



Skills for Life
Professional Development Centre

Subject Support - Numeracy

OCNW Certificate level 3

Scheme handbook





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Section 1 General Information

1.1 Introduction

The Skills for Life Teacher Training team would like to welcome you to the Advanced Numeracy for Teachers course. This is a new course and we are a new team who look forward to working with you over the next two terms.

This handbook is designed to give you vital information and guidance about the course and provide you with a number of forms that you will need to photocopy and use throughout the year. The forms will also be available on the college VLE, Blackboard and you will be able to access them from any computer that has internet access 24/7.

This is a working document and may be added to/amended during the year. Your feedback on the value and practicability of this handbook will be very useful for future improvements.

Contact Details

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1.2 Your role and status



When you join this course, you will be both a student and a teacher, with entitlements as a student and also responsibilities for the learning and welfare of others. This is increasingly common in Life Long Learning and most of us are currently both teachers and learners. It is a developing and changing role and the course is designed to accommodate this. As the course progresses you will be expected to assume autonomy and increasingly take the initiative and be creative as an independent, self-evaluating and confident teacher.

It is important that you feel comfortable with your professional colleagues (fellow students and tutors) and are able to raise issues or question them in a supportive and constructive manner. Your comments and observations will be of great value to tutors and fellow course members if they lead to positive debate and personal or professional development. Negative and unhelpful criticism will be generally discouraged.

We live in a society in which communication is driven by stereotypes that very often embody prejudice and result in inequality. As a course, tutors and course members together, we will always strive to challenge prejudice and inequality as part of the teaching and learning process. We trust that you will share this commitment.

1.3 Your entitlements

- You will be entitled to a tutorial meeting with your tutor at least once a term.
- You will be offered opportunities for discussion about academic or professional problems that may affect your progress and professional development.
- You may see any reports written about you or your work which relate to the course and you will have the opportunity to discuss with the tutors concerned their accuracy and relevance.
- You will be referred to assistance as soon as any learning support needs you may have are identified.



- You will normally receive written feedback for assignments handed in on time within 2 weeks of submission.

1.4 Your responsibilities

- Keep your tutors and the college campus office informed about any changes to your personal contact information.
- Make sure that any personal information is recorded, health or otherwise, that might affect your involvement with the course or your teaching responsibilities.
- Observe the policies, rules and conventions of the college in relation to your status as a student and as a teacher.
- Actively work to further your understanding of teaching and learning in your specialist area.
- Complete the full teaching requirements of the course and keep an accurate log of the extent and nature of your class contact time.
- Recognise your professional responsibility to colleagues on the course by making an active contribution to the teaching and learning activities and reporting information to them accurately and appropriately.
- Attend all your classes punctually. Provide reasons for failure to attend any classes.
- Observe appropriate professional confidentiality in matters related to students, colleagues and fellow course members.
- You will be expected to have basic IT skills for the course. If you feel you need some development with these skills please talk to your tutor who should be able to arrange this for you.
- Provide appropriate feedback to the course team to support the general development of the course.



1.5 Professionalism, attendance and punctuality.

The Advanced Numeracy for Teachers is a professional development course and therefore you will be expected to demonstrate a professional commitment to your teaching and learning activities and responsibilities.

You will be expected to attend all of the sessions. There is an 80% minimum attendance requirement for completion. Failure to meet this may result in failure of that unit.

You are expected to be punctual and attend all teaching sessions and tutorials at the stated times.

1.6 Assignments, deadlines and referrals

All assignments have a deadline date. A deferral request form can be found in this handbook.

Each submitted assignment must include an Assignment Feedback Sheet.

When submitting an assignment it is your responsibility to ensure the tutor signs your Assignment Tracking Form as evidence of submission.

An assignment may be referred with guidance on further work required. When the work is re-submitted it must include the original version with its feedback as well as the amended version of the assignment. Assignments may only be re-submitted twice. All re-submitted work needs to include an Assignment Re-submission Sheet.



1.7 Plagiarism

All work submitted by the student must be his/her own work. The student must ensure:

- Phrases, sentences and passages taken verbatim from a published work are placed in quotation marks, or identified, and the source is acknowledged
- Paraphrasing, ideas and arguments taken from a published work are clearly referenced.
- The inclusion of any other intellectual property, for example, illustrations, diagrams, proofs, designs, computer software, in written text or project work is clearly identified and acknowledged.
- The inclusion of material from electronic sources is carefully referenced and only web sites freely accessible to the marker must be used.
- The use of the work of others is not of such volume or importance to the submitted work as to compromise the student's ownership of the work.
- No significant collaboration has occurred where the student is required to submit the work as an individual piece.

1.8 Student Complaints Procedure

If you have any complaints about the College, you must follow the stages within the Complaints Procedure as set out in the Students Complaints Procedure booklet. Copies are available from the Campus Office.



Section 2 Course Information

Timetable

AUTUMN TERM 2005

Week	Unit	Topic	Assessment information
1 26/9/05		<ul style="list-style-type: none"> • Course induction/intro • Learning Styles • Maths history • Overview of National Strategy • PD journal 	
2 3/10/05	1/2	<ul style="list-style-type: none"> • Self assessment checklist for Unit 1 • Commutative, associative and distributive laws. • Factors, multiples and order relations. • Fractions, decimals and percentages. <p>Support focus: What do we mean by barriers to learning?</p>	<ul style="list-style-type: none"> • Handout Unit 1 Assignment 1
3 10/10/05	1/2	<ul style="list-style-type: none"> • Ratios. • Direct and indirect proportions using proportionality constant. • Standard form • Scale factors. <p>Support focus: What do we mean by barriers to learning?</p>	
4 17/10/05	1/2	<ul style="list-style-type: none"> • Squares, square roots • Negative indices • Solving roots using trail and error <p>Support focus: Maths anxiety</p>	Handout Unit 1 Assignment 2
Half term			
5 31/10/05	1/2	<ul style="list-style-type: none"> • Area and volume of circles and spheres • Common measures <p>Support focus: Developing a mathematical eye</p>	



Week	Unit	Topic	Assessment information
6 7/11/05	1/2/ 5	<ul style="list-style-type: none"> • Properties of angles • Properties of triangles • Properties of right angled triangles <p>Support focus: <i>Assessing a learner</i></p>	
7 14/11/05	1/2/ 5	<ul style="list-style-type: none"> • Terminology of polygons, symmetry and tessellation • Transformations • Introduce Pythagoras' Theorem <p>Support focus: <i>Designing an individual learning plan for a learner</i></p>	
8 21/11/05	1/2/ 5	<ul style="list-style-type: none"> • Pythagoras' Theorem • Trigonometry <p>Support focus: <i>Finding numeracy in a scheme of work</i></p>	
9 28/11/05	2	<ul style="list-style-type: none"> • Test on unit 2 Assignment 1. 	
10 5/12/05	2	<ul style="list-style-type: none"> • Review of assessment. • Individual tutorials and action plans. 	<ul style="list-style-type: none"> • Take in Unit 1 Assignment 1
11 12/12/05	1/3/ 5	<ul style="list-style-type: none"> • Self assessment checklist for Unit 3 • Handling continuous and discrete data • Distribution of data and normal distribution • Central tendencies • Sampling techniques <p>Support focus: <i>Progression of statistics using core curriculum</i></p>	<ul style="list-style-type: none"> ▪ Hand in teaching file <p>FIRST TEACHING OBSERVATION MUST HAVE TAKEN PLACE BY THIS DATE</p>
Xmas			
12 9/1/06	1/3/ 5	<ul style="list-style-type: none"> • Standard deviation • Use the appropriate averages to evaluate data • Structuring a report • Setting an assignment report <p>Support focus: <i>Assessing a learner</i></p>	<ul style="list-style-type: none"> ▪ Hand in Unit 1 Assignment 2 ▪ Hand out Unit 3 Assignment 2

Week	Unit	Topic	Assessment information
13 16/1/06	1/3/ 5	<ul style="list-style-type: none"> • Z values • Problem solving using Z values • Sampling techniques • Judging the validity of a report <p>Support focus: Error analysis</p>	
14 23/1/06	1/3/ 5	<ul style="list-style-type: none"> • Collection and tabulation of data • Determining class intervals • Cumulative frequency curve and a box and whisker diagram <p>Support focus: Designing an individual learning plan for a learner</p>	
15 30/1/06	3/5	<ul style="list-style-type: none"> • Reading a statistical report • Judging the validity of data • Scatter graphs <p>Support focus: Developing writing frames for learners</p>	<ul style="list-style-type: none"> ▪ YOU MUST BRING IN TEACHING LOG
16 6/2/06	3/5	<ul style="list-style-type: none"> • Significance testing • Pearsons correlation co-efficient • Interpreting results <p>Support focus: Developing your own portfolios</p>	<ul style="list-style-type: none"> • Completed experienced tutor observation • Hand out unit 5 assignment 2
Half term			
17 20/2/06	3/5	<ul style="list-style-type: none"> • Probability Rules • Probability scale • Tree diagrams <p>Support focus: Strategies for teaching fractions</p>	<ul style="list-style-type: none"> • Hand in unit 1 assignment 1
18 27/2/06	3/5	<ul style="list-style-type: none"> • Sample space diagrams • Dependent/independent events. • Revision session <p>Support focus: Strategies for teaching place value</p>	<ul style="list-style-type: none"> • Take in Unit 3 assignment 2

Week	Unit	Topic	Assessment information
19 6/3/06	3	<ul style="list-style-type: none"> ▪ Test on unit 3 assignment 1 	
20 13/3/06	3	<ul style="list-style-type: none"> • Review of assessment. • Individual tutorials and action plans. 	Hand in unit 5 Assignment 2
21 20/3/06	4/5	<ul style="list-style-type: none"> • Self assessment checklist for Unit 4 • Formulae in real-world situations • Number sequences and patterns. <p>Support focus: Progression of skills in measure, shape and space</p>	
22 27/3/06	4/5	<ul style="list-style-type: none"> • Solving linear equations • Plotting graphs using excel <p>Support focus: strategies for learning checks</p>	<ul style="list-style-type: none"> • Hand in teaching file <p>SECOND TEACHING OBSERVATION MUST HAVE TAKEN PLACE BY THIS DATE</p>
Easter Break			
23 24/4/06	4/5	<ul style="list-style-type: none"> • Solving Simultaneous equations • Complex linear equations • Factorising quadratic equations <p>Support focus: Support practice</p>	
24 1/5/06	4/5	<ul style="list-style-type: none"> • Quadratic equations using formula • Quadratic equations using factorization <p>Support focus: Support practice</p>	Completed experienced peer observation
25 8/5/06	4/5	<ul style="list-style-type: none"> • Solving quadratic and linear equations in real life situations <p>Support focus: Support practice</p>	
26 15/5/06	4/5	<ul style="list-style-type: none"> • Trigonometric functions <p>Support focus: Support practice</p>	FINAL TEACHING OBSERVATION MUST HAVE TAKEN PLACE BY THIS DATE

Week	Unit	Assessment unit 4 assignment 1	Assessment information
27 5/6/06	4	<ul style="list-style-type: none"> • Revision session 	
Half term			
28 12/6/06	4	<ul style="list-style-type: none"> • Assessment unit 4 assignment 1 	Hand in teaching file
29 19/6/06	4	<ul style="list-style-type: none"> • Review of assessment <ul style="list-style-type: none"> ▪ Individual tutorials to complete action 	
30 26/6/06		<ul style="list-style-type: none"> • Workshop • Course evaluation 	

PERSONAL DEVELOPMENT ACTION PLAN				
UNITS	What aspect of this unit do I need to develop further?	How could this development happen? (eg. Reading, Day seminar, short course, liaison with basic skills staff)	Who do I need to consult about this?	Timescale
Unit One				
Unit Two				
Unit Three				
Unit Four				
Unit Five				



Book List

Some of these books are recommended for the Level 4 course. These are asterisked*.

<i>Edexcel GCSE Mathematics Higher Course Modular Mathematics for Edexcel AS and A level - Pure Mathematics</i>	(Heinemann) 2001 <i>Geoff Mannall, Michael Kenwood (Heinemann) 2000</i>
<i>Murderous Maths - The Essential Arithmetricks.</i>	<i>Kjartan Poskitt (Scholastic) 1999</i>
<i>*Adults Count Too: Mathematics for Empowerment</i>	<i>R. Benn NIACE 1997</i>
<i>*It Doesn't Get Any Better: The Impact Of Poor Basic Skills on the Lives of 37 Year Olds</i>	<i>J. Bynner and S. Parsons BSA 1997</i>
<i>A Fresh Start- Improving Literacy and Numeracy (The Moser Report)</i>	<i>DfES 1999</i>
<i>Adult Numeracy Core Curriculum</i>	<i>BSA 2001</i>
<i>*Overcoming Maths Anxiety</i>	<i>S. Tobias Norton 1978</i>
<i>Dictionary of Mathematics</i>	<i>E.J. Borowski and J.M Borwein Harper-Collins 1989</i>
<i>Mathematics Explained for Primary Teachers</i>	<i>Haylock, Derek Sage Publications Ltd, 2001</i>
<i>Mathematics for Dyslexics</i>	<i>Chinn, S. and Ashcroft, J. Whurr, 1993,</i>



Teaching Log - Unit 5

You will need to complete an entry after a teaching session, using the prompts to examine your teaching and relate it back to what you have learned in the training sessions. You should include a total of 15 hours of supporting a learner.

You will also need to complete an observation of a specialist numeracy teacher and a peer observation.

Areas for future development should be transferred to your action plan sheet (page 13) to inform your training and development plan. This will form part of the assessment for unit 5.

REFLECTIVE WRITING

A reflection is not a report of factual information. It is an expression of your expectations, perceptions, and feelings of the experience represented by your evidence. It is essentially a journal of your personal growth.

A reflection/reaction should have at least three parts:

- an introductory paragraph
 - the body of the bullet points
 - a conclusion
1. **Introductory paragraph:** As you re-examine this session, do you feel you met your learning aims and outcomes of the session? Did these reflect the core curriculum?
 2. **The body of each bullet points:** What learning support strategies did you employ? What were the key learning activities? What assessment methods did you use? What are some changes/improvements you might make based on the experiences you have had?
 3. **Conclusion (final 2 sections).** How will this knowledge affect your future practice? What learning resources do you intend to use? What assessment methods will you use to check learning?

This is an example of a reflective log. It is written for a level 4 course and so it is more in depth than the log you need to produce. It is however a nice guide to the structure of the report that you should submit.

An extract from Michelle's diary¹

Week 8 - My first difficult student

More teaching one-to-one

This was my third session one-to-one with a student. We had been progressing quite well, even though some of the lessons had taken place in the canteen! Not an ideal learning scenario. For this lesson I booked up some computer space in the library. We weren't supposed to work side by side, but the librarian took a

¹ <http://www.bbc.co.uk/skillswise/tutors/traineediary7407.shtml>



shine to us and I promised to be quiet. It's frustrating not having anywhere we can go to for studying. I wonder what other tutors do when they work, out of class hours, with students?

We did quite a bit of work on the computers as we had the luxury of headphones and could use resources with sound! For homework my student had been practising spelling days of the week and months of the year so it was useful for him to play on the 'Look, Say, Cover, Write and Check' game. In the People's Choice section you can find lists of learners' words. We used the list from Mariama J, which contained months and days of the week.

In a previous lesson I noticed my student has problems spelling key words. I thought it would be helpful if he looked at some common homophones. One of the reasons I wanted to do this in this session was because of the homophones game on Skillswise. It's a simple idea, a pairs game, but the best thing is the audio. I've noticed that even though you tell students that two words sound the same, because they are spelt differently they try to pronounce them differently. The audio in this game reinforces that the words sound the same.

I've been slightly worried that I might be relying too much on worksheets. I was interested to find out what other tutors do in class so posted my message on the Skillswise Messageboard. Lots of tutors came back with ideas, such as using the games Boggle or Scrabble in class. I need to make sure I include lots of variety in future lessons and try not to rely on worksheets so much.



Unit 5 - Learning Support Practice

Teaching Log - a total of 15 hours required for the portfolio

Topic: _____

Location: _____

Date: _____

Describe the group of learners you are working with, (eg. Age range, gender and levels) and the course that they are studying on.

What were your aims and learning outcomes for the session? Did they reflect the core curriculum? Did you achieve them, to what extent?

Resources Used:



Comment on the collaboration with your Specialist tutor. Did it help with planning? Reflect on how your role differs from the subject specialist tutor.

Describe the learner activities. How did you cater for different levels and learning styles?

How did you assess the learners?

Comment on any difficulties encountered with supporting learners with different needs.



Unit 5 - Learning Support Practice
OCNW Certificate for Adult Numeracy Subject Support at Level 3

You will need to be observed three times over the year.

Observed Learning Support Practice: Report of visit

Candidate's name _____ Course/group _____

Observer's name _____ Date _____

Venue _____ Time spent _____

Description of learning support situation	Observation 1	Observation 2	Observation 3	Criteria met?
Name of specialist tutor				
Group / individual profiles				
Teaching learning environment				

What evidence was there that the learning outcomes of the session related to individual learner needs and the adult numeracy core curriculum?	Observation 1	Observation 2	Observation 3	Criteria met?



<p>What evidence was there that the learning support techniques and resources used met the individual learner needs?</p>	<p>Observation 1</p>	<p>Observation 2</p>	<p>Observation 3</p>	<p>Criteria met?</p>
<p>What evidence was there of good interpersonal skills and communications between the candidate and the learners.</p>	<p>Observation 1</p>	<p>Observation 2</p>	<p>Observation 3</p>	<p>Criteria met?</p>
<p>Comment on the evidence of the candidate's understanding of the knowledge and skills required to support adult numeracy learners.</p>	<p>Observation 1</p>	<p>Observation 2</p>	<p>Observation 3</p>	<p>Criteria met?</p>



Comment on the candidate's knowledge and understanding of equal opportunities issues.	Observation 1	Observation 2	Observation 3	Criteria met?
Good practice and points for future development				



Candidate comments and evaluation of the session				
Observation judgement : Satisfactory / unsatisfactory				
Observer's signature				



Unit 5 - Learning Support Practice
Observation of Specialist Teacher

Name of Teacher _____ Date _____

Topic of session _____

Describe the learning environment and provide a short profile of the learners.

Comment on the learning environment (classroom, table layout etc)

Comment on how the objectives and learning outcomes were presented to the learners and if you felt they matched the individual's need.

Comment on the learning support strategies used and the degree to which the resources reflected the needs of the learners



Comment on the tutors rapport and empathy shown towards the learners. How effectively did the tutor convey meaning and instruction?

How did the tutor ensure that learning had taken place?

Comment on the ethos of equal opportunities employed by the specialist tutor

How did the learning support tutor contribute to the evaluation of the session?

What are the important things you learned from the session?



Unit 5 - Learning Support Practice
Observation of a peer

Name of Teacher _____ Date _____

Topic of session _____

Describe the learning environment and provide a short profile of the learners.

Comment on the learning environment (classroom, table layout etc)

Comment on how the objectives and learning outcomes were presented to the learners and if you felt they matched the individual's need.

Comment on the degree to which the numeracy resources reflected the needs of the learners



Comment on the tutors rapport and empathy shown towards the learners

Comment on the ethos of equal opportunities employed by the specialist tutor

Comment on the effectiveness of the role of the learning support tutor in the class. What role did they have in the evaluation of the lesson?

What are the important things you learned from the session?

Comment on how you think the learning support could have been improved

*If possible please obtain copies of Scheme of Work and Lesson Plan from your peer observation.



Assignment feedback sheet

Name: Assignment:

Feedback:

Action points:

PASS

REFER

Signed

Date



Assignment re-submission sheet

Name: Assignment:

Feedback: Have the previous action points been addressed?
--

Further action points:

PASS

REFER

Signed

Date.....



Request for assignment deadline extension.

Name

Group (Day of week/venue)

I wish to request an extension for assignment No.....

Reason for request:

.....
.....
.....
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.....
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.....
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.....
.....

Signed

Date.....

Request Agreed

Denied

Signed (Tutor).....

Date.....