



Quality
Improvement
Agency

National Teaching and Learning Change Programme

**Improving teaching and learning in
Society, health and development**



Resources for teachers, tutors and trainers

National Teaching and Learning Change Programme

Improving teaching and learning in:

Society, health and development

Incorporating health, social care, the wider
children's workforce and community provision



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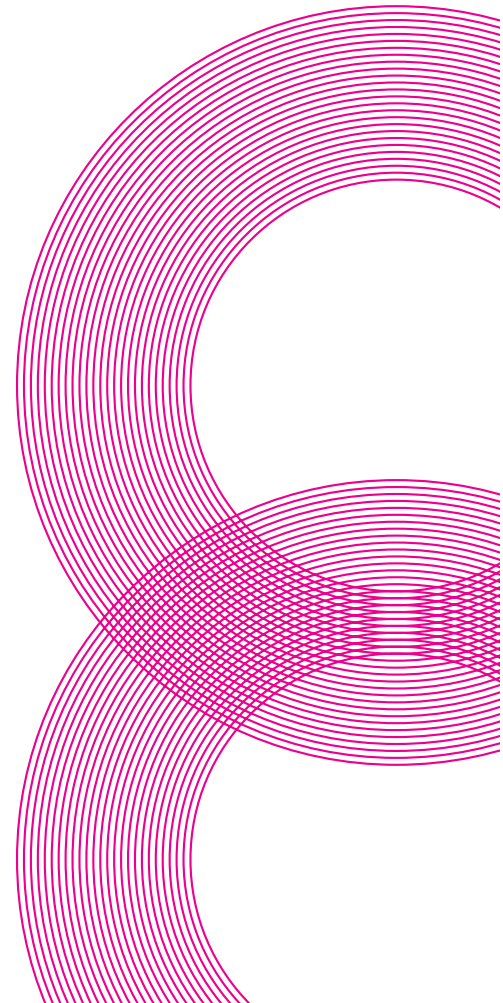
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Foreword

Our mission

QIA will champion and facilitate excellence and innovation in post-16 education and training services in England.

Our promise

QIA will be a critical friend to the further education (FE) system, challenging sector organisations and those engaged in learning, teaching and training to achieve their potential.

We will be respected for the quality of our expertise, appreciated for the insight we offer and valued for the positive difference we make.

We will be an honest broker, creating programmes to help accelerate improvement and connecting organisations with those programmes through delivery partners.

We will work with government to ensure policies are informed by the knowledge and experience of the FE system and help organisations implement new initiatives.

I am delighted to be able to introduce these curriculum resources developed by the Quality Improvement Agency (QIA) as part of the National Teaching and Learning Change Programme. This programme is now managed by QIA and forms a substantial part of our work. It is designed to transform teaching, training and learning in selected curriculum areas.

This re-purposed set of resources has been adapted from those developed with practitioners and piloted with providers around the country. They include approaches to designing and managing teaching, training and learning, provide practical activities for learners, stimulate professional development and will help organisations adopt approaches building on those from the earlier resources. These resources focus on the development of independent learning skills and highlight the importance of harnessing learners' interests, both inside and outside the classroom.

The National Teaching and Learning Change Programme has already been very successful in disseminating exciting teaching and learning resources to the FE system.

The programme has 'three enablers':

- subject-specific teaching and learning resources
- subject coaching networks
- professional training for Subject Learning Coaches.

Together these three enablers support teachers, tutors, trainers and managers to raise standards of practice and deliver learner success.

I hope you find these resources of real benefit to you and your organisation. I am certain you will find they provide an excellent opportunity for your Subject Learning Coaches, tutors, trainers and managers to improve their professional development, and support QIA's mission of excellence for the FE system as a whole.



Andrew Thomson

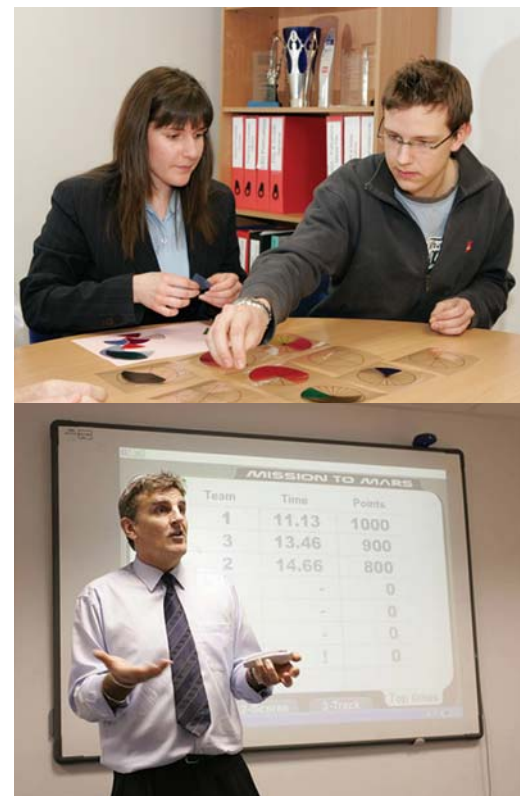
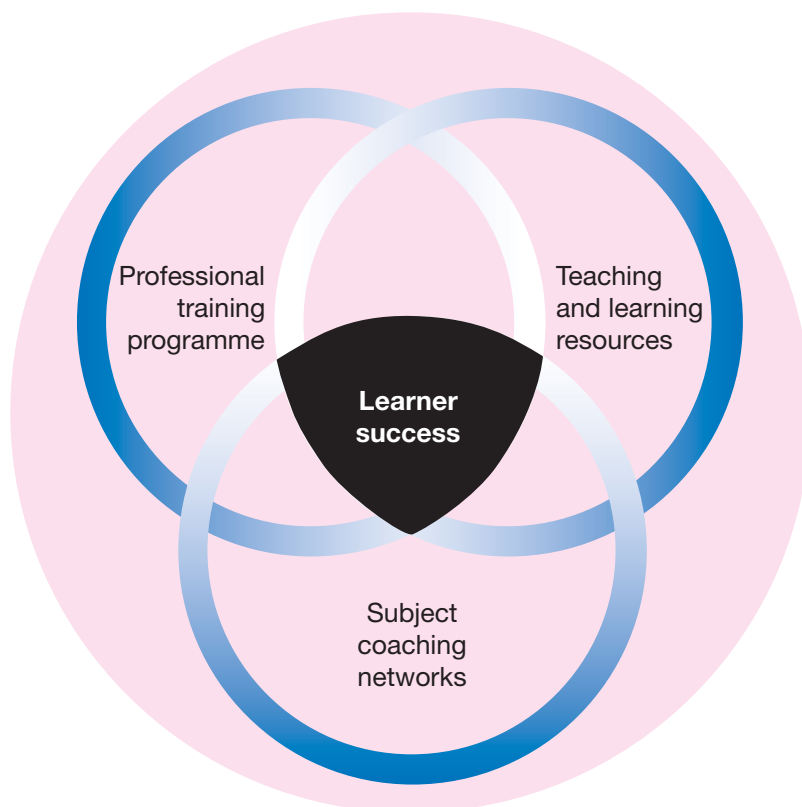
Quality Improvement Agency
for Lifelong Learning (QIA)
Chief Executive

Part 1

1 Introducing the National Teaching and Learning Change Programme

The National Teaching and Learning Change Programme (NTLCP) brings together ‘three enablers’ to support the transformation of teaching, training and learning:

- subject-specific teaching and learning resources
- subject coaching networks
- professional training for Subject Learning Coaches.



Teaching and learning resources

A range of subject-specific resources has been distributed to the FE system as part of the National Teaching and Learning Change Programme started by the DfES Standards Unit and now funded by QIA. The purpose of these resources is to improve the quality of teaching and learning. These



resources for Society, health and development have been adapted from earlier materials produced for Health and Social Care. They have been developed in trial and pilot centres from the experiences of teachers, tutors, trainers and learners.

These resources aim to stimulate you and your learners to explore learning in a wide range of different contexts. By linking learning inside and outside the classroom or workshop, for example, drawing together learning opportunities from the workplace, community or leisure settings, learners can:

- draw on their own experience
- personalise their learning journey
- make deeper connections between theory and real life practice.

These re-purposed resources for Society, health and development offer interactive ideas that can enhance the learner's journey and add pace and challenge to their programme. You can download these resources from QIA's Excellence Gateway at: <http://excellence.qia.org.uk>

The Professional Training Programme

The Subject Learning Coaches meet in subject coaching networks, either regionally or sub-regionally. They participate in the free, national, Professional Training Programme that can lead to accreditation. This programme then prepares them to provide peer coaching for their colleagues to help them adopt the approaches from the teaching and learning resources in their own organisation. This model of support for teachers, tutors and trainers using our subject-specific teaching and learning resources has been designed in accordance with research evidence on the most effective ways to support professional development and the sharing of best practice.

Subject coaching networks

Regular network meetings help to foster the development of subject learning communities and provide the Subject Learning Coaches with peer support from a range of different

backgrounds, as well as opportunities for practising their coaching skills with their peers.

If you are a teacher, tutor or trainer wishing to develop your own practice to inspire and motivate learners, or a manager wishing to improve or refresh approaches to teaching and training across your area of responsibility, find out how you can get involved in the National Teaching and Learning Change Programme at: www.subjectlearningcoach.net



National Teaching and Learning Change Programme resources are now available on QIA's Excellence Gateway

All the resources previously produced through the National Teaching and Learning Change Programme (NTLCP), including those produced by the Standards Unit, are now available to view and download online.

This is a major step forward in the Excellence Gateway providing wider access to resources. This is a huge advantage, as practitioners can have flexible access whenever they like and eligible organisations can provide downloadable copies to their staff.

You will be able to navigate through the resources by subject area and access:

- video clips
- PDF and Word files
- interactive resources
- learner activities.

QIA's Excellence Gateway will become the place for advice, information and support for those involved in the FE system.

- examples of good practice from your peers
- networks to support your self-improvement agenda
- supplier of improvement services
- resources, tools and materials to support teaching, training and learning.

The resources can be accessed via the QIA Gateway site (<http://excellence.qia.org.uk>)



Who are these resources for?

If you want to improve teaching, training and learning in Society, health and development, then these resources are for you!

Teachers, tutors, trainers and curriculum leaders

The resources offer ideas and approaches that can be applied to a wide range of teaching and learning contexts. Note that the focus is on you working in partnership with learners to make sure that learning is relevant to individual needs and aspirations. The resources will also help you identify and plan formal and informal learning opportunities both inside and outside the classroom in order to harness learners' particular interests and aptitudes.

You may come across techniques with which you are not familiar. The best way to start using these resources is with the support of a colleague or a trained Subject Learning Coach.

Subject Learning Coaches

Subject Learning Coaches are champions of change within organisations. Your role is to refresh approaches to teaching and training, and help to inspire and motivate teachers, trainers and learners.

You will have a crucial role in promoting the new knowledge and skills acquired through the programme, the subject coaching networks, and the teaching and learning resources. Working within your own organisation, you will be able to raise the standard of teaching, training and learning in the subject areas by using the expertise, coaching and other skills developed during the programme.

Many of the ideas and approaches in these resources will inspire you as you work with colleagues, making changes to the way they teach. But these ideas are only a start. Only you and your teams can make a real difference to the learners' experiences in your workshops and classrooms.

Managers

You will find the resources useful to show how teaching, training and learning in Society, health and development can be refreshed and enlivened. They will also enable you to review practice across your provision and to establish benchmarks for improvement.

The NTLCP is already making a difference by:

- enhancing the learning experience
- boosting retention and achievement
- raising the morale of teachers, tutors, trainers and organisations.

This is confirmed by the Adult Learning Inspectorate who comment: "... the main strength of the National Teaching and Learning Change Programme is its ability to encourage managers and staff to look again at approaches to teaching and learning. ... It has provided a valuable catalyst for change, especially through the frameworks." (ALI, 2007).

What learners said

In terms of learner achievement and standards, inspectors noted: "In lessons observed, where good use was being made of framework-related materials, learners enjoyed their work and made good progress. Skilful use of resource materials encouraged less confident learners to participate in lessons, helping them to develop personal and social skills. Learners themselves declared their preference for this activity style of teaching and learning. They contrasted this approach to lessons that were more centred around the activities of the teachers. They felt that their achievements and progress were restricted under the latter approach." Inspectors often noted the good organisational skills of those learners who were used to participating in lessons with more varied and interactive content.

To make a significant impact on the learner's experience, and to embed these ideas successfully into Society, health and development or across your organisation, it is important to incorporate them into a programme of staff development.





Participation of key staff in the Professional Training Programme for Subject Learning Coaches is the best way to make this happen.

Subject Learning Coaches have played their part in transforming the culture of teaching, training and learning, but it is clear that they achieve their best results where they are able to embed their work into the organisation's self-assessment and quality improvement processes. The appointment of a Subject Learning Coach can also be a catalyst for change by providing the impetus to review and update those systems. For more information about how you can become involved, look at the Subject Learning Coach website at: www.subjectlearningcoach.net

Staff development managers

These resources offer ideas for teachers, tutors and trainers who wish to develop their professional practice. They support the Professional Training Programme for Subject Learning Coaches and the subject coaching networks. The Professional Training Programme involves key members of staff becoming trained to use the approaches, and then working with their colleagues to embed the ideas into teaching practice. The resources can also be used as a basis for your centre's own staff development programme or continuing professional development (CPD) programme.

2 About these resources

Purpose and rationale

These re-purposed resources for Society, health and development fulfil five purposes. They:

- illustrate the experiences of some teachers, tutors and trainers as they changed their practice and reviewed the impact of the approaches on learners, their organisations and their own professional role
- explain how and why using active approaches contributes to learning improvement by making the pedagogy more explicit

- give guidance on how teachers, tutors and trainers can tailor learning to meet individual needs, building on learners' experiences and interests to make learning more relevant
- show how teachers, tutors and trainers might plan for and exploit learning opportunities in formal and informal situations, both inside and outside the classroom, to increase relevance to learners' lives
- are relevant to all teachers, tutors and trainers working with learners in other programmes within the curriculum area.

A further development phase will involve more teachers, tutors and trainers in trial and pilot centres who will be experimenting with new approaches and developing new teaching, training and learning resources for Society, health and development.

3 Key messages

These resources are part of a priority action 'to embed personalisation and increase learner voice,' as set out in the plan to implement the National Improvement Strategy for the further education (FE) system (QIA, Pursuing Excellence, 2007).

We have adopted seven key principles that put the learner at the heart of the learning process. Petty (2006) analysed the results of several meta-research studies into effective teaching and learning strategies and concluded that the following principles were critical to learner motivation and success:

- Learners must see the value to them of the learning.
- Learners must believe they can do it.
- Learners need challenging goals.
- Learners need feedback and dialogue on their progress.
- Learning needs structuring to give it meaning to learners.
- Learning needs time and opportunities for repetition.
- Learning is about study and thinking skills as well as content.





What this means for teachers, tutors and trainers

Effective teachers, tutors and trainers engage, motivate and enthuse learners by:

- adopting a range of active learning approaches
- co-creating challenging learning tasks with learners
- negotiating achievable individual learning targets and learning plans
- building on learners' own experiences, interests and personal situations
- unlocking learning potential by providing well-structured learning tasks that develop content skills alongside generic learning skills
- harnessing opportunities presented by learning in formal and informal situations, inside and outside the classroom
- giving constructive feedback that focusses on achievement rather than failure and involves learner self-assessment and peer assessment.

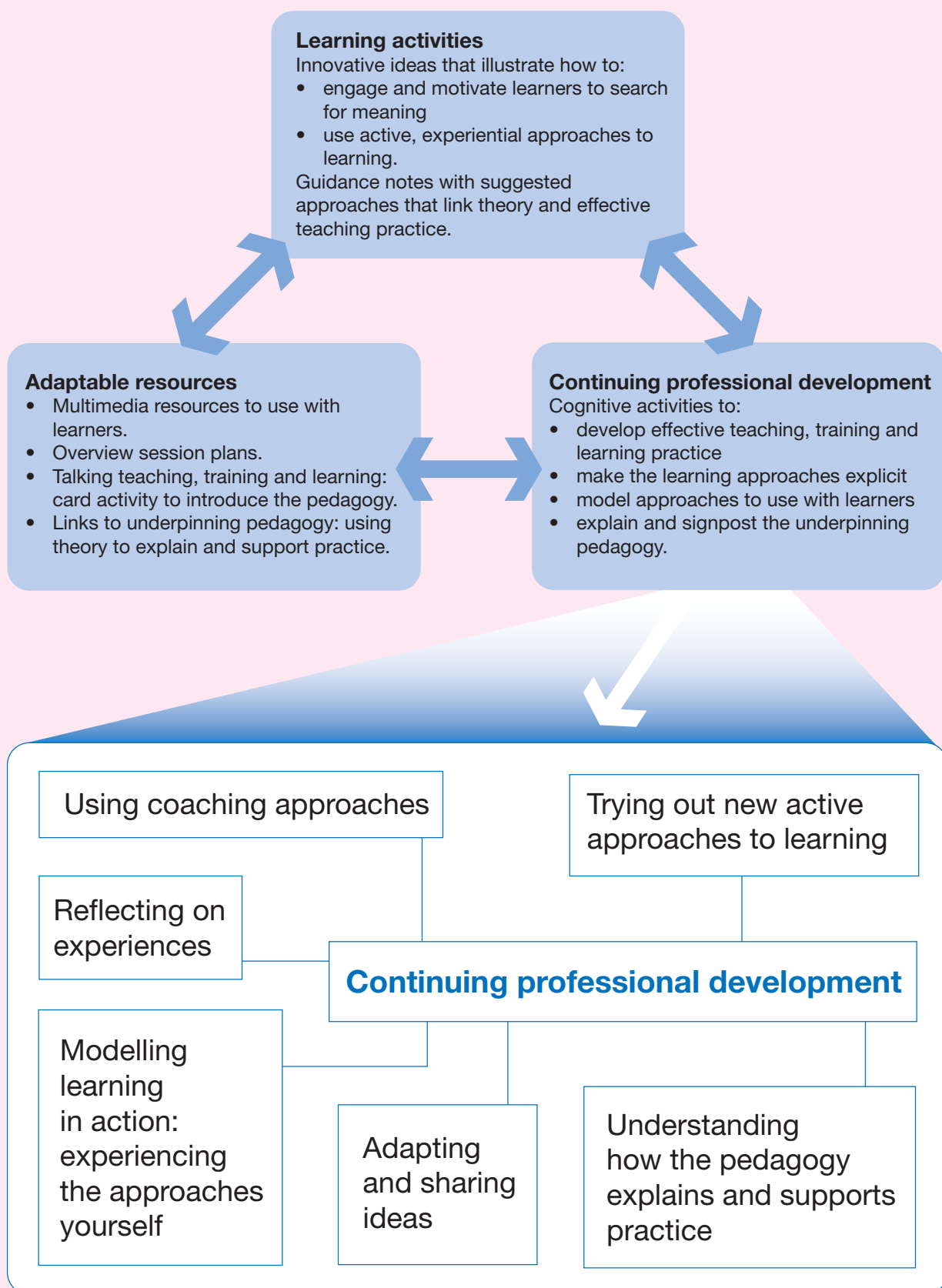
In particular, we believe that every learner should be encouraged to develop characteristics of an expert learner. Our vision is drawn from that outlined in the FE White Paper (2006): “We know that knowing how to learn has a positive impact on retention, achievement and a learner’s attitude to learning.” (DfES, *Further Education: raising skills, improving life chances*, Paragraph 4.16)

We believe these resources can help you to develop your skills to enhance the learning experience for learners. These resources are also structured to enable you to develop effective practice and achieve learner success.

Effective approaches to teaching, training and learning: introducing the pedagogy

In the current resources we are introducing 10 approaches that are known to make an impact on learning. These are underpinned by sound research and build on the National Teaching and Learning Change Programme’s experience of developing and promoting the use of active, learner-centred teaching, training and learning resources across a wide range of curriculum areas.

How the resources work together to support effective teaching, training and learning practice





We have consulted teachers, tutors and trainers in Society, health and development who have changed their practice in order to evaluate the impact this has had on their learners' experiences. We have also taken account of the perceptions of other experts such as inspectorates, professional bodies, Sector Skills Councils and external evaluators to establish what has had the most effect on learner success.

The responses provide overwhelming evidence of the success of active learning approaches in motivating and engaging learners and supporting their learning. We have now refined and developed our concept of 'active learning' into 10 key approaches (on the next page) that we believe can make a particularly significant impact on learning when used effectively.

There is clearly an overlap between the approaches and they are neither mutually exclusive nor level-related. The pedagogical approaches will be developed in more depth during the next phase of the National Teaching and Learning Change Programme.

To encourage you to become familiar with the ideas and to use the vocabulary of these approaches as you develop your practice, the resources include a card activity, Talking teaching, training and learning, to stimulate thinking and dialogue about a range of approaches to teaching, training and learning.

Pedagogic approach	Brief explanation
Assessment for learning	Checking learning and giving constructive feedback that informs subsequent learning.
Co-operative learning	Structuring group work so that learners develop and adopt clear roles that are relevant for all team work. The teacher or trainer acts as a facilitator.
Differentiation	Underpinning the vision of every learner as an individual.
Embedding literacy, language and numeracy	Supporting skills development by combining the development of literacy, language and numeracy with vocational and other skills.
Experiential learning	Practical, hands-on tasks or experiments that help learners to construct meaning from their experience.
Learning conversations	Dialogue that promotes intrinsic motivation and that challenges and encourages learners to succeed.
Modelling	Places the learner in a situation where they experience a learning process that exposes them to subject content and which also makes the underpinning thinking explicit.
Multi-sensory learning	Highlighting the links between multi-sensory experiences and memory, enriching the learning experience and bringing about emotional and affective change.
Relating theory and practice	Learning in relevant, real-life contexts to ensure that sound links are made between a learner's practical experiences and the underpinning theory.
Using e-learning and technology	Use of new technologies to aid differentiation, accessibility and to enhance experiential learning in breadth and depth.

4 Technical information

Using CD-ROMs

Loading instructions

After inserting the disc into the CD-ROM drive, the first page on the CD-ROM should launch automatically. If it doesn't, launch your web browser and select Open File from the File menu. Then select your CD-ROM drive and select the file called start.htm.

For help with installing Adobe Flash Player and Adobe Reader please navigate to 'About this site', available from the footer menu on this CD-ROM.

System requirements

Hardware: 256 Mb RAM, 24x speed CD-ROM drive, 16 bit sound card, SVGA graphics card, 16 bit colour, 800 x 600 display. CPU (PC): Pentium III 550MHz. CPU (Mac): PowerPC G3.

Software (PC): Operating System: Windows 2000 SP4, Windows XP Edition SP2, Windows Vista. Browser: IE 5.5, IE 6.0, IE 7.0 and Mozilla Firefox 1.5. Adobe Reader 8. Macromedia Flash Player 8.

Software (Mac): Operating System: Mac OS X 10.3. Browsers: Safari 1.3, Firefox 2.0. Adobe Reader 8. Macromedia Flash Player 8.

Creating and using videos for learning

This resource contains a simple, easy-to-use video tool that enables you and your learners. There is an editing facility within the tool where users can 'cut' videos and edit them into shorter clips. You can also save your edited video clip for use later. (Please note, an Internet connection is required to use the 'save' function.)

You might use this:

- with learners to create videos about real-life learning contexts, for example, activities in the classroom, workshop, workplace or community
- to tailor CPD sessions to your participants' particular needs or interests.

When you use the video tool, you will be given two options.

- You can use it directly from the CD-ROM, which will allow you to create your own clips, but not save your work.
- You can use it over the Internet (this will open a new browser window), which will let you save any video clips you create onto your own computer or USB stick.

Guidance on using the video tool for a teaching and learning tool can be found within the resource. You will also be able to access instructions on using the tool.

The resources can be uploaded onto your organisation's VLE or intranet providing the source is acknowledged and that these materials/resources are not used for commercial gain or profit under any circumstances. (Further information about copyright can be obtained from QIA's website.)

References

- The Adult Learning Inspectorate (2007) The National Teaching and Learning Change Programme: a review of teaching and learning frameworks.
- Department for Education and Skills (2006) Personalising Further Education: developing a vision.
- Department for Education and Skills (2006) Further Education: raising skills, improving life chances.
- Petty, G. (2006) Evidence-based Teaching: a practical approach, Nelson Thornes.
- Quality Improvement Agency (2007) Pursuing Excellence: the National Improvement Strategy for the further education system.

Part 2

Resources for teachers, tutors and trainers



The resources in this pack will help you with topics that are difficult to teach or difficult to learn. They have been developed by teachers, tutors and trainers who have come together to improve their practice and to share problems in the subject coaching networks. The activities and approaches are only examples. Hopefully they will give you ideas that you can adapt to create your own teaching, training and learning resources specifically designed for your learners.

The tools, such as the domino generator and jigsaw generator, will help you to create your own resources to support the teaching and learning of other topics in Society, health and development.

At the end of the booklet there are photocopiable resources to use with the activities below. A fuller list of resources can also be downloaded from the CD-ROM.

Observation

There is an additional resource to help you develop objective observation skills. It can be used in all subject areas within Society, health and development. The resource contains:

- guidance to facilitate a CPD session using the generic card sort activity to develop objective skills
- a suggested session plan and supporting guidance with cards and photocopiable resources to develop objective observation skills with all learners on Society, health and development programmes.

The existing observation booklets have also been redesigned in an A5 format and can be downloaded from the CD-ROM.

Lifespan development

This activity uses a wheel to illustrate the phases of a person's development from birth to late adulthood. The 'spokes' of the wheel represent physical, intellectual, emotional and social development at different stages of life.

The resource contains:

- guidance on using the activity, including supporting session plans and background information
- a set of cards to review the learning in this topic area
- additional 'wheels' that you can download from the CD-ROM for each different life stage
- templates that you or your learners can use to create your own wheels
- video sequences that you can edit with the video tool, to illustrate different aspects of a child's development
- an extension to the existing theorist activity that you could use with learners for peer assessment or self-assessment, and to help with differentiation.

Safeguarding

The safeguarding activity is based on the idea of the 'confidentiality board game'. There are two versions of the resource. The first deals with the safeguarding of children and the second deals with vulnerable adults. You will be able to use the existing mat for this activity. Alternatively you can download a 'board' from the CD-ROM.

The resource contains:

- guidance on how to use the activity in the form of suggested session plans, handouts and background information



- a set of question cards with suggested answers.

Question card templates on the CD-ROM will help you create additional sets with your own questions.

The teaching of safeguarding will be developed in the next phase of The National Teaching and Learning Change Programme.

Continuing professional development

This resource helps with the teaching of subjects that are felt to be difficult to teach or difficult to learn. Case studies show how Regional Subject Leads and Subject Learning Coaches (SLCs) have adapted existing activities.

They build on the principles of active learning to encourage learners to:

- make the connection between theory and practice, and extend learning outside the classroom
- work well together
- think of ways to assess their own learning, and that of their peers
- learn by doing, and in a variety of different ways.

There are video clips and suggestions on running CPD sessions. Subject Learning Coaches and staff development managers can use these for developing practice with colleagues.

A set of multi-purpose cards with generic statements will help develop objective and subjective skills with colleagues.



Another card activity, Talking teaching, training and learning, illustrates different ways of teaching that might engage learners and motivate independent learning.

Finally, you can create your own video sequences to support staff development sessions with the video tool and the footage supplied.

Part 3

Photocopiable resources

In this section you will find:

- guidance on the use of the photocopiable resources to support the development of objective observation skills
- guidance to support the use of the lifespan development card activity (templates of additional wheels are included as photocopiable resources)
- outline instructions for a CPD session to build on objective observation skills using the cards provided
- outline instructions for a safeguarding activity to support teaching and learning using the question cards provided.

Additional activities and full details can be downloaded from the CD-ROM.

Objective observation activity

The value of differentiating between objective and subjective observations can be introduced early in the learning process to encourage learners to think about the accuracy of their written observations. It is imperative that learners record their observations accurately and are familiar with the use of objective statements.

You could begin the session by asking learners to think about the definition of objective observations and subjective observations. This could be followed by definitions that you have prepared. Links can then be made to the importance of writing objective records of their observations, both in classroom settings and in the workplace.

Materials required

- ‘Stick figure’ resource in an appropriate format for use with overhead projectors or as a PowerPoint presentation.
- The objective/subjective statement cards (one set per group of learners).
- Optional video of learner comments to consolidate the learning.

Suggested approaches

You might use the first activity based on the ‘stick figures’ (see the enclosed templates) to prompt group discussion about what is happening in the slides.

The slides

The questions are suggestions only to encourage learners to participate fully in this discussion.

- 1 In this picture, look at the character. What can you say about it? Does the person have a bad back? Are they

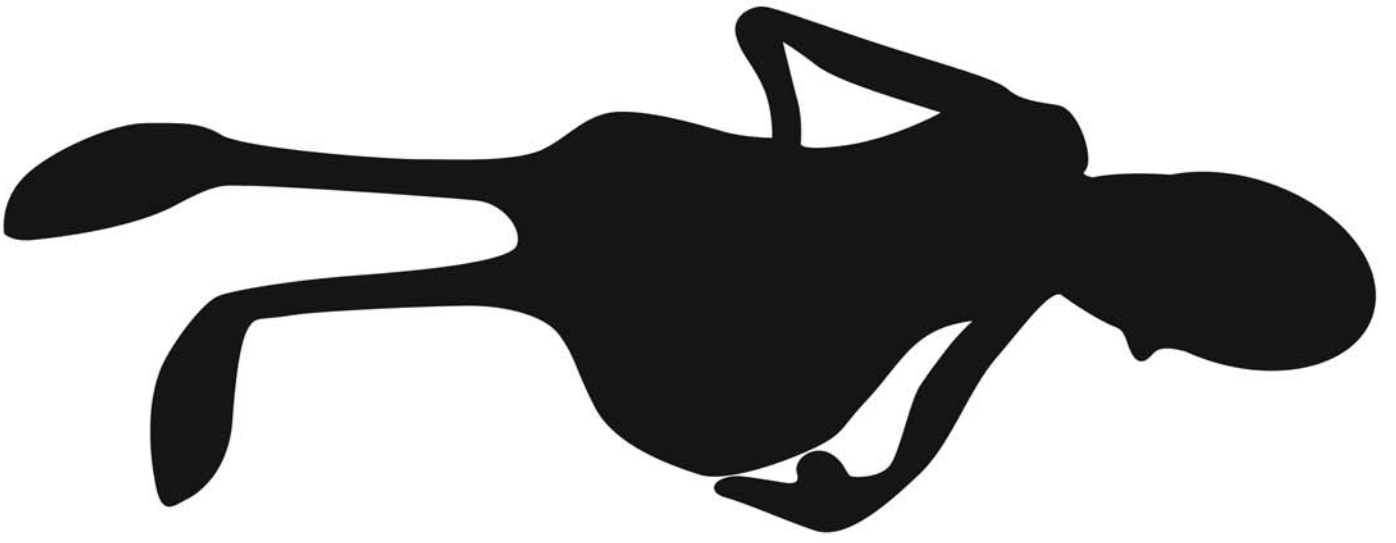
carrying extra weight and is this giving them backache?
Can you really make an informed decision about what is happening with this image alone?

- 2 Now what is happening? Character B is touching its head with the right hand; there is a question mark over its head. Is this because of character A or something that is completely different?
- 3 Now character B is pointing. Who is it pointing at? Why do you think that it is doing this?
- 4 Character C has its arms raised and is running away. When this is put together with image 3, it looks like C is running away from B with its arms in the air. Why do you think that this is happening?
- 5 In this image, characters B and C are shaking hands. Why is this?
- 6 All becomes clear in this image. Character A is pregnant and has gone into labour. At first, character B is confused and does not know what to do. Character B finds help in the form of character C and sends it to get help. In image 5, they are shaking hands as character A has successfully delivered the baby.

The storyboard only becomes clear when all the images are played out in order. It is extremely easy to miss 'the full picture'. It is easy to make assumptions as to what you perceive to be happening but, as in this case, things only become clear when you have all the information.

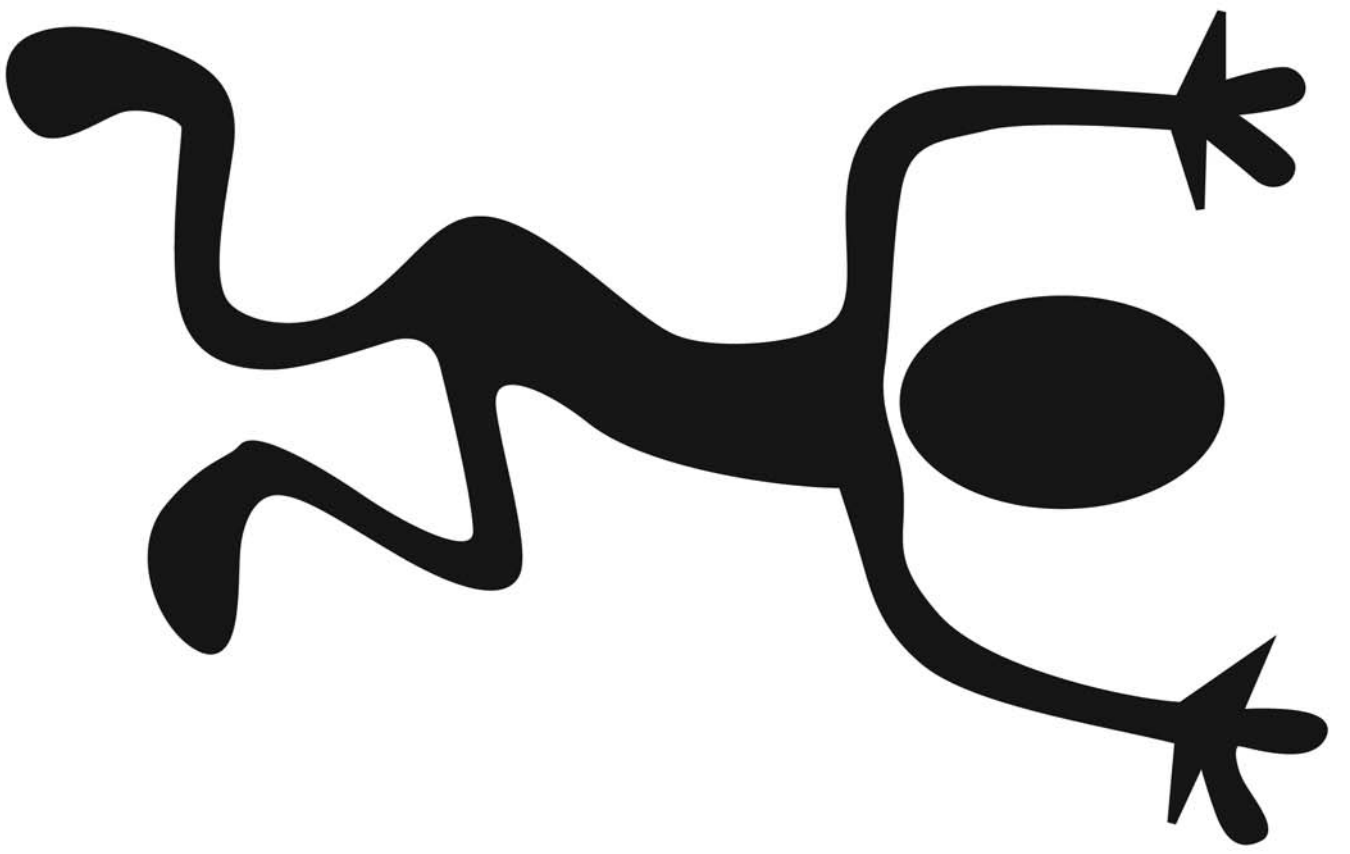


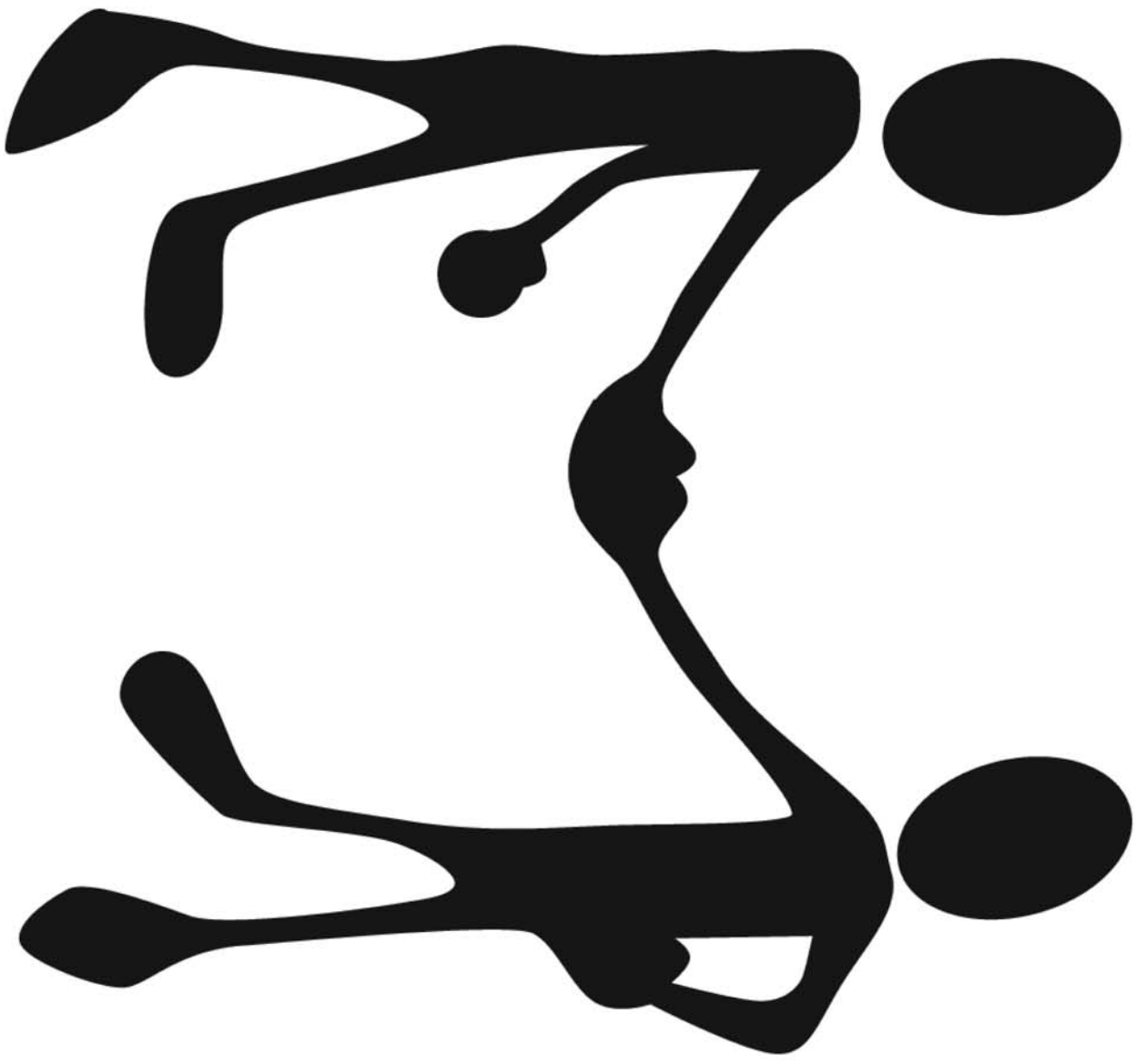
Full guidance and a suggested session plan can be downloaded from the CD-ROM.

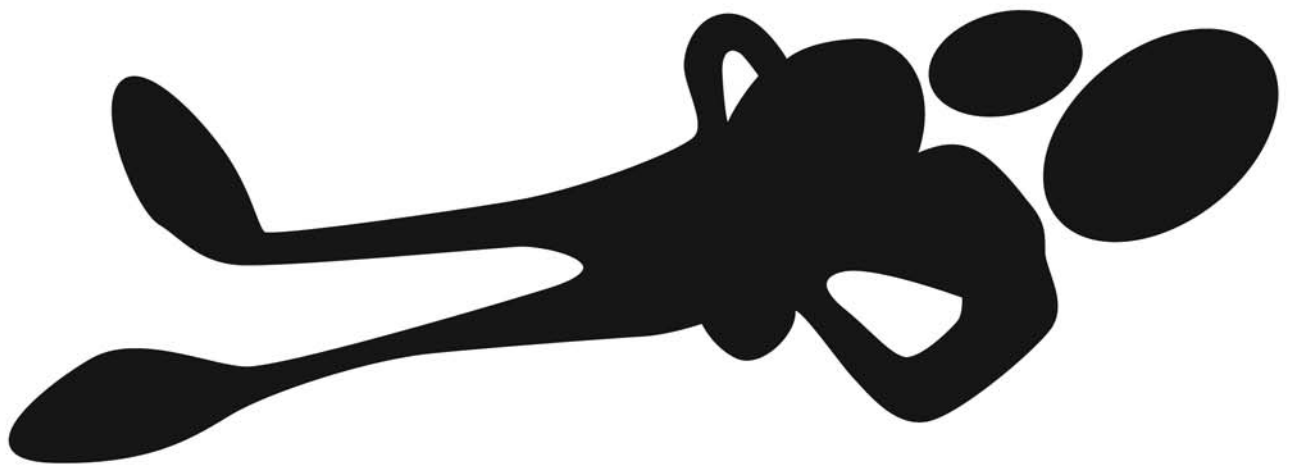












Lifespan development wheel activity

This resource uses a card sorting activity in the shape of a wheel to introduce, check and consolidate learning about lifespan development. The various wheels can be used as a stimulus to introduce the concept of ages and stages. Other wheels look in more detail at the significant physical, social, emotional and intellectual changes associated with each life stage. Learners are given a set of cards and asked as a group to form the inner wheel, and then attach the outer statements to the relevant section.

Assigning the statements to the appropriate segment of the wheel promotes logical thinking and enables learners to order and group ideas and facts. The activity aids discussion and exploration of the topic. It promotes reflective learning by allowing learners to check the statements themselves and move them around if needed. Learners work co-operatively and need to explain and justify the statements they place on the wheel.

Materials required

- Lifespan development wheel(s) as appropriate for level of learning. The wheels provided can be enlarged by photocopying onto A3 paper.
- Task card with instructions about how to assemble the wheel.

Starting points

The activity can be introduced at the start of the topic to encourage learners to share their existing knowledge and experiences of lifespan development.

It can be introduced as an overview to each life stage, with learners invited to share what they already know.

The activity can also be used as a consolidation or revision activity to check learning throughout the delivery of the topic area, and to support peer assessment and self-assessment to inform individual learning plans.



Suggested approaches

When introducing the topic of lifespan development, learners can be given the centre of the wheel populated with the main areas of change: physical, intellectual, emotional and social. Learners can be invited to write on sticky notes what they know about changes in these areas through the life stages from their own experience and knowledge of themselves and others. Different coloured sticky notes can be used for different life stages.

Alternatively, the learners can be divided into groups and each group can be given a life stage and asked to complete the wheel as above. Independent learning and research skills may be developed if this approach is used. The learners can then share their wheel with peers, and invite them to place the outer statements in the correct segment of the wheel (peer explanation and assessment).

Learners can also be given illustrations from books, magazines or periodicals and asked to populate the segments of the wheel using images instead of, or as well as, text.

Later in the learning process, the lifespan wheel can be used to check learning via a teacher, tutor or trainer-led activity or as peer assessment if learners have populated their own wheels. The latter extends the development of co-operative working and deepens understanding as learners use their knowledge to teach others. The wheels can also be used as a revision aid before an examination or assignment, helping learners to recognise areas of weakness in their knowledge and so contributing to individual learning plans.

The activity can be completed in small groups to promote discussion and sharing of knowledge. Learners need to explain why they believe a statement belongs in the segment and agree as a group where it should be placed. Using open questions such as 'Can you explain why...? What are the reasons for...?' stimulates the discussion.

The activity could also be completed individually and checked by a peer or a teacher, tutor or trainer.

The full guidance, suggested session plan and blank templates of the wheels can be downloaded from the CD-ROM.



Lifespan development activity

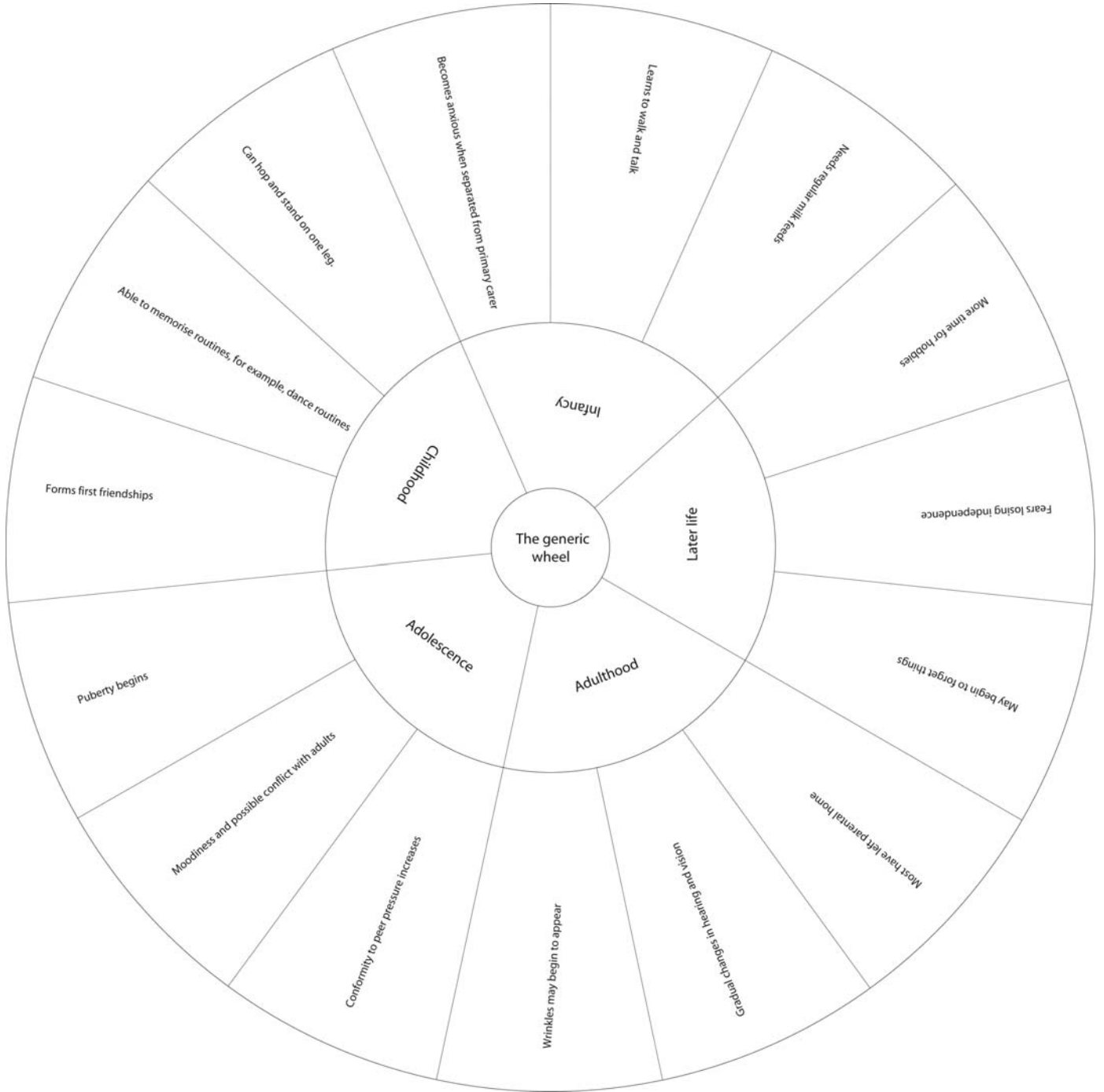
Task

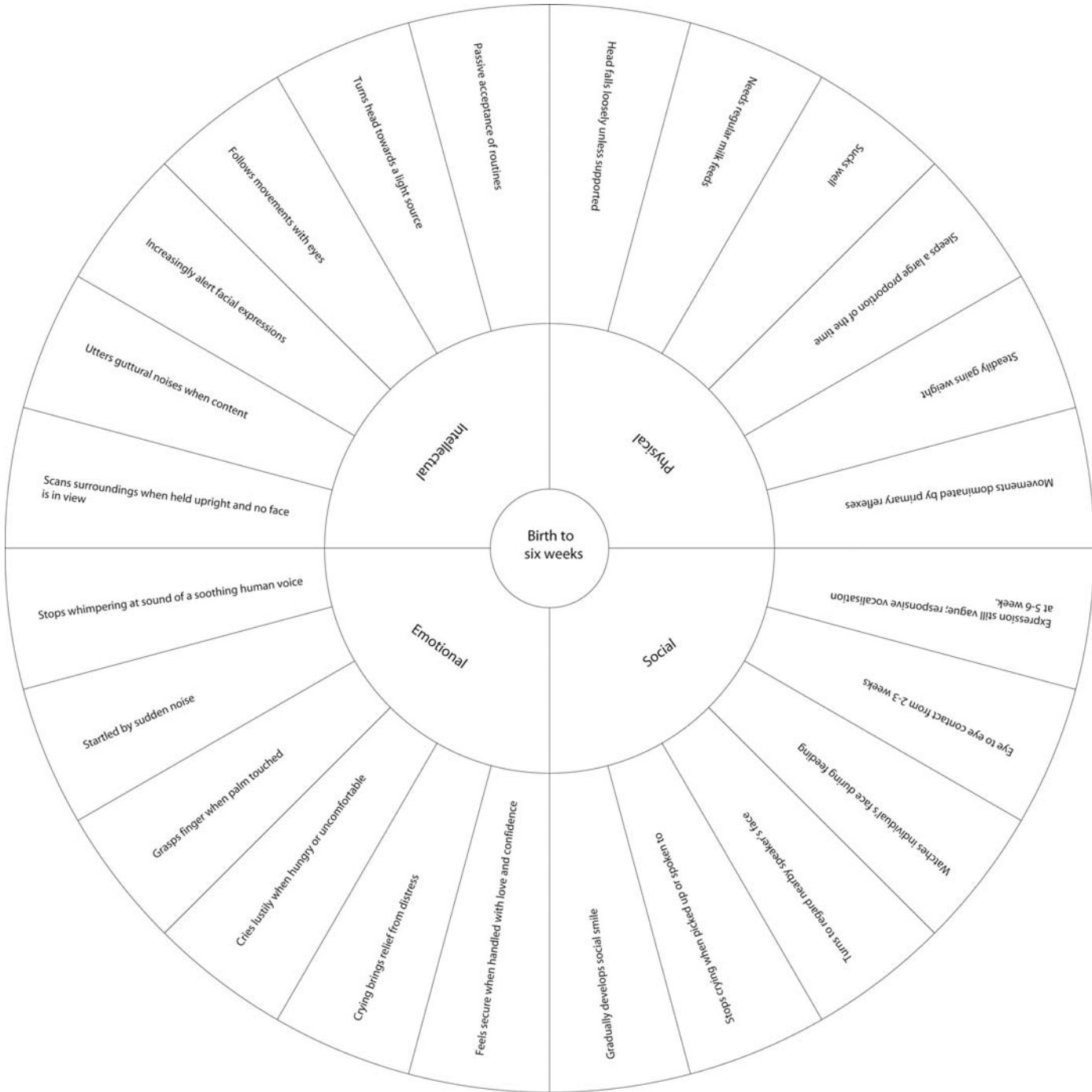
Lay all the cards face up on the table. The smaller cards identify different life stages. The larger cards identify changes that can occur at each life stage.

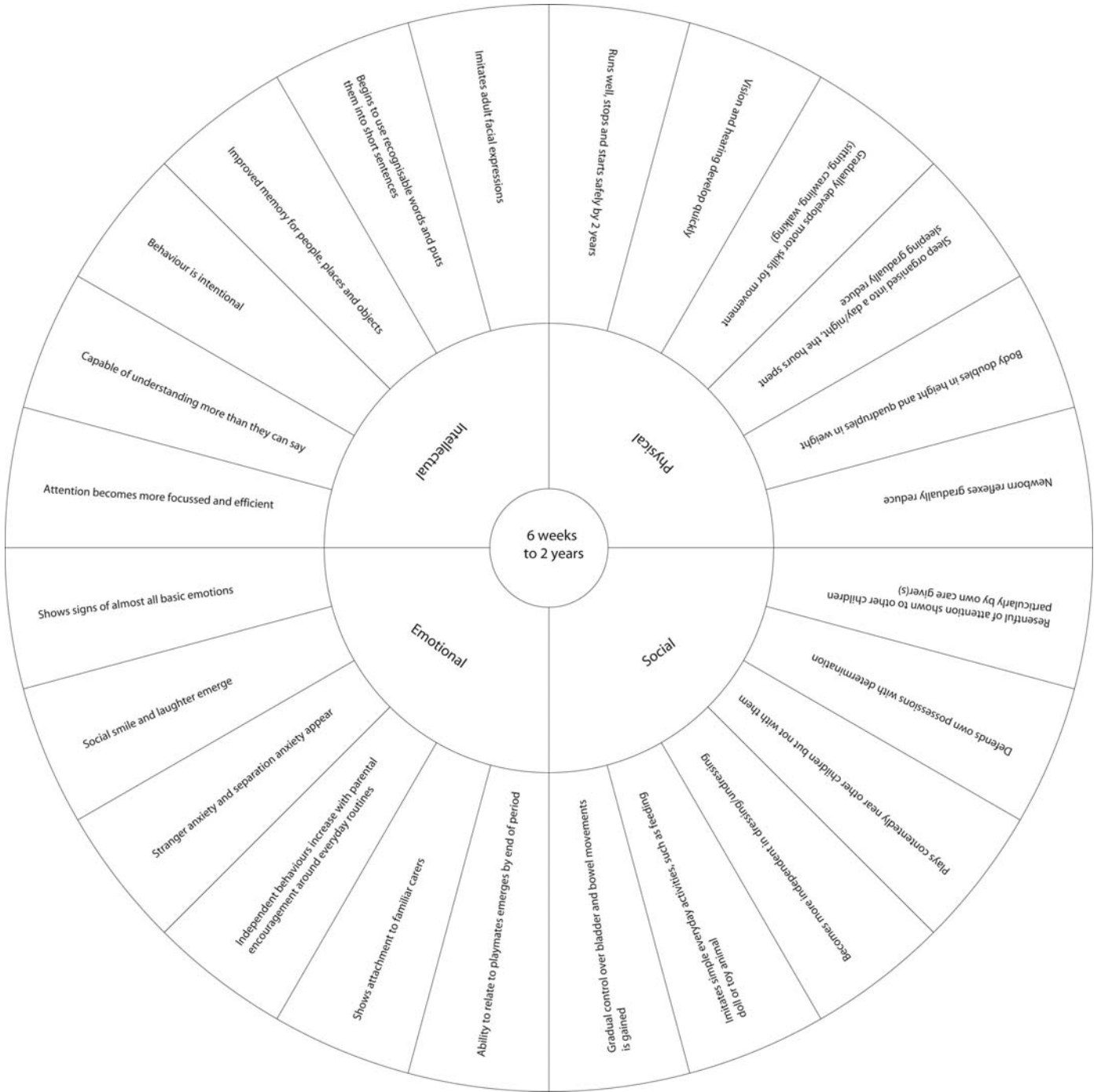
In groups, discuss and agree the sequence of life stages and place the smaller cards in a circle to reflect this.

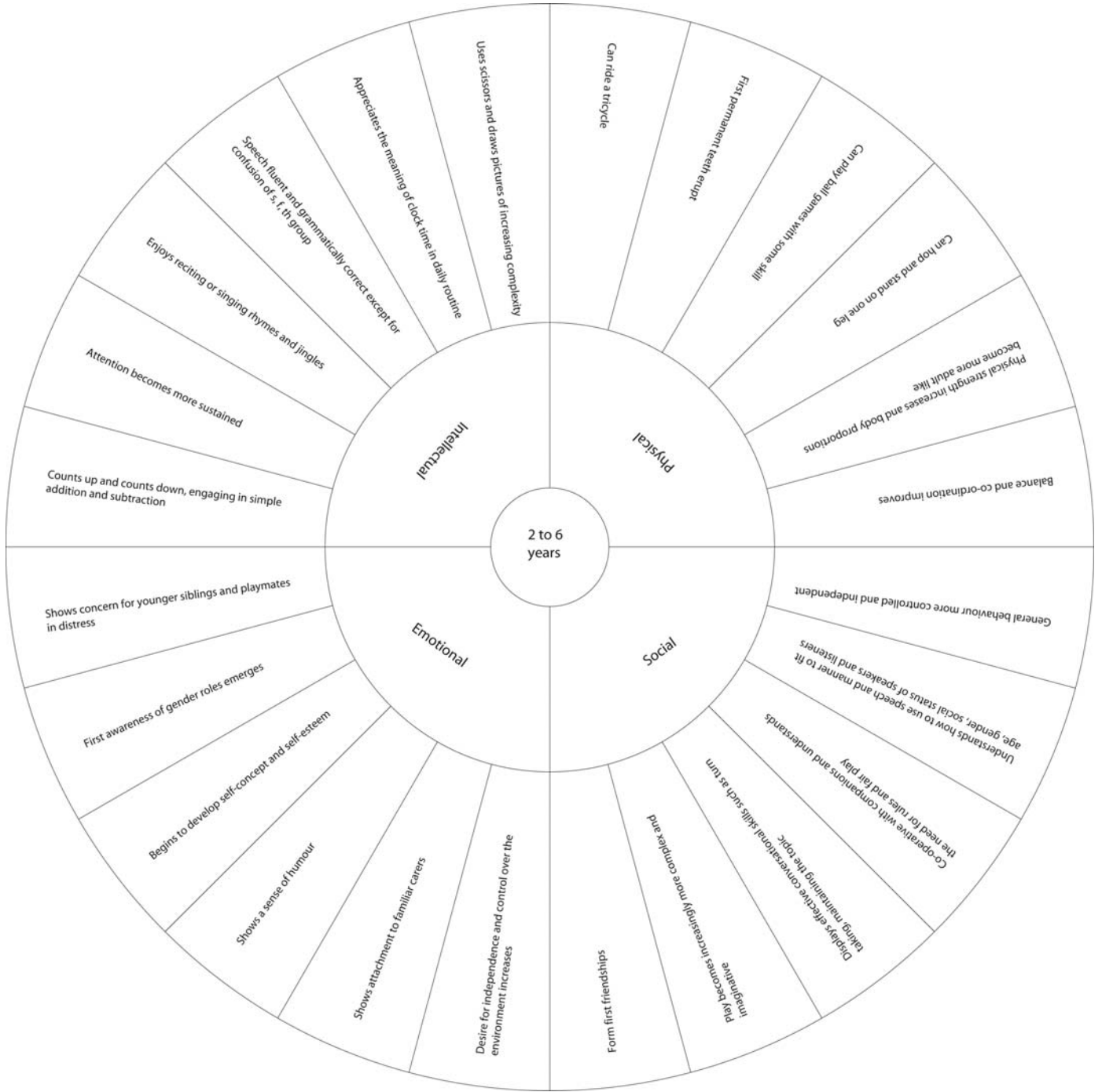
Then, in your group, consider the statements of change on the larger cards and match them to a life stage.

When complete, review the wheel and check with your teacher, tutor or trainer.









7 to 11 years

Intellectual

Physical

Emotional

Social

Develops ability to understand logical principles

Fine motor skills become more refined

Athletic ability increases and varies

Greater control and skill in writing and drawing

Increasing bodily strength

Gradual replacement of primary teeth by permanent ones throughout middle childhood

Slower gains in weight and height continue until adolescence growth spurt

Increasing ability to organise self and others in group situations

Tendency to accept and conform to social norms

Becomes more outgoing and socially aware

Increasingly turns to friends for help and loyalty

Peer group becomes more significant and important

Develops own social circle by joining clubs and groups

Recognises that individuals can experience more than one emotion at a time

Becomes more responsible and independent

Develops an understanding of the behaviour of others

Coping strategies develop for problem solving and stress tolerance

Is motivated by a desire to achieve

Become increasingly emotionally attached to friends who share mutual interests

Able to memorise complex routines, for example, in dance, drama and music

Able to undertake own research on subjects of interest

Spatial concept improves, for example, can give clear, well-organised directions

Attention becomes more selective, adaptable and planned

Increasing ability to think and organise own learning









Safeguarding board activity

This activity builds on the topic of safeguarding. Prior to this session, you will have provided the learners with the underpinning knowledge to support the activity. You may find the case studies and the flow chart for the reporting of suspected safeguarding issues useful. Additional information to support this session can be downloaded from the CD-ROM. This includes:

- examples of services to support children and their families/adults
- the history of the legislation and the main points taken from the legislation.

First organise the learners into groups. You should plan the composition of the groups in advance. Give the learners instructions and the rules for playing the safeguarding game.

The game promotes a number of skills, including working collaboratively in teams and analysis of presented information. It also aids exploration around safeguarding and the identification of good and poor practice. The game also provides an opportunity to link some of the questions to workplace practice.

Materials required

- Rules of the game.
- Scorecard.
- Client figures (learners can either create these themselves or they can use the images provided).
- Board/mat.
- Die.
- Question cards (either the safeguarding children or the safeguarding vulnerable adults set).



Starting points

Early in the topic, use the questions without the mat as a quiz to test the learners' knowledge and understanding of the topic. You may also choose to use questions on specific aspects of the topic, such as legislation, to test retained knowledge.

Alternatively, use the activity when learners have some knowledge and understanding of safeguarding and are ready to transfer the underpinning knowledge into practice.

Remember that it is unlikely that learners will be involved in safeguarding issues during their training and many may not be involved once qualified and working in the sector.

However, it is important for learners to have the knowledge and understanding of safeguarding as it is not a natural occurrence in workplace settings and they need to be aware of observational and reporting skills.

Please remember that learners are vulnerable, so it is important that the activities for safeguarding are handled sensitively. Some sessions could result in some learners discussing personal and confidential areas of their own lives. You may also have to deal with disclosure of poor practice in the workplace. You must be aware of your own organisation's policies on disclosure and how to implement them if the need arises. Identify the key people to offer support if required.

Guidance about appropriate action in the event of disclosure of confidential information by learners is part of the government's 'Quality Protects' programme:

www.dfes.gov.uk/qualityprotects

www.everychildmatters.gov.uk/deliveringservices/informationsharing

Suggested approach

Put learners into groups according to either their work placement or the support needed to complete activities, or into groups where learners feel most comfortable discussing sensitive and difficult issues. Learners need to be clear about the purpose of the game and also of the rules that they will need to follow. These can be found on the 'rules of the activity' card.



Once the team members have been decided, a spokesperson needs to be elected. This person will confer with team members and feed back the collective answer to the opposing team. The team then plays the game according to the rules. When scoring, the opposing team can award up to a maximum of 5 points. Scoring will depend on the depth of the answer. Scoring may be reduced if the question is answered more fully or if some information is omitted, for example, if an answer relates to the Children Act 1989 and the team do not extend this to include the 2004 update. Encouragement should be given to learners to extend their answers so that they are as detailed as possible. Answers to all of the questions are in the question and answer resource, which can be downloaded from the CD-ROM.

Learners can devise their own questions for peer checking and assessment.



Rules of the game

Teams take turns to roll the die and move their client around the board by the number of spaces shown on the die. While moving around the board, teams land on different coloured spaces and answer questions on good practice, room for improvement or general questions about safeguarding. The team that is not throwing the die asks the questions. The team that has thrown the die then discusses the answer, with the spokesperson giving the final answer. The opposing team then decides on how many points to award. The maximum number of points per question is 5, but it may be decided to award fewer depending on the detail given in the answer.

Question spaces and cards

If the team lands on a question space, a question card is selected by the opposing team and read aloud to the group. The team that has thrown the die must then answer the question.

Good practice spaces and cards

If the team lands on a good practice space, a good practice card is selected by the opposing team and read aloud to the

group. The team that has thrown the die must then answer the question.

Room for improvement spaces and cards

If the team lands on a room for improvement space, a room for improvement card is selected by the opposing team and read aloud to the group. The team that has thrown the die must then answer the question.

Finish

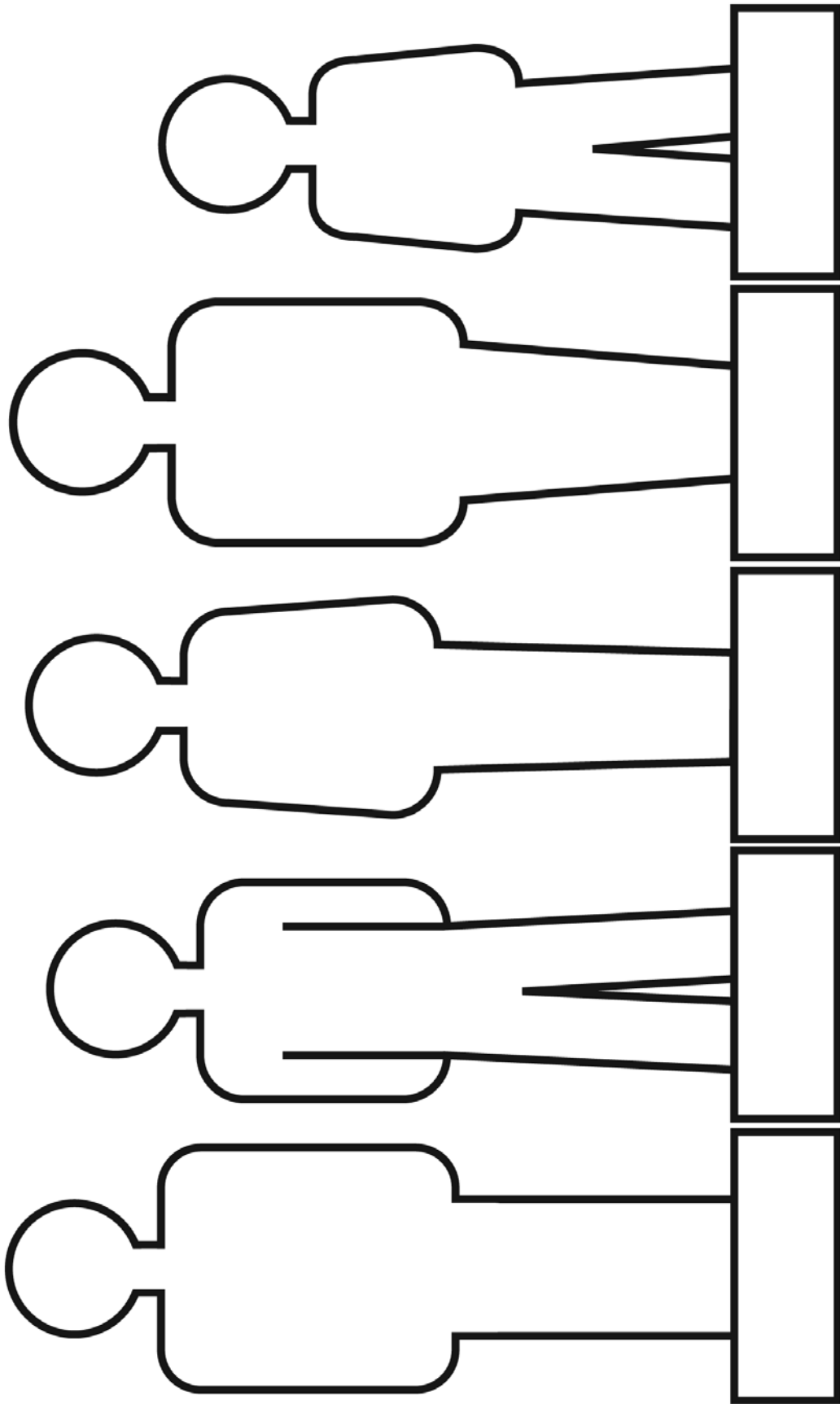
Once a team crosses the finish line, the game has finished for that team. The winning team is not the one that has crossed the line first but the one with the most points.

Top tip

To extend this activity, learners can develop their own questions and answers to ask the opposing teams. This will develop teamworking skills and also test knowledge and understanding of safeguarding.



Client figure templates for Safeguarding board game





Continuing professional development observation skills card activity

Research shows that learners benefit from constructive feedback that reflects what they actually did rather than from feedback based on opinion. Objective observations provide the evidence that learners need to help them progress. Objective statements help teachers, tutors, trainers and learners to create personalised learning plans.

Hints for facilitators

- 1 Familiarise yourself with the distinction between subjective and objective observations by working through the card sort activity.
- 2 When you are running the activity, display definitions of subjective observations (observations that include interpretations, opinions and assumptions) and objective observations (observations that state only what can be seen or heard) throughout as a reminder to participants.
- 3 Keep participants to the point. Watch out for deviations in the form of:
 - discussing whether something might be true or not
 - inventing a context for a particular item in the card sort and using this to influence their assessment of the item.

Activity

By the end of the session, participants will have:

- developed an understanding of the difference between objective and subjective observations
- discussed the need to make objective observations and the possible negative effects of making subjective observations
- reflected on the potential application of the activity to support teaching, training and learning in their curriculum area.

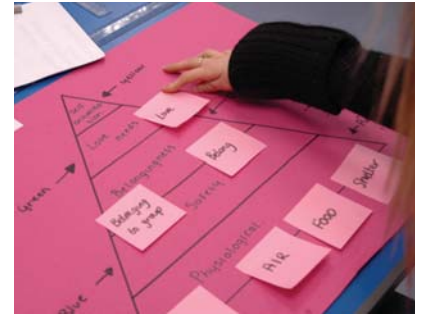
Materials needed

- One set of generic observation cards per group.
- Template for the card sort.
- One set of observation cards presented in the context of Society, health and development (again this is optional).

Instructions

The purpose of the task is to decide which statements on the cards provided are objective observations and which are subjective observations.

- 1 In groups of three or four, participants discuss each item and place it under one of three headings: objective observations, subjective observations, not sure.
- 2 When the sorting is complete, invite each group in turn to contribute three cards in the objective category. Check for agreement as the items are offered. Discuss those that trigger disagreement.
- 3 Continue round the groups until all the objective items have been agreed.
- 4 Repeat step 3 with the subjective items.
- 5 Discuss any items that remain in the 'not sure' category.
- 6 Extend the discussion with the participants to consider how the learning in the session can be transferred into professional practice, for example, when providing feedback to learners to negotiate individual learning plans.



Extension activity

- 1 Share with participants the card activity to develop observation skills with Society, health and development learners.
- 2 Ask participants to consider the value of adopting a similar approach with learners in their curriculum areas.
- 3 Ask participants to work in groups of three to four (you may wish participants from the same curriculum area to work together or you may want to mix the groups) and produce three objective and three subjective observation statements that are specific to their curriculum areas.
- 4 Ask each group to share their statements with colleagues.

Discuss how participants would adapt the activity to support the development of objective observation skills with their learners.



Objective and subjective statements

Study the statement on each card carefully and place it under the most suitable heading in the table below.

Objective observations <i>(observations that state only what can be seen or heard)</i>	Subjective assumptions <i>(observations that include interpretations, opinions and assumptions)</i>	Not sure

Glossary

Aims: Clear and concise statements that describe what the tutor, teacher or trainer hopes to achieve in a learning session.

CPD: Continuing professional development, sometimes referred to as staff development. Any activity that helps tutors, teachers and trainers maintain, improve or broaden their knowledge, understanding and skills, and become more effective in their role.

Differentiation: Differentiation is about identifying and addressing the different needs, interests and abilities of all learners to give them the best possible chance of achieving their learning goals.

e-learning*: e-learning is learning supported or enhanced through the application of ICT. There are a broad spectrum of activities which constitute e-learning, from straight forward applications which enhance classroom activities to full distance, online and remote learning.

*Based on LLUK's definition of e-learning.

ESOL: English for Speakers of Other Languages.

Expert learner: QIA is charged from the FE White Paper with taking forward work to better understand, and define, the characteristics of the expert learner.

ILT: Information and Learning Technology. Supporting and delivering effective learning supported by technology.

Individual review, action planning and target setting: A type of formative assessment that takes place outside the classroom or workshop, where learners review their progress on a one-to-one basis and formulate actions and targets for improvement.

Individualisation: Recognising and responding to individual needs.

Initial assessment: The overall process of assessing individual learners' needs, aptitudes, preferences and prior learning in order to plan and provide an appropriate learning programme to meet their needs.

Learning cycle: The learning process in which the experience of trying something new is followed by reflection and evaluation on what was effective. Reflection is supported by reference to existing theory and then followed by a new plan of action, taking into account what has already been learnt. The learning process is cyclic and can go on indefinitely.

Learning inside and outside the classroom: This phrase is a challenge to the traditional perception that learning takes place only in formal situations such as classrooms or workshops. Effective learning can take place in a wide range of different, challenging situations such as the workplace, community or family, where learners can draw on their own experience and where the learning context adds interest and relevance.

Learning outcomes: Statements indicating what a learner should know/be able to do at the end of a given period.

Learning preferences*: A preferred way of learning, for example, learning through computer technology or learning through visual, auditory, kinaesthetic or practical activities.

Learning programme: Strategic programme for learning, including schemes of work and session plans, that ensure coherence and continuity across the learning experience.

Learning styles inventory*: A diagnostic instrument used to assess learners' preferred learning styles.

Motivational dialogue: Motivational dialogue is a learner-centred approach to influencing a young person's motivation to change behaviours that stand in the way of their progress. It was designed as a non-confrontational way of trying to help individuals recognise and do something about their present or potential problems.

Objectives: Precise and measurable statements describing what learners should learn in the time specified.

Open/closed questions: Open questions cannot be answered with a 'yes' or 'no' response or a one-word answer and encourage higher level thinking skills. Closed questions have only one satisfactory answer, usually very short. These questions can be useful when testing knowledge.

Peer assessment: Learners check each other's work, using clear criteria. This helps them develop and use skills required to check or evaluate their own work.

Reflection: The process whereby a learner takes time to consider an experience they have been involved in or any new learning experience and reflect on how it has been done. It may also refer to teachers', tutors' and trainers' consideration of their own work.

Self-assessment: The type of assessment undertaken by the learner in order to evaluate his or her performance, strengths and weaknesses. It may also refer to teachers', tutors' and trainers' consideration of their own work.

Session plan: A timed plan for a learning session that specifies aims, learning objectives, learning activities, resource and support needs.

Summative assessment: An end test or assessment, usually at the end of a unit, module or programme, to record a learner's attainment for that unit of learning.

SMART: Objectives that are Specific, Measurable, Achievable, Realistic and Time-related.

Team teaching: Working with a colleague to deliver learning sessions that can provide you both with useful feedback on the effectiveness of your strategies.

*If you look up 'learning styles' on the Internet, you will discover dozens of different questionnaires for assessing learning preferences. But beware! A study by the Learning and Skills Research Centre found that some of the most widely used instruments had low reliability and poor validity. The report recommended that 'teachers and trainers should look instead at broader notions of how learners approach learning' (Coffield, F. et al. (2004) *Learning Styles and Pedagogy in Post-16 Learning: a systematic and critical review*, Learning and Skills Research Centre/Learning and Skills Development Agency, <http://www.lsd.org.uk/files/PDF/1543.pdf>).

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