



UCET POST 16

NEW DIPLOMA IN TEACHING

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BACKGROUND – WHY THIS APPROACH?

PARAMETERS:

- HTQ & new Occ Stds
- White Paper priority
- DET 9 years old
- Quality issues esp ofsted
 - Subject & placement support



Our inclinations:

- Don't refresh DET – fresh start
- Start elsewhere than process & procedure
- Something about *being a teacher*
- *...and about individuals (learners) being important in FE*



Being a teacher?

- Sensible starting point?
- Retention poor:
 - have they really thought about what the job entails?
 - The way you *are* impacts on your learners



THINKING ABOUT LEARNERS

- It's not like school
 - FE lacks such 'uniformity'
- They *chose* this
- Notion of *learner journey* implies a knowledge of starting place
 - Don't just look at attainment
- They have a variety of barriers/baggage
 - Eg history of repeated failure
 - Need confidence in *their teacher*



BEING A TEACHER...

As a teacher...

- What makes a good teacher?
- What teachers did you like and why?
- What difference did it make?
- So what kind of teacher do *you* want to be?

Some extra micro teach to help reflect?

Obvs not ignoring the subject and pedagogy stuff, but let's get this straight first [as otherwise the process/procedure stuff might take you over]



BEING A TEACHER...

For in-service programmes, compare:

- *What are other teachers at your workplace like?*
- *They have anything that you'd like?*
- *What teacher are you already becoming?*
- *How much is that chosen?*



IN THE ROOM WITH ME...

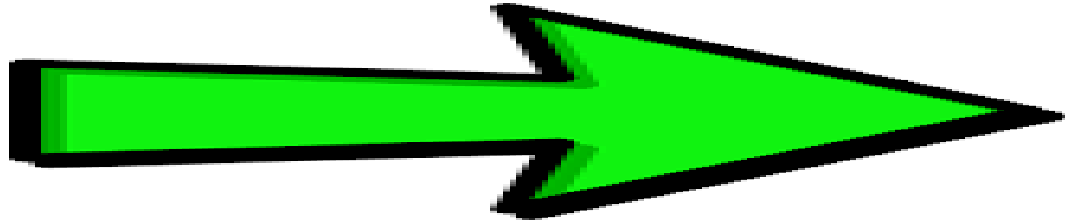
So....

- Who are my learners?
 - For pre service, who might you meet?
 - For in-service, who have you got/met?
- Where are they aiming?
 - Provides a source of motivation
- What might they be facing?
 - Range of support needs
 - Incl the teacher being *nice* to them



COMING TOGETHER

- From *who the learners are* onto how they learn?
- From *the teacher I want to be* onto how do I teach?
- ...and let's have a look at what I'm actually planning to teach
 - Do I know it well enough?
- ...and then for some real FE practice...



COURSE DURATION



Unit 1: Teaching My Subject

Unit 2: Learners & Learning

Unit 3: Teachers & Teaching

Unit 4: Professional Practice

Unit 5: Educational Technology

PROFESSIONAL PRACTICE

- Fairly key, so big = 30 credits
 - Covers Occ Stds
 - As this is the actual *doing*, it must be prominent
- Must be supported
 - so 2 'mentors'
 - Subject specialist
 - Local pastoral mentor



PROFESSIONAL PRACTICE

- Ensure breadth
 - So 2 places
- Also remote delivery
- Requires portfolio to show Occ Stds met
- Plus final viva
 - Involves subject specialist



TO COMPLETE...

- Min Core approach not enough
- So...
 - Ed Tech/Digital unit
 - It's 2022, after all
 - Maths & English L2 required
 - ESD & EDI to be embedded



- **Additional guidance to support the qualification framework for the Diploma in Teaching (FE & Skills)**
- This document includes a discussion of the Core Unit structure and some useful references for the programme and is [downloadable here](#).
- <https://www.feAdvice.org.uk/i-am-ite-provider-etf-guidance-documents/qualifications-education-and-training>

SO...

Where do you see the challenges?

Happy about starting points?

Confident about embedding EDI or ESD?

Occupational Standards?

Placement demands?

Other...?



TWO EXTRA BITS FOR FUTURE WORK?

Med school role play?

Subject videos?

Eg https://www.youtube.com/watch?v=zb-7A2Yvp4I&list=PLr4LQQ7YCo6WP3nSoFGB5BtCCBC7m6BTE&index=6&ab_channel=ExcellenceGateway

Thoughts?