



Welcome to PCET

KATIE GARDNER

Aim

- Introduce the PCET Programme
- Introduce to the teaching team
- Allow time for administration needs
- Get to know our group
- Explain the assessment requirements for the first module
- To discuss the nature of teaching and learning within the post-compulsory classroom
- Explore the role of the tutor within the post-compulsory classroom



If I were a fruit or veg I would be...

- Consider all the fruit and veg you know
- To the group answer the following questions:
- What is your name
- Which fruit or veg are you
- Why
- How could this link to teaching



HELLO

My name is

Who are you?

- In pairs find out
- What is their name?
- Where do they live?
- Why do they want to become a teacher?
- What are they most looking forward to about the course?
- One interesting or unusual fact about themselves

Some Practicalities

- Moodle
- Attendance
- Assignment hand in times and release times and timeframes
- AI coversheet for assignments - [Assignment Frontsheet Use of AI](#)
- Placement – will look at this in depth on the 24th September
- Any Questions

Reflective questions

- Reflect on your own learner journey to date, have you had any negative experiences? This can be from any point in your education.
- Try to identify why it felt negative.

But... when its good its really good

- Think about a really good teaching experience you have had; this can be from any point in your education. What made it good? Try and list the reasons if you can
- What makes a good teacher?
- Work with your table to discuss and rank these qualities in order of importance (1 being the most important)

Qualities of the 'ideal' teacher

- An expert in their own subject.
- An expert in the teaching role - well organised/prepared.
- Flexible, open and approachable, willing to adapt.
- Interested in learners, spends time getting to know them.
- Consistent treatment of everyone.
- Consistent behaviour, always fair, always even tempered.
- Friendly with a sense of humour.
- Shares aims and objectives with learners.
- Gives feedback within an appropriate timescale

(Reece & Walker 2002)

Some factors that underpin successful learning

Wanting

- Motivation, interest, enthusiasm

Needing

- Necessity, survival, saving face

Doing

- Practice, repetition, experience, trial & error

Feedback

- Other people's reactions, seeing the results

Digestion

- Making sense of what has been learned

(Race 2005)

-
- Think of something you know you are good at.
 - How did you become good at this?

Doing

- Think of something about yourself you feel good about, an attribute or quality.
- How do you know that you can feel good about whatever it is?

Feedback

(Race 2005)

-
- Think of something you are not good at.
 - What went wrong when you tried to learn it?
 - Is anyone to blame?

Wanting &
Digesting

- Think of something you have learned, but at the time you didn't want to.
- What kept you at it to succeed?

Needing

(Race 2005)

'Ideal' teaching means students...

- Are stimulated and motivated
- Are involved
- Have clear goals
- Feel a sense of openness and trust
- Enjoy the lesson and feel a part of it
- Have a role model
- See the overall picture
- Feel that the topic is relevant to them

(Reece & Walker 2002)

Fruit Salad

- Lets get moving...

Registry issues

- Enrolment
- DBS
- Student Services
- All of these are available on the bottom floor – take some time to get what you need sorted. Come back here by



Preparing for Teaching and Learning

Module one

-
- [Module Handbook](#)

Rooms for this module

Week 1 –

Tuesday - CITB118

Wednesday - CITB118

Thursday - CITB118

Week 2 –

Tuesday - CITB118

Wednesday - CITB118

Thursday - AM - CITB119

- PM - CITB118

Week 3 –

Tuesday - CITB118

Wednesday - CITB118

Thursday - CITB118

Week 4 –

Tuesday – FF005 and TBC

Wednesday - CITB118 and TBC

Thursday - AM - CITB118

- PM - TBC

Module Aim

- To develop fundamental knowledge of teaching, learning and assessment principles, and the ability to apply these critically in the post-compulsory education context.

Learning Outcomes

- Upon the successful completion of this module, the student should be able to:
- plan and deliver an inclusive teaching session appropriate to the PCET context and critically evaluate its effectiveness in meeting learner needs;
- critically reflect on own teaching practice using an appropriate reflective framework and develop evidence-based developmental targets informed by professional standards for the sector.

Indicative content

- What are the fundamentals of teaching and learning design including theoretical underpinnings and their application in practice? How do we produce effective and appropriate learning outcomes, lesson plans, and schemes of work for use within teaching? What are our professional roles and responsibilities as teaching practitioners and how do we align ourselves with relevant professional standards for the sector?
- How does learning happen? How is it informed by brain and cognitive development as well as cultural factors? What factors support effective and inclusive learning and teaching and how can we implement these within the classroom?
- How is our teaching informed by principles of pedagogy, andragogy, curriculum design and development, including traditional and contemporary theories of learning? How can we develop theory into practice?

-
- What is assessment for learning and how can I use it to support effective teaching?
 - What does the inclusive classroom look like and what is my role as a practitioner in developing inclusivity for all learners, including decolonising the curriculum?
 - How do principles of reflective practice, professional standards, and inclusive pedagogy (including anti-racism and understanding diverse learner needs) inform effective teaching and learning design?

Assessments

- Assessment 1 –
 - Microteach (ungraded)
 - Due – 22 or 23.09.26
 - Paperwork due to observer: 18.09.26
- Assessment 1 –
 - Reflection on microteach
 - Due – 08.10.26
 - Feedforward – 05.11.26
 - Wordcount – 1500 words
- Assessment 2 –
 - Due – 15.10.26
 - Feedforward – 12.11.26
 - Wordcount – 2000 words

Assignment 1

- Practicalities of the microteach:
- A 'sign-up' section will be added to Moodle for you to book your slots for your microteaches which will be on either the 22nd or the 23rd September.
- You will need to sign up to one lecturer on one day – Marion, Mark or me
- You will need to send through all of the required documents to your observer by midday on the 18th September
- You only need to turn up on the day you are teaching – you are required to stay the whole day.

-
- [Assignment 1 brief](#)

Assignment 2

- [Assignment 2 brief](#)

Human bingo

- Take a bingo sheet
- Walk around the room and find someone who has done one of the things in the box
- Try to find someone different for each box
- You can not put your own name in the box
- When you have filled your sheet shout BINGO

On your table define...

- What is learning
- What is teaching

Definitions of learning

(adapted from Curzon & Tummons 2013)

- Any activities that develop new knowledge and abilities in the individual who carries them out, or else cause old knowledge and abilities to acquire new qualities (Galperin, 1965)
- A process of reorganisation of sensory-feedback patterning which shifts the learner's level of control over his own behaviour in relation to the objects and events of the environment (Smith and Smith, 1966)
- A change in human disposition or capability, which persists over a period of time, and which is not simply ascribable to the process of growth (Gagne 1983)

Some more definitions

- The acquisition and retention of knowledge and habits of thought in a way that permits them to be employed in a useful way after the initial exposure has been terminated. (Saunders and Walstad 1990)
- The alteration of behaviour as a result of individual experience. When an organism can perceive and change its behaviour, it is said to learn. (Encyclopedia Britannica 1989)
- The active creation of knowledge structures from personal experience (Biehler and Snowman 1994)

Even more definitions

- Learning is becoming capable of doing some correct or suitable thing in any situations of certain general sorts. It is becoming prepared for variable calls within certain ranges. (Ryle, 1983)
- Learning is an improvised practice, a necessary consequence of participation in social practices, changing not only what people know, but how they speak, act and behave within different social contexts. It leads to permanent changes in not just ability or knowledge, but also identity. (Lave and Wenger 1991)

Elements of the teaching-learning process

(adapted from Curzon and Tummons 2013)

- Learners or students who are operating in sequences of patterned activity which we refer to as behaviour
- A lecturer or tutor, selecting and organising instruction methods planning and controlling a situation for the achievement of optimum student learning.
- Clearly stated session topics, aims or objectives, relating to the curriculum being followed and the anticipated or desired behaviour of the students.

-
- Passing on of information is no longer the entire responsibility of the teacher, there are a whole range of responsibilities particularly relating to the vital interpersonal processes of communication that are at the centre of the teaching-learning situation.
 - A sequence of situations affecting teacher and learner, resulting in persistent and observable changes in the learner's behaviour from which we can infer that learning is taking place.
 - Reinforcement of that behaviour.
 - Monitoring, assessment and evaluation of the learner's changes in behaviour in relation to the aims or objectives of the learning process.

Teacher Authenticity

(De Bruyckere, Kirschner 2016)

- Expertise Knowledge that enables them to clearly explain a topic.
- Passion Enthusiasm for their subject.
- Unicity Each lesson has a unique character.
- Distance The professional relationship between teacher and student.

Prototypic Features of Teacher Expertise

- Better use of knowledge
- Extensive pedagogical knowledge
- Better problem-solving strategies
- Better adaptation and modification of goals for diverse learners, better skills for improvisation
- Better decision making
- More challenging objectives

Bond et al (2000)

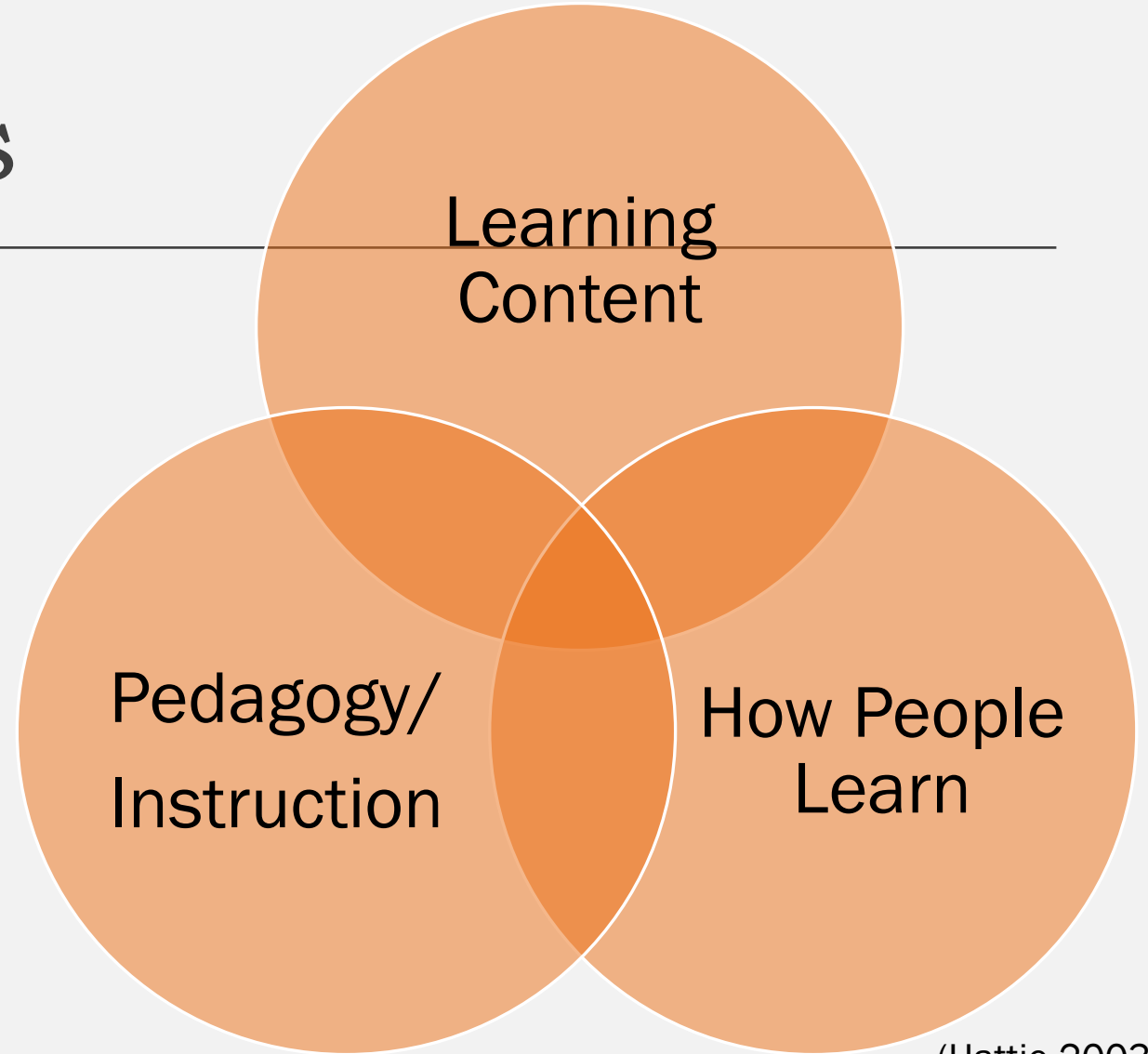
-
- Better perception of classroom events, better ability to read the cues from students
 - Greater sensitivity to context
 - Better monitoring of learning and providing feedback to students
 - More frequent testing of hypotheses
 - Greater respect for students
 - Display of more passion for teaching

Outcomes of Instruction by Expert Teachers

- Higher motivation to learn and higher feelings of self-efficacy.
- Deeper, rather than surface understanding of the subject matter.
- Higher levels of achievement.
- These were added by Bond et al for students specifically

Expert Teachers

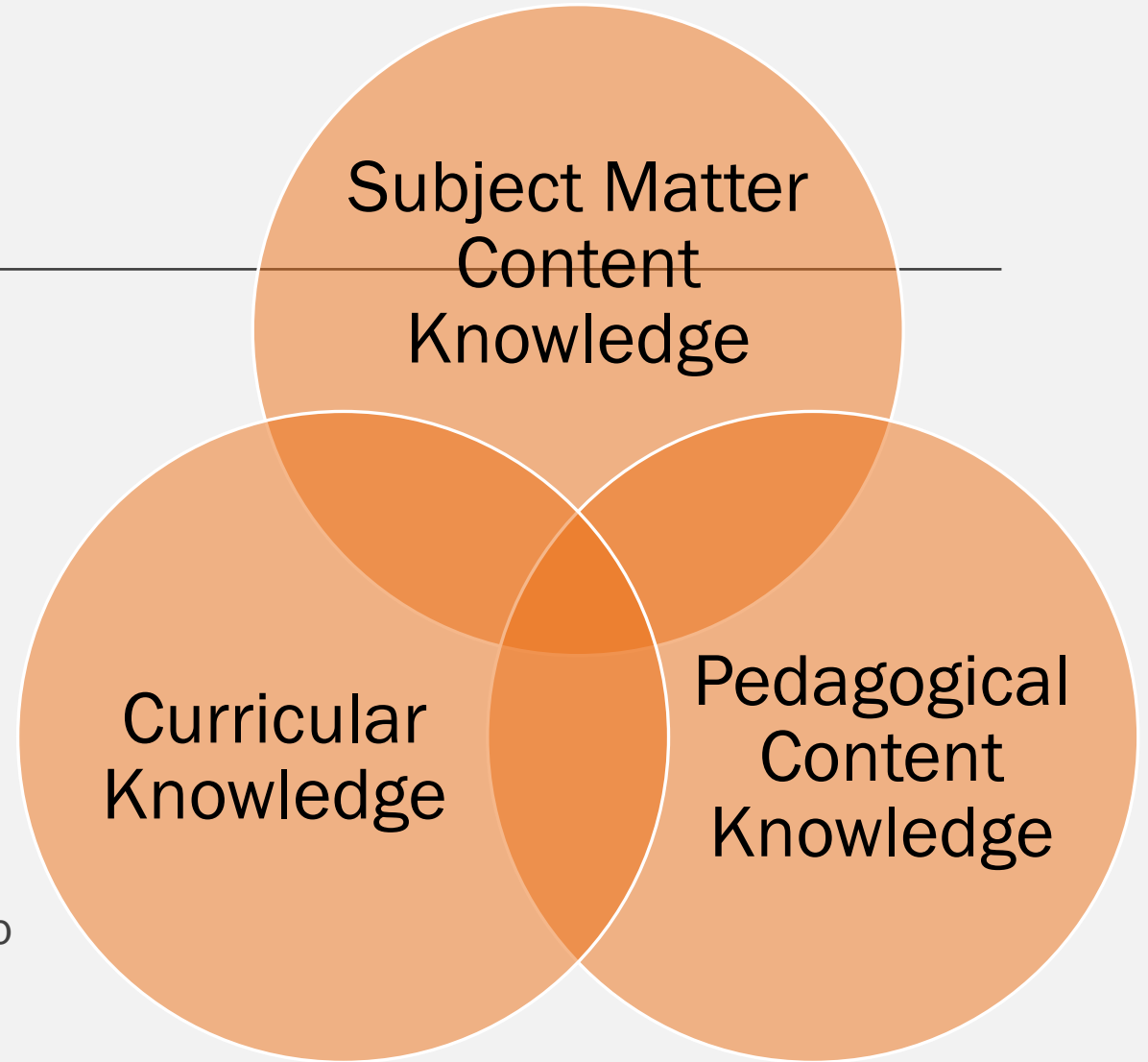
- Set challenging goals for students and provide tasks to challenge them.
- Deep conceptual knowledge of learning content, teaching, and how people learn.
- Monitoring problems.



(Hattie 2003)

Representation of Teacher Knowledge

- Subject knowledge: The amount of knowledge in the mind of the teacher in their domain of teaching
- Pedagogical content knowledge: knowledge and understanding the subject matter for teaching. What makes certain things easy or difficult to learn, the conceptions, preconceptions and misconceptions that learners bring with them to the classroom. Can also link into this the concept of classroom organisation and management.
- Curricular knowledge: knowledge of the full range of how to teach the content at a certain level, the instructional materials available and why and how to use certain things in certain circumstances. Lateral and vertical subject knowledge.



Shulman (1987)

Metaphors for teaching styles

Apps (1991)

- Lamplighters
- Gardeners
- Muscle-builders
- Bucket-fillers
- Challengers
- Travel guides
- Supervisors
- Artists
- Applied scientists
- Craftspeople

Teaching Styles

(Jarvis 2006)

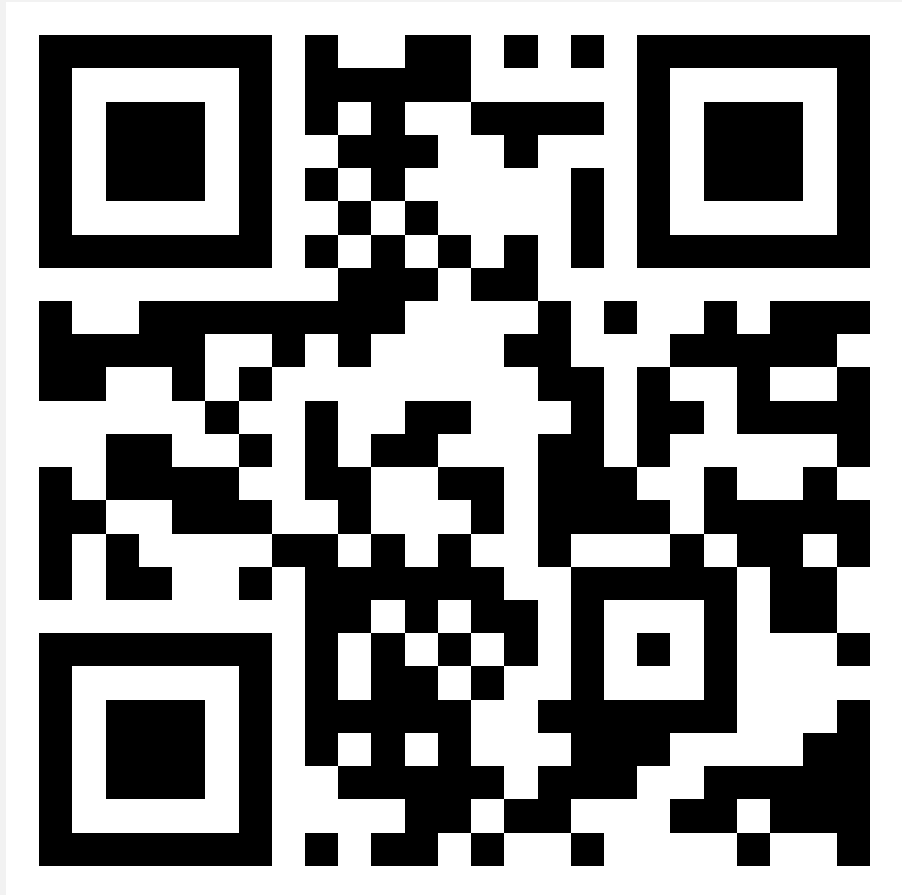
- **Didactic** – formal lecturing
- **Socratic** – two-way dialogue
- **Facilitator-style teaching** – students have a say in the direction and pace of their learning
- **Experiential** – gives value to the experiences of the learners
- **Mentor-style teaching** – nurturing approach, students develop at their own pace

Reflective thought

- Do you know which style of teaching you will use as an educator?
- Do you know what style of teaching you would prefer as a student?
- Are they the same or different?

Activity

- Join the Vevox and answer the question...
- What are the roles of a teacher?
- Go to -
- <https://vevox.app/#/m/113492885>
- Or scan the QR code



Roles of the Teacher

- Facilitator of learning
- Mentor
- Coach
- Counsellor
- Role model
- Information Provider / Lecturer / Instructor / Practitioner / Presenter
- Trainer
- Tutor
- Planner – Curriculum planner, Course organiser
- Resource Developer – Study Guides, Materials, Assessments, etc.
- Assessor – Student assessor, Curriculum evaluator

So...

- If those are the roles of a teacher what are the responsibilities?
- On your table discuss the question and feedback to the group

Responsibilities

- To have a duty of care for the learners
- To be positive about learning
- To provide a positive environment
- To recognise students' past experiences
- To recognise that individuals learn in different ways
- To recognise that everyone learns at their own pace.

Functions

- What are the functions a teacher has to carry out?
- Call out what you think these might be

Functions

- Completing attendance records
- Maintaining records of learner progress e.g. Interviews, tutorials, assessments, etc.
- Inducting learners to the organisation and course
- Conducting one-to-one tutorials and reviews with learners
- Following professional values and ethics
- Acting and speaking appropriately

-
- Standardising practice with others
 - Attending meetings
 - Preparing resources
 - Marking work
 - Attending promotional events and exhibitions
 - Referring learners to other people/agencies when necessary

References

- Bond, L., Smith., T., Baker, W.K., & Hattie, J.A. (2000). *The certification system of the national board for professional teaching standards: A construct and consequential validity study*. Greensboro Center for Educational Research and Evaluation: University of North Carolina at Greensboro.
- Curzon, L.B., & Tummons, J. (2013) *Teaching in Further Education: An Outline of Principles and Practice*. London: Bloomsbury.
- De Bruyckere, P. & Kirschner, P.A. (2016). 'Authentic teachers: student criteria for perceiving the authenticity of teachers.' *Cogent Education*, 3(1). 1247609.
- Jarvis, P. (ed) (2006). *The Theory and Practice of Teaching*. Second edition. London: Routledge.

-
- Kirschner, P.A., Hendrick, C., Heal, J. (2022) *How Teaching Happens: Seminal Works in Teacher Effectiveness and What They Mean in Practice*. London: Routledge.
 - Shulman, L.S. (1987). 'Those who understand teach: knowledge growth in teaching'. *Educational Researcher*, 15(2), 4-14