

Developing Effective 16–19 Teaching Skills



John Butcher

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Developing Effective 16–19 Teaching Skills

Developing Effective 16–19 Teaching Skills aims to enhance the competence of trainee teachers in secondary schools and FE colleges as they confront 16–19 teaching for the first time. Based around the new standards set out in Qualifying to Teach and the FENTO standards, the book will help trainee teachers address the different teaching strategies needed to teach post-16 students.

Full of case studies and questions for reflection, this comprehensive textbook includes chapters on:

- Effective 16–19 teaching
- Avoiding preconceptions 16–19
- Planning for differentiation
- Subject expertise
- Assessment 16–19
- Active learning in the 16–19 classroom
- The importance of the tutor role in 16–19 teaching
- Learning with colleagues: developing a career in 16–19 teaching

The book is organised to prompt trainee teachers to draw more fully on 16–19 evidence and enhance their competence and confidence in teaching that phase. It also aims to support NQTs and inexperienced teachers in their quest to develop effective 16–19 teaching skills.

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**This book is dedicated to my brother Paul,
the book he will never write.**

Contents

Preface	xi
Acknowledgements	xiii
List of abbreviations	xv
1 Introduction	1
Why this book?	1
The secondary gap: what of the Standards and the literature?	6
The Further Education gap	8
The dominance of A levels	12
Professional development needs in 16–19 education	13
How to use this book	14
Concluding remarks	17
2 16–19 education contextualised	19
Why is context important? How did we get here?	19
Case study: is there a standard 16–19 learner?	21
How has 16–19 education been perceived?	22
A brief history of 16–19 education: A levels (un)reformed	23
Vocational alternatives	29
Baccalaureates as the alternative?	31
Curriculum 2000	32
Is 16–19 settled?	36
3 Effectiveness defined	39
What is outstanding 16–19 teaching?	40
What did Hay McBer say about effectiveness?	42
What does Ofsted say about effectiveness?	45

What support do 16–19 teachers need to be effective?	53
Effective teaching of GCSE repeats 16–19	55
Conclusions	56
4 Avoiding preconceptions 16–19: planning for differentiation	59
Why is it important to know learner needs?	60
Differentiation 16–19	60
Planning 16–19 effectively	64
Bridging the Year 11/Year 12 gap	67
‘Shattered illusions’: what expectations do trainee teachers have of 16–19 teaching?	70
What can mentors do to challenge preconceptions?	72
What can mentors do to support 16–19 differentiation?	74
Conclusion: evaluate your planning for effective differentiation	76
5 Subject expertise in 16–19 teaching	79
Subject knowledge as a baseline for effective teaching	80
What is subject expertise?	82
Trainee teachers’ 16–19 subject knowledge	85
Why is subject knowledge a problem in Year 12?	87
When is subject knowledge a problem?	89
ITT mentors and subject knowledge	90
Subject-knowledge cultures: the pressure to adapt	92
Conclusion	93
Subject Associations	93
6 Assessment 16–19	95
Assessment imperatives	96
Varieties of 16–19 assessment	98
Effective feedback	100
16–19 marking scales	103
Conclusion	105
7 Active learning in the 16–19 classroom	107
What do 16–19 learners need?	108
Group working 16–19	110
Gender imbalance in the 16–19 classroom	112
Behaviour in the 16–19 classroom	113
ICT and the 16–19 teacher	115
8 The importance of the tutor role in 16–19 teaching	121
Is the 16–19 tutor’s role fully established?	122

Preparation for Higher Education: the 16–19 tutor’s role	123
The tutor role in supporting 16–19 careers education	124
Students working part-time: the 16–19 tutor’s role	126
16–19 SEN students: the tutor’s role	127
Conclusion	130
9 Learning with colleagues: developing a career in 16–19 teaching	131
The importance of collaboration amongst 16–19 teachers	132
Mentoring and effective 16–19 teaching	134
16–19 teams	135
Case study: how can a career be forged in 16–19 teaching?	137
Starting 16–19 teaching now	138
10 Conclusion	141
References	145
Index	151

Preface

The 16–19 phase of education is under closer scrutiny than ever before. Policy is volatile, with debates in England and Wales continuing to focus on arguments about the organisation of the 16–19 curriculum and whether standards of achievement are improving. However, the separate worlds of school sixth form and college teaching are inching closer together. Despite the fact that 16–19 teachers rarely have an opportunity to discuss teaching and learning with their colleagues, never mind those based in another institution, the most important work continues to be done by 16–19 teachers, with their students, in the classroom.

This book is intended to support trainee and inexperienced teachers as they develop 16–19 teaching skills. Having taught in comprehensive school sixth forms and FE colleges, and currently supporting the initial training and continuing professional development of teachers, my concern is with effective practice in the classroom. This book opens up the secret garden of 16–19 teaching, suggesting effective strategies, while recognising the current limitations of relevant training.

I welcome feedback on the ideas in this book. If your institution would like a workshop or a series of staff development sessions on effective 16–19 teaching, please email the author: j.s.butcher@open.ac.uk

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List of abbreviations

AEA	Advanced Extension Award (replaced former S level from 2002)
A level	General Certificate of Advanced Education, now consisting of AS and A2
AS	Advanced Subsidiary, usually taken in Year 12, carries value in its own right
A2	Second part of A level, usually taken in Year 13, not a discrete qualification
AVCE	Advanced Vocational Certificate of Education (formerly GNVQ Advanced)
FENTO	Further Education National Training Organisation
GCSE	General Certificate of Secondary Education (usually resits in 16–19)
GNVQ	General National Vocational Qualification (Intermediate and Foundation levels)
KS5	Key Stage 5, effectively the 16–19 phase
ITT	Initial Teacher Training (usually pre-service, graduate entry for secondary, often in-service for college teachers)
LSC	Learning Skills Council (regional agencies funding 16–19 education)
NQT	Newly Qualified Teacher
Ofsted	Office for Standards in Education (inspects 16–19 education in schools and colleges, and ITT)
PGCE	Postgraduate Certificate in Education
QTS	Qualified Teacher Status (awarded to trainee secondary teachers once they have met the Standards. Not transferable with an FE teaching qualification)
TTA	Teacher Training Agency (responsible for all routes into secondary teaching, but not college teaching)

1 Introduction

I really appreciated the opportunity to talk about 16–19 teaching and learning . . . we haven't had time to do that for years.

(Experienced 16–19 teacher evaluating a staff development session in school)

I certainly think a PGCE doesn't address how to teach A level.

(Mentor)

I have not come across any particular help with post-16 teaching and I would be glad of more guidance.

(Trainee secondary teacher)

WHY THIS BOOK?

This handbook is aimed at trainee secondary and college teachers, and existing school and college teachers, interested in enhancing their competence and improving their

OBJECTIVES

Reading this chapter and engaging actively with the tasks will enable you to:

- understand the unique demands of 16–19 teaching
- reflect upon the training gap for 16–19 teachers
- plan a route map towards becoming a more effective 16–19 teacher
- consider evidence to meet the professional values dimension of secondary and FE teacher training.