circle time activities, show and sell and through the schools council.

Understanding of staying safe and being healthy – Get speakers from outside agencies (Such as the police), Visits to Streetwise, Life Education Bus, through circle time activities and PSHE (SEAL) lessons, Training for staff, have a healthy eating policy and healthy snack times. \* Provide a learningenvironmentappropriate to the individual – Differentiation in planning and activities, Different learning styles or catered for (e. g. Visual, Auditory or Kinaesthetic), SEN pupils are identified and supported and support staff used and brought in if required. To value every child’s contribution – Recognising pupils input on activities, rewarding pupils for their contributions, award evenings for pupils who have made significant contributions, \* To develop a caring attitude towards others – Pupils and school staff alike torespecteach other, teachers to identify pupils with SEN and to give them extra time to complete an activity where needed, school staff to be a good role model for pupils. \* For pupils and staff to have a positive approach to leaning – eachers to make an activity as fun as possible, the school will be attractive to the outside and to promote fun creativity within the classroom, promote educational independence to pupils. 4.

1 Identify the laws and codes of practice affecting work in schools Below are some of the laws and codes of practice that are affected by schools: \* DisabilityDiscriminationAct 1995 \* The National Curriculum (a statutory document, published in 1999) \* The Children Act 1989/2004/2006 \* Every Child Matters \* Special Educational Needs and Disability Act 2001 \* Education Act 1996 4. Describe how laws and codes of practice promote pupil wellbeing and achievement Data Protection Act 1998 The Data Protection Act 1998 promotes pupil wellbeing. This is because all information about a pupil is on a need to know basis. Therefore this ensures that no information about a child that is given out unnecessarily. This law can also protect the child from harm and/or abuse. Special Educational Needs and Disability Act 2001 This law states that a child with special educational needs or who has a disability is entitles to a fair education. This can include tailoring learning to the child’s abilities.

It is the schoolsresponsibilityto have specific resources for a child to excel in their education. Schools should allow extra time with special educational needs or children with disabilities in order for the children to understand what is asked of them. Equalities Act 2010 This act states that no one should be discriminated in any way and also to be included. For children in schools, staff and pupils should not discriminate and also to tackle discrimination. This can be any form. This will excel pupils’ wellbeing and achievement because children will not be in fear of being left out or discriminated. . 1 Describe why schools have policies and procedures Please see worksheet A5 Policies and Procedures 5. 2 Identify policies and procedures in schools Below is an exhausted list of policies and procedures that can be placed within schools: \* Safeguarding \* Attendance \* Uniform \* Fire Safety \* Admissions \* Behaviour \* Accidents \* First aid/ Medical \*Healthand Safety \* Anti-bullying\* Achievement \*Child Protection\* Homework

\* SEN \* Teaching and Learning \* Equalities \* ICT \* Subject Specific Policies \* Complaints \* Equal Opportunities \* Confidentiality \* Performance Management Disciplinary \* Marketing \*Finance\* Grievance Unit 2: Child and young person development 1. 1 Child and young person physical development from birth to 19 years old Age| Physical development| Birth to 1 month| A newborn child will gain 1 ounce a day after initial weight loss in the first week. Also a child will discover his or her reflexes like grasping, sucking and clenched fists. A child’s vision will be at 8 to 12 inches and can lift head slightly. | 1 to 2 months|

A child will be able to lift head to a 45 degree angle. And be able to gurgle and vocalize. 2 to 3 months | A child will be aware of other people by staring. | 3 to 4 months| A child will not be able to chuckle, smile and make use of more vocal techniques. A child will be able to kick legs | 4 to 5 months| A child will gain approximately 5 to 6 ounces per week. He or she will improve gripping techniques. Also he or she may be able to pull him/her self to sit up and roll on each side of their body. A child may also be able to bare weight on his or her legs. He or she may be able to laugh and giggle. | 5 to 6 months| A child will be able to sit up without support.

He or she may be able to feed themselves with a cracker or biscuit. | 6 to 7 months| A child will be able to sit up. He or she will reach for desired toy(s). Also a child will be able to pass toys from one hand to another. | 7 to 9 months| A child will be able to shout for attention and also be able to say the odd word i. e. “ mama” or “ dada”. | 9 months to 1 year| May start to crawl or shuffle. Child may start to use the pincer grip to hold on to items orfood. Also he/she may be able to pick up objects but will only be able to release by dropping or throwing. 1 year to 18 months| May be able to use a spoon and self feed. During this period a child will start to walk and pull themselves up in order to start walking. They may also use furniture or toys to aid them to walk. | 18 months to 2 years| Able to use preferred hand for drawing, playing and drawing. A child is able to self feed fully at this stage. Also able to walk up and down stair but with 1 step at a time. | 2 to 3 years| A child will be able to walk independently and start to walk on his/her tiptoes. Also he/she will be able to undo buttons and kick shoes off.

Also aid in undressing. | 3 to 4 years| A child will be able to brush his/her own teeth. He/she will start to run and hop. Child will also be able to walk on a line and start to walk backwards. | 4 to 5 years| Will be able to dress and undress unaided. Use scissors accurately, start to write own name and starts to run quickly. | 5 to 7 years| Usespens and pencilsfor detailed drawings. Also builds intricate models. | 8 to 12 years| A child will be able to improve on physical skills that they already have developed. For girls puberty starts within this phase of development.

Gils will start to develop more as a woman. | 13 to 16 years| A boy’s puberty will start in this time frame but will tend to be stronger than a girl. A boy will start to develop as a young man. This would include the appearance of facial hair and voice breaking. | 16 to 19 years| Most of the child’s physical development has now been completed. | Percentiles Percentiles are a method in which you can measure the progress of a child’s development. A measuring tool that is often used is a percentile chart. Percentile charts normally measure height and weight.

Normally if a child’s weight is at a percentile of 75% then the height is normally 75% as well. If these percentiles are very different from each other then this shows that the child is not developing correctly. The higher the percentile the more a child is developing in a certain area. Also if a percentile is lower, then the child is not developing as quickly compared to the average child. Milestones Milestones are often stages in a child’s life at which a child has reached an achievement in their development. As mentioned in physical development, a child can start crawling or shuffling at about 9 months.

Also a child may start to walk independently or start to talk. These are also milestones. 1. 2 Describe with examples how different aspects of development can affect one another Different aspects of development affect one another. 2. 1 Describe with examples the kinds of influences that affect children andyoung people’s developmenta) Background Parental expectations – If a parent has high expectations of a child then the child is able to develop at a faster pace and in turn a child will then be able to do a lot more at a young age.

This works in the opposite way if a parent has low expectations. An example of this would be if a mother sits with a child and reads with him/her. The child is then able to build up his/her ability to read quicker and learn new words quicker. This also makes them have a higher academic level to a child whose mother who does not have high expectations. If a child’s mother has high expectations, then the child will develop academic skills faster. Conflict between parents – If there is conflict between a child’s parents then a child will pick up on this and will learn the actions from their parents.

An example of this is when parents are constantly arguing in front of a child, the child then learns that is it ok to shout at other people. A child may develop low self esteem because there is constant conflict in the home. The child may not feel safe within the home as they may be frightened that the parents may shout at them as well. In turn the child may not develop good social/emotional skills. b) Health Asthma – If a child has asthma, this may affect their physical and social development. An example of this is that a child may not be able to do certain activities that his/her peers take part in.

Also certain asthma drugs can stunt growth there for a child will not grow as quickly or as high as their peers. General poor health – If a child has generic poor health they will not be able to develop socially, emotionally and physically. This is because a child may not be well enough to interact with his/her peers therefore restricting social development. If a child is to be constantly unwell, this can then lead to other illnesses which in turn will restrict physical development and cause future health issues.

When a child is constantly unwell, the child will feel upset and may fall intodepression. This will then restrict emotional development as a child will not have the chance to feel happy. c) Environment Housing (Living in crowded accommodation) – A child will not be able to develop emotionally or socially when living in confined or cramped living circumstances. The reason for this is because a child needs a place in a home to call their own so that they can discover themselves without constant influence from household members.

Availability of jobs – If there is a high availability of jobs; a child’sfamilywill then be able to work. This in turn develops a child socially and emotionally. Also a child will be better cared for enabling the child to develop in all areas correctly. This is because a child will be cared for correctly. This will then make the child develop physically and socially. 2. 2 Describe with examples the importance of recognising and responding to concerns about children and young people’s development