

**Award in Education and Teaching Level 3 Training Course**



The School of Fine Tuning

## **Introduction**

There are no specific entry requirements for this qualification; however, there is a considerable amount of written work to be completed.

This will involve reading of reference books, researching specific topics, applying theory to practical scenarios and demonstrating knowledge and understanding through written work.

Therefore, candidates for this course should have a good standard of written and verbal communications skills and be prepared to undertake a considerable amount of study.

The course is assessed by completing a series of assignments, including a 30 minute micro-teaching.

Completed units to be sent to [anna@theschooloffinetuning.com](mailto:anna@theschooloffinetuning.com) for marking.

Good luck!!!

## Unit 1

### Code of Conduct & Ice Breakers

As an educational therapist your job is to make each classroom as fitting and as comfortable as possible, try to imagine how it feels to be a student again for just one day, it's new, it's the unknown, the unknown to many people can be very daunting to it's up you as the teacher to make each student feel like they have become a part of the furniture whilst keeping a safe and reflective environment for learning.

As an educator the most efficient time to do this is at the beginning of the day with ice breakers and getting to know each student via interaction games. No one will learn if they feel uncomfortable as their brain and body is not relaxed.

Ice breakers, when you're acting your first part of the morning, it's important that each student knows the rules, when offering role play give half the class scenarios to act out, with the other half of the class speaking out with the possible outcomes to the situation. Learning can be fun you just have to know how to apply yourself to your students.

Each different ice breaker can benefit students in many ways whereas other ice breakers may become very limited in usefulness for less confident learners as some students may find this very daunting whereas others may find for example role play the perfect way to express their knowledge.

As an educator your main goal is to teach students with respect and be given the same respect back, it's important for students to come into your environment knowing the boundaries to which are offered within your personal Codes of conducts to allow a healthy and smooth running of your structured educational learning plans allowing their personal development to improve.

You have to remember to be sensitive with first time students, never judge a book by its cover the saying goes and that's the same with all students, you never know a person's background and should always take this into consideration, some students may smile regardless of the day they have had, some people will not be so strong faced. As an educator it is important that everyone is treated and dealt with the same to allow and create a well-structured and fun learning environment.

A lot of students will struggle without mentioning it due to feeling under pressure of the classroom environment, so 1 to 1 study groups between a teacher and a student are always handy, this will allow the student to speak of any moments they are not sure off, if students clash on personality it's up to the teacher to recognise this in advance through being a good judge of character and having the ability to read people and situations. Building friendships with students is also a good trait to have as you never know just how much it will mean to that student, It could be 2,4,5 or even 10 years but building a connection with someone can certainly last longer than the training date in question.

As an educator you must try to teach all students through personal and past experiences, people will connect better if they know the story and don't just feel like another link in the chain.

Research Codes of Conducts

### **Question1**

- **Write out your own code of conduct**
- **Summarise key aspects of legislation, codes of practice and regulatory requirements of a trainer**
- **Why is a Code of Conduct important (400 words)**

### **Question 1 part 2 - 400 words each question**

- **Explain why ice breakers are important**
- **Describe 2 ice breakers and your reasons**
- **Give one characteristic of your chosen ice breaker and its reason why**

## Unit 2

### Inclusive Learning

*Inclusive* teaching strategies refer to any number of teaching approaches that address the needs of students with a variety of backgrounds, *learning styles*, and abilities. These strategies contribute to an overall *inclusive learning* environment, in which students feel equal.

As an educator honesty is the best policy so when your training up students, remember to remain on a low key friendly level which will allow each student to feel at ease with the teachers and not have them felt like there under strict regimes and rules, of course each teachers code of conduct is in place but educators once confirmed do not need to keep reminding students and being the boss, this type education will cause a down spiral effect on the learners and they will not enjoy coming to learn or wanting to continue to develop their personal skills.

As an educator it is important for each teacher to inspire the learner to want to develop their personal skills to the best of their ability. An understanding between the educator and the learner is a must to help develop the skills required to pass the set criteria by the teacher for the module in question.

It is important to create the balance within the classroom to keep the peace between students and teachers and students against students. If your classroom remains friendly yet structured your learning capacities within the student will be higher than usual.

Stimulating your students will become more rewarding as the teacher when it comes to the final assessments within your specific fields as you will see the reflection of your work shine through there gain of knowledge.

There are 3 style of learning when it comes to teaching

Listening

Visual

Doing

Each student will learn a different way, so a How do I learn best questionnaire form is best beforehand to allow you to visualise your training day with each individual student.

Students will zone out if your education plan is repetitive try to mix up your day.

Different activities are important when learning to engage with your student's mind and thoughts. This will allow there learning capacity to reach its maximum level. Mixed activates throughout the day, regular breaks, questions and answer time will all help the student to intake the knowledge that you are passing on.

Practical assessments will allow the student to get a feel for the treatment to which they are studying and will allow the teacher to see how capable each student is and to what help they may require. Learning plans and goals are a great way of achievement to a student and it helps them feel like they are progressing throughout the course.

Should your education programmes include case studies a brilliant way for your students to learn is through checkpoints?

Motivational speeches from previous students, teachers or local salon owners is a fantastic way to gain the students attention, question and answer times with the speakers, it allows the student to see beyond the classroom and what they are capable of achieving should they put the effort in, a teachers job is only in the classroom once the student passes the doors with the qualification it is no longer up to you as the teacher to help the student progress, however with that said if you get the correct type of student and you're a passionate teacher and they listen your job will be well done by the time they are to leave and start their own career.

Taking your own personal experiences into the world of education is a brilliant way to summaries ways of ground rules within your training area being firm with students and giving the worst possible outcome to them in advance will allow them to see the outcome before it has happened, for example 'if a student does not comply with current legislation, they will be asked to leave the grounds, failing to do so authorities will be called and further action will be taken' it's important to treat your students with the upmost respect from the beginning and be honest.

## Research Inclusive Learning

### Question 2 – 400 words

- Write down what inclusive learning means
- Describe two different learning techniques and how they will benefit your students
- Explain why inclusive learning is important
- Give one characteristic of your chosen learning technique and its reason why

## Unit 3

### Purposes of assessments used in education

The purpose of an assessment is to see what both the teacher and the students have picked up throughout the training date or time. Each assessment delivered through a teacher is to allow the student to gain a qualification competent to the knowledge that they have gained. The assessment will allow the student to reflect on the knowledge they have picked up along the journey of their studies. If your student leaves the building without knowledge learnt they have been taught nothing.

Assessments can take place over a time period leading up to a certain date or can be held throughout the day on a short course for example a short course may be done over 3 or 4 hours and the students will be assessed from the minute they enter the classroom, should they fail the assessment though competence the teacher may ask the student to take a second sitting on a separate date or fail the student.

Each assessment should take place in a relaxed and therapeutic environment to which minimal noise or lectures will take place.

There are two known forms of assessments that you will be working with

A teacher or student will develop new skills through both assessments which will allow not only the students but the teacher to pick up what works and what doesn't work for the students at hand to allow further development within the classroom,

### **Formative Assessments**

*Formative assessment* refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. An example of a formative assessment would be a demonstration.

### **Summative Assessments**

The goal of *summative assessment* is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark. They have a higher value to formative. An example of a summative assessment would be an exam.

It is important from an assessor's point of view to examine the work in front of them to the highest of standards, not only for the students benefit but for the qualification at hand, the student will always gain from feedback regardless of

passing there qualification the first time or not, feedback is a fantastic way to grow a person's ability within an industry.

Each student will react differently to an assessment scenario, there are many different strengths and limitations to each assessment method and some students may not react correctly for example some may not do well under pressure so tend to stay away from learning that requires exams, each person will know their own strengths and weaknesses, before any student comes to you as the educator you should look at ways to understand their personal preference for example, audio or visual learning.

It is important to react to each student depending on their individuality, when offering different methods of assessment look to offer it subconsciously throughout the day and mix up your training. Hand outs and pre-tests for learning availability is good for students as they have 'flip notes' to go back and check through before their actual test or quiz or assessment is undertaken.

A very frequent question you will get asked is 'will I pass' or 'what if I fail'

It is important before any assessment that each student knows the terms and conditions to being assessed, again feedback from the students are always great when the assessments have been completed to allow a further goal to be created from the educational side of things.

There are different types and methods used for assessing students, for example you may have a formative assessment and a group 10-minute quiz after the theory to which will go to their overall level of merit.

An assessment can be adapted to meet individual learner needs, theory work, practical work, role play. Most formative assessments allow the student to feel less under pressure towards the end of the day, in some cases a summative assessment will take place for the higher end qualifications.

Assessments on any level are for the purpose of motivating, encouraging and evaluating an individual's attainment of knowledge, understanding and skills. The primary purpose is to improve the student's basic eligibility to offer the method in question wherever it maybe. The student can gain the knowledge from the assessment to determine their next goal or step within their career and allow it to help them to move forward.

The mixed level of diversity within your programme all depends on the course at hand, it should be one that will allow each student to progress at the level needed.

Holding opening evenings and work shop days for students is a great way to get to know pre-students and attain the information that you will need to teach them for

Keeping records of each assessment or student that has been through the process is important, copies of certificates and portfolios are also important to keep in case further issues arise or the educational health, trading standards show a visit. Keep files in house for 3 months before sending off to the student.

Research Teaching Assessments

**Question 3 – 400 words each question**

- **Describe in your own words why you think assessment methods are important**
- **Explain the difference between formative and summative assessments**
- **Give one characteristic of a formative or summative assessment and your reason why you believe its important.**

## **Unit 4**

### **Adaptation for lessons and Characteristics for assessment methods**

Educators may adapt each assessment method dependant on the students' needs for example if a student has dyslexia and struggles to concentrate through theory work, they will take it to a visual adaptation and work more hands on allowing the student to create their knowledge through a different experience.

If you have a student with learning difficulties, you can allow a timed plan to apply 121 attention or extra time for that student to remain at the standard you require.

If a student has hearing impairments the students and teachers can move things such as chairs around the classroom, sitting in a circular shape is a brilliant way for a student with impaired hearing to stay focused and engaged.

Students may need to be aided to which extra availability will be made from their learning provider. Make sure speaking clearly and loudly without using any slang words and allow your face to be seen at all times including the mouth movements so students can lip read.

Discrimination is important and will be taught further on throughout the course

The characteristics of an assessment method is very important for your students, it's there to do its job and not steer off point, you wouldn't go to a health and safety course to learn baking, it's the same principle. The validity of the course is so each student is purely there to learn what is required.

It is important that each student is aware of the knowledge and skill required to complete each module. The farnesses' and equality between the student and what he/she is learning should be equal to each other, if a student lacks a skill required for the course then the student should be asked to step down from the course and go collect what skills are required to re sit.

Another characteristic of an assessment is reliability, each teacher's methods of learning should be fresh and up to date for the students to learn, for example - the hands outs. Each student should have a mixture of literature, pictures and audio.

Engaging the students whilst under learning times is important to keep their minds stimulated and allow a healthy learning environment. Trying not to overpower the students with knowledge and allow regular bursts of activity will keep each student motivated to their maximum capacity.

### **Research Variations in learning abilities and characteristics of assessments**

#### **Question 4 – 400 words each question**

- **What is meant by learners needs, how do you identify learner needs, give examples of learner needs.**
- **Give an case study example of how you have met a particular learners needs.**
- **Describe in your own words learning challenges and why it's important to assess individuals based on their abilities.**
- **Give two examples of learning challenges and how as a teacher you would engage your student's minds to be able to attain the knowledge.**

#### **Question 4 – Part 2 -**

- **Describe the characteristics of assessments methods**
- **Why are they important**
- **Give one example of a characteristic you have found through research**

**The next units will require research through the internet; each unit consists of writing an essay with a minimum of 400 words.**

**Unit 5**

Understanding how to include learners in education considering equality and diversity. Understand how to meet learner needs.

**Unit 6**

Understanding how to maintain a safe and supportive learning within your environment and appropriate behaviour and respect for others

**Unit 7**

Understanding how to involve learners in the assessment method process

**Unit 8**

Understanding assessment method types in education

**Unit 9 – part 1**

Understanding Constructive feedback and how it benefits the students throughout their lessons

## Unit 9 – part 2

### Lesson Planning

Please devise your own 30-minute lesson plan based on each subject you will be teaching within your education premises, here is a lesson plan example.

LESSON PLAN	
<b>ATTENTION:</b>	Relate aircraft accident in which a multi-engine airplane ran off the end of the runway. This could have been avoided by correctly computing the landing distance. Relate similar personal experience of the same type of mishap.
<b>MOTIVATION:</b>	Tell students how landing distance can affect them (any aircraft, plus future application).
<b>OVERVIEW:</b>	Explain what will be learned. Explain how the lesson will proceed. Define landing distance and explain the normal landing distance chart. Then, demonstrate how to solve for landing distance. The students will practice the procedure: at least once with supervision and at least once with as little help as possible. Next, the students will be evaluated according to the standards. Finally, the lesson will conclude with questions and answers, followed by a brief summary.
<b>EXPLANATION DEMONSTRATION: (8 minutes)</b>	<b>Body (29 minutes)</b> Define landing distance. Explain the normal landing distance chart to include the scale and interpolation. Ensure students can see demonstration and encourage questions. Demonstrate the procedure using "C" with a headwind and "F" with a tailwind. Show the normal landing distance chart with given data in the following order: <ol style="list-style-type: none"><li>1. temperature</li><li>2. pressure altitude</li><li>3. gross weight</li><li>4. headwind-tailwind component</li><li>5. read ground roll distance from graph</li></ol>
<b>PERFORMANCE SUPERVISION: (15 minutes)</b>	Review standards. Hand out chart and practice problems. Remind students to use a pencil, to make small tick marks, and to work as accurately as possible. Explain that they should follow the procedure on the chart to work the practice problems. Encourage students to ask questions. Check progress of each student continually so they develop skill proficiency within acceptable standards. Reteach any area(s) of difficulty to the class as they go along.
<b>EVALUATION: (6 minutes)</b>	Review procedure again from the chart. Reemphasize standards of acceptable performance including time available. Prepare area for evaluation by removing the task step chart and practice problem sheets, and by handing out the evaluation problems. Ask students to work the three problems according to conditions and standards specified. Terminate evaluation after 6 minutes. Evaluate each student's performance and tactfully reveal results. Record results for use in reteaching any area(s) of difficulty in the summary.
<b>SUMMARY:</b>	<b>Conclusion (3 minutes)</b> Review lessons with emphasis on any weak area(s).

## **Unit 10**

Micro teach slot – you will need to conduct a 30-minute teaching slot to your tutor via video link for each course you intend to teach to pass your final assessment.

Your assessment will need to be based on your lesson plan

All coursework must be complete for your assessment day

**Essential Reading and Text Books for This Training can be purchased in advance or on the Training Day.**

**Award in Education Nabeel Zaidi Books 1, 2 and 3 (£12.50)**