

Pojetí aktuálních profesních standardů pro učitele působící v sektoru celoživotního vzdělávání ve Velké Británii

konference

AKTUÁLNÍ PROBLÉMY ODBORNÉHO VZDĚLÁVÁNÍ V ČR
Kostelec nad Černými lesy, 22.-23. 10. 2008



konference TTnetu v červnu 07



Nové zastřešující profesní standardy pro učitele, tutory a trenéry v sektoru celoživotního vzdělávání



- (profese učitele v širokém pojetí - učitel, lektor, tutor, trenér...)
- na zakázku vlády UK zkomunikovala a vytvořila organizace Lifelong Learning UK (LLUK) v období 2005 – 2007
 - součástí reformy přípravného a dalšího profesního vzdělávání učitelů a lektorů - 2007



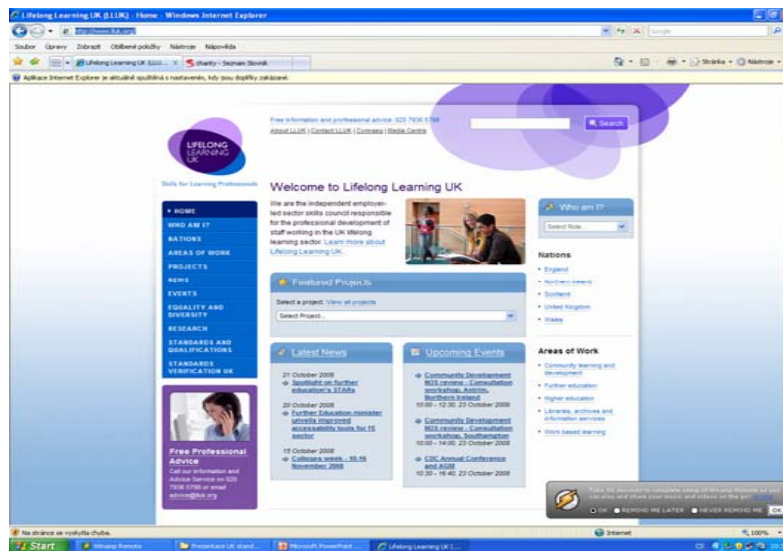
Lifelong Learning UK

Sektorová rada zodpovědná za profesní rozvoj profesionálů v oblasti celoživotního učení (mimo jiné)



Skills for Learning Professionals

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ASSESSING LEARNERS' NEEDS, INCLUDING THE NEEDS OF BILINGUAL LEARNERS.

Download full version: Reference ID: O30NFETLA

[O30NFETLA.pdf](#) (pdf: 53k) - English version Suite: [FE Teaching and Learning](#)

Overview:
Teachers and teaching teams need to be effective in identifying the needs of potential learners and in making an initial assessment of learners. This involves matching learners' experiences and attainments to the requirements of programmes within one's own area of expertise.

Keywords:

Version number: 1 Other Suite(s) NOS appears in:

Creation date: 05/04/2001

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a Assessing Learners' Needs, Including the Needs of Bilingual Learners

Teachers and teaching teams need to be effective in identifying the needs of potential learners and in making an initial assessment of learners. This involves matching learners' experiences and attainments to the requirements of programmes within one's own area of expertise.

This requires teachers and teaching teams to have a generic knowledge of:

- the broad range of learning needs including the needs of those with learning difficulties and/or disabilities
- sources of information about learners previous experiences and attainments
- the requirements of individual learning programmes
- ways of evaluating different information about learners against the requirements of specific learning programmes, including the accreditation of prior learning and experience
- appropriate forms of initial assessment and how to conduct them
- individual differences in aptitude and ability
- methods and techniques of training needs analysis, including initial analysis of bilingual skills

Teachers and teaching teams need to be able to:

- identify and plan for the needs of potential learners
- make an initial assessment of learners' needs.

a1 Identify and Plan for the Needs of Potential Learners

To do this, teachers:

Done Neznámá oblast

1 of 2

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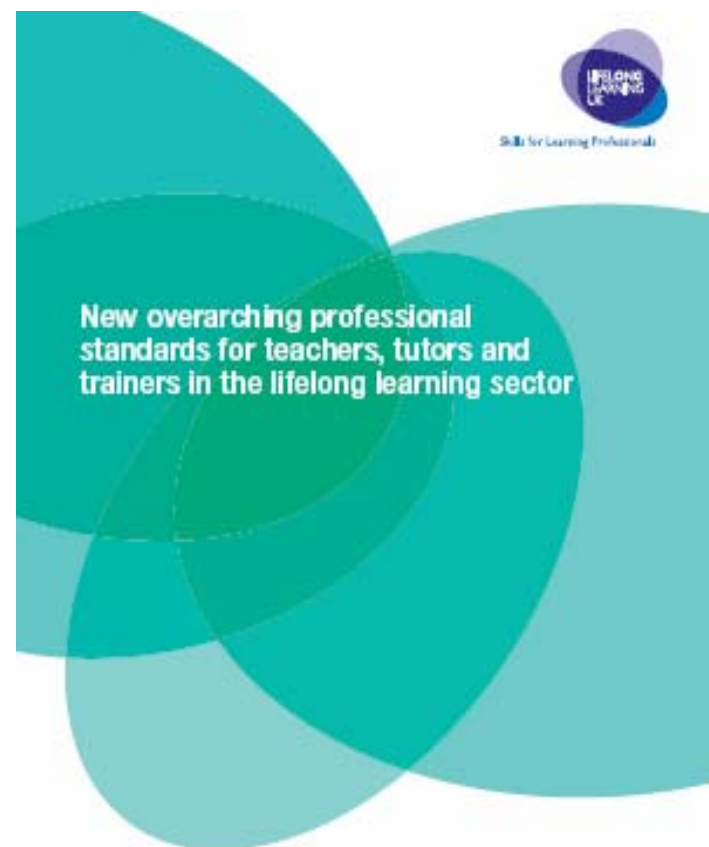
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Nové zastřešující profesní standardy pro učitele, tutory a trenéry v sektoru celoživotního vzdělávání

http://www.lluk.org/documents/professional_standards_for_itls_020107.pdf

- popisují kompetence požadované vyučujících v různých kontextech a rolích v sektoru CŽV
- ne všechny standardy se musí nutně vztahovat ke všem učitelským rolím



Domain A: Professional values and practice

The practice of teaching is underpinned by a set of professional values that should be observed by all teachers, tutors and trainers in all settings. This domain sets the standards for these values and their associated commitments.

PROFESSIONAL VALUES	
<i>Teachers in the lifelong learning sector value:</i>	
AS 1	All learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.
AS 2	Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.
AS 3	Equality, diversity and inclusion in relation to learners, the workforce, and the community.
AS 4	Reflection and evaluation of their own practice and their continuing professional development as teachers.
AS 5	Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.
They are committed to:	
AS 6	The application of agreed codes of practice and the maintenance of a safe environment.
AS 7	Improving the quality of their practice.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
<i>Teachers in the lifelong learning sector know and understand:</i>	<i>Teachers in the lifelong learning sector:</i>
AK 1.1 What motivates learners to learn and the importance of learners' experience and aspirations.	AP 1.1 Encourage the development and progression of all learners through recognising, valuing and responding to individual motivation, experience and aspirations.
AK 2.1 Ways in which learning has the potential to change lives.	AP 2.1 Use opportunities to highlight the potential for learning to positively transform lives and contribute to effective citizenship.
AK 2.2 Ways in which learning promotes the emotional, intellectual, social and economic well-being of individuals and the population as a whole.	AP 2.2 Encourage learners to recognise and reflect on ways in which learning can empower them as individuals and make a difference in their communities.
AK 3.1 Issues of equality, diversity and inclusion.	AP 3.1 Apply principles to evaluate and develop own practice in promoting equality and inclusive learning and engaging with diversity.

Contents

Overarching professional standards

Domain A: Professional values and practice

Domain B: Learning and teaching

Domain C: Specialist learning and teaching

Domain D: Planning for learning

Domain E: Assessment for learning

Domain F: Access and progression

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Domain A: Professional values and practice

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Domain B: Learning and teaching

The values set out in Domain A support and inform all the commitments, knowledge and practice set out in the other domains.

PROFESSIONAL VALUES

Teachers in the lifelong learning sector value:

- AS 1 Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.
- AS 2 Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.
- AS 3 Equality, diversity, and inclusion in relation to learners, the workforce, and the community.
- AS 4 Reflection and evaluation of their own practice and their continuing professional development as teachers.
- AS 5 Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.

They are committed to:

- BS 1 Maintaining an inclusive, equitable and motivating learning environment.
- BS 2 Applying and developing own professional skills to enable learners to achieve their goals.
- BS 3 Communicating effectively and appropriately with learners to enhance learning.
- BS 4 Collaboration with colleagues to support the needs of learners.
- BS 5 Using a range of learning resources to support learners.

Domain B: Learning and teaching



PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
<i>Teachers in the lifelong learning sector know and understand:</i>	<i>Teachers in the lifelong learning sector:</i>
BK 1.1 Ways to maintain a learning environment in which learners feel safe and supported.	BP 1.1 Establish a purposeful learning environment where learners feel safe, secure, confident and valued.
BK 1.2 Ways to develop and manage behaviours which promote respect for and between others and create an equitable and inclusive learning environment.	BP 1.2 Establish and maintain procedures with learners which promote and maintain appropriate behaviour, communication and respect for others, while challenging discriminatory behaviour and attitudes.
BK 1.3 Ways of creating a motivating learning environment.	BP 1.3 Create a motivating environment which encourages learners to reflect on, evaluate and make decisions about their learning.

Domain C: Specialist learning and teaching

The values set out in Domain A support and inform all the commitments, knowledge and practice set out in the other domains.

PROFESSIONAL VALUES	
<i>Teachers in the lifelong learning sector value:</i>	
AS 1	Learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.
AS 2	Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.
AS 3	Equality, diversity, and inclusion in relation to learners, the workforce, and the community.
AS 4	Reflection and evaluation of their own practice and their continuing professional development as teachers.
AS 5	Collaboration with other individuals, groups and/or organisations with a legitimate interest in the progress and development of learners.
They are committed to:	
CS 1	Understanding and keeping up to date with current knowledge in respect of own specialist area.
CS 2	Enthusiasing and motivating learners in own specialist area.
CS 3	Fulfilling the statutory responsibilities associated with own specialist area of teaching.
CS 4	Developing good practice in teaching own specialist area.

Domain C: Specialist learning and teaching

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
<i>Teachers in the lifelong learning sector know and understand:</i>	<i>Teachers in the lifelong learning sector:</i>
CK 1.1 Own specialist area including current developments.	CP 1.1 Ensure that knowledge of own specialist area is current and appropriate to the teaching context.
CK 1.2 Ways in which own specialism relates to the wider social, economic and environmental context.	CP 1.2 Provide opportunities for learners to understand how the specialist area relates to the wider social, economic and environmental context.
CK 2.1 Ways to convey enthusiasm for own specialist area to learners.	CP 2.1 Implement appropriate and innovative ways to enthuse and motivate learners about own specialist area.

PROFESSIONAL KNOWLEDGE AND UNDERSTANDING	PROFESSIONAL PRACTICE
<i>Teachers in the lifelong learning sector know and understand:</i>	<i>Teachers in the lifelong learning sector:</i>
<p>CK 3.1 Teaching and learning theories and strategies relevant to own specialist area.</p> <p>CK 3.2 Ways to identify individual learning needs and potential barriers to learning in own specialist area.</p> <p>CK 3.3 The different ways in which language, literacy and numeracy skills are integral to learners' achievement in own specialist area.</p> <p>CK 3.4 The language, literacy and numeracy skills required to support own specialist teaching.</p> <p>CK 3.5 Ways to support learners in the use of new and emerging technologies in own specialist area.</p>	<p>CP 3.1 Apply appropriate strategies and theories of teaching and learning to own specialist area.</p> <p>CP 3.2 Work with learners to address particular individual learning needs and overcome identified barriers to learning.</p> <p>CP 3.3 Work with colleagues with relevant learner expertise to identify and address literacy, language and numeracy development in own specialist area.</p> <p>CP 3.4 Ensure own personal skills in literacy, language and numeracy are appropriate for the effective support of learners.</p> <p>CP 3.5 Make appropriate use of, and promote the benefits of new and emerging technologies.</p>
CK 4 1 Ways to keep up to date with	CP 4 1 Access sources for professional



+ další 3 domény

**(podrobněji v
příspěvku ve
sborníku z této
konference)**

Domain D: Planning for learning

Domain E: Assessment for learning

Domain F: Access and progression

assessment units



Development of the standards represents a vital first step in the construction of a new framework of qualifications for teachers in the further education system. Following the requirements set out within *Equipping Our Teachers for the Future*, LLUK identified specifications, drawn from the overarching standards, for the types of teaching role performed within the sector. These role specifications are expressed in terms of units of assessment, which clearly set out the learning outcomes and assessment criteria that teachers, tutors and trainers are expected to achieve. Units will be grouped together to make up the named qualifications for specific teacher roles, based on rules of combination determined by LLUK.

Some units within these qualifications will be mandatory and others optional, to allow for tailoring of qualifications to suit specific roles. It will be possible for mandatory units to be contextualised and for qualifications to contain specialist optional elements, so that the qualification will be generic to the sector, while maintaining relevance to a particular constituency or role. Units will be available as stand alone elements, elements within qualifications or, as required, for continuing professional development (CPD) purposes.



NOS: National Occupational Standards
zdroj: www.ukstandards.co.uk



Unit L11: Enable learning through demonstrations and instruction



Overview

This unit is appropriate for you if your role involves:

- demonstrating skills and methods to learners
- instructing learners in procedures and processes

The activities you are likely to be involved in:

- demonstrating how equipment is used
- showing a learner how to do something
- giving learners instructions on what to do or how to carry out a particular activity
- deciding when you should use demonstration or instruction to encourage learning
- reviewing the potential use of technology-based learning
- checking on the progress of learners
- giving feedback to learners

What the unit covers:

- 1 demonstrating skills and methods to learners
- 2 instructing learners

Element L11.1: Demonstrate skills and methods to learners

Performance criteria

You must be able to do the following:

- a Base the demonstration on an analysis of the skills needed and the order they must be learned in.
- b Ensure that the demonstration is accurate and realistic.
- c Structure the demonstration so the learner can get the most out of it.
- d Encourage learners to ask questions and get explanation at appropriate stages in the demonstration.
- e Give learners the opportunities to practise the skill being demonstrated and give them positive feedback.
- f Give extra demonstrations of the skills being taught to reinforce learning.
- g Ensure that demonstrations take place in a safe environment and allow learners to see the demonstration clearly.
- h Respond to the needs of learners during the demonstration.
- i Reduce distractions and disruptions as much as possible.

další příklad:



Unit L13: Enable group learning



Overview

This unit is appropriate for you if your role involves:

- managing group work to improve learning

The activities you are likely to be involved in:

- identifying where group work is appropriate to learning
- setting up learning groups
- identifying and managing group dynamics and power balances
- enabling group activities

What the unit covers:

- 1 managing group dynamics
- 2 enabling the group to learn together

klíčová slova zastřešujících standardů –
jakým jevům je ve standardech přisuzována
vysoká hodnota



- **učitelé oceňují všechny studenty, jejich úspěchy, učební cíle, aspirace a zkušenosti**
- **spravedlnost, různorodost, začleňování**
- **sebereflexe učitele**
- **povzbuzování a oceňování**
- **důraz na dovednosti identifikovat vzdělávací cíle**

klíčová slova zastřešujících standardů –
jakým jevům je ve standardech přisuzována
vysoká hodnota



- důraz na komunikaci učitele s kolegy ve prospěch studentů
- důraz na sdílení informací a zkušeností s kolegy
- využívání zpětné vazby
- bezpečné a podporující prostředí k učení
- učitel je profesionál, který volí z osobního „zásobníku“ vhodné metody pedagogické práce
- zvláštní důraz na dovednosti a metody v oblasti individuální práce (mentoring, koučing)

klíčová slova zastřešujících standardů –
jakým jevům je ve standardech přisuzována
vysoká hodnota



- entuziasmus učitele přenášený na studenty
- učitel je inovátor, vyhýbá se rutině
- učitel používá nové technologie
- učitelova snaha překračuje hranice předmětu – dbá na rozvoj přenositelných kompetencí
- výstupy z hodnocení slouží k rozvoji studentů – jsou předmětem komunikace
- tématem učitele je studentovo učení v budoucnosti

základní charakteristiky těchto standardů



- **zastřešují = staví na tom, co je společné a shodné a diferenciaci ponechávají v nižší rovině assessment units**
- **Jsou založené na kompetencích = nechybí hodnoty a postoje (na ty je dokonce kladen velký důraz)**
- **Důraz je kladen na roli učitele, jako tvůrce situací a příležitostí pro aktivní učení (podobně jako u queenslandských standardů – viz konference 2007)**
- **mají silný apel („skutečná profese“, „být vzorem“)**

Závěrem:

Standardy působí celostním, holistickým dojmem („nejde o seznam k odškrtnutí“)

Standardy působí apelativně.

Standardy (tím, jak vznikly i svým obsahem) jsou projevem civilizace, humanity, respektu vůči právům lidí, projevem demokracie



Více v příspěvku ve sborníku.

Děkuji za pozornost

ttnet^{CZ}
partnerství pro vzdělávání učitelů