



Level 5 Diploma in Teaching

KHDA Dubai Approved | Ofqual UK Regulated



National Academy
Better Education | Better Lives

Pedagogic methodologies and curriculum development in further education

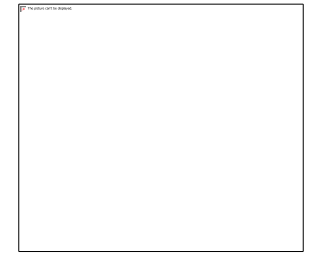
Neelam Deen Litt

BA Hons

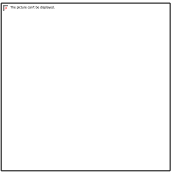
PGCE

MA SEN

Housekeeping



Mute your microphone when not talking.



Please use your full name as the profile/display name when you log in



Keep video on and be attentive. Show your understanding with a nod or hand gesture (thumbs up)



Use the 'raise my hand' feature to ask questions or share ideas or experiences



Be active and take notes

Your experiences – ready for next week



What topic do you deliver?

What could be the difficulties with the delivery?

What strategies can you apply to overcome this ?

Lesson Objective



- 4.1 Analyse threshold concepts and troublesome knowledge in own area of specialism
- 4.2 Evaluate strategies to address threshold concepts and troublesome knowledge to promote learner progression and understanding.
- 4.3 Evaluate the impact of learners' prior knowledge and education experience on their engagement and performance in further education

- 5.1 Explain ways in which social, political and economic factors influence education policy
- 5.2 Analyse the impact of current educational policies, legislation and guidance on curriculum and practice
- 5.3 Explain the application of sustainability in own subject area, considering: • environmental • social • economic

- 6.1 Develop comprehensive and inclusive curriculum plans for own subject that engages and challenges learners
- 6.2 Integrate English and maths into curriculum plans to promote understanding of key topics
- 6.3 Critically evaluate curriculum plans, and implement adaptations to enhance overall effectiveness

4.1 What is a threshold concept in teaching practice?

- Threshold concepts: core concepts in a subject that, once understood, transform how learners perceive and engage with the topic, allowing them to move on in their learning.
- Troublesome knowledge: concepts or skills that learners find especially challenging or difficult to grasp within a subject area.
- <https://www.youtube.com/watch?v=J5H5ykavOak>

- So how can we identify the threshold concepts of our subjects? Most obviously, they're the places students commonly get stuck.
- What are the knots of your subject?
- The bits that give you the most trouble in communicating to classes?
- Often, these areas are the points at which many, seemingly unrelated, pieces of knowledge coalesce into meaning. With this as our starting point we can start to map out what these concepts might be for a particular subject area.

Threshold Concepts

Threshold Concepts may be considered akin to passing through a **portal** or a **conceptual gateway** that opens up previously inaccessible ways of thinking about something. It represents a **transformed** way of understanding, interpreting, or viewing something **without which the learner cannot progress**.

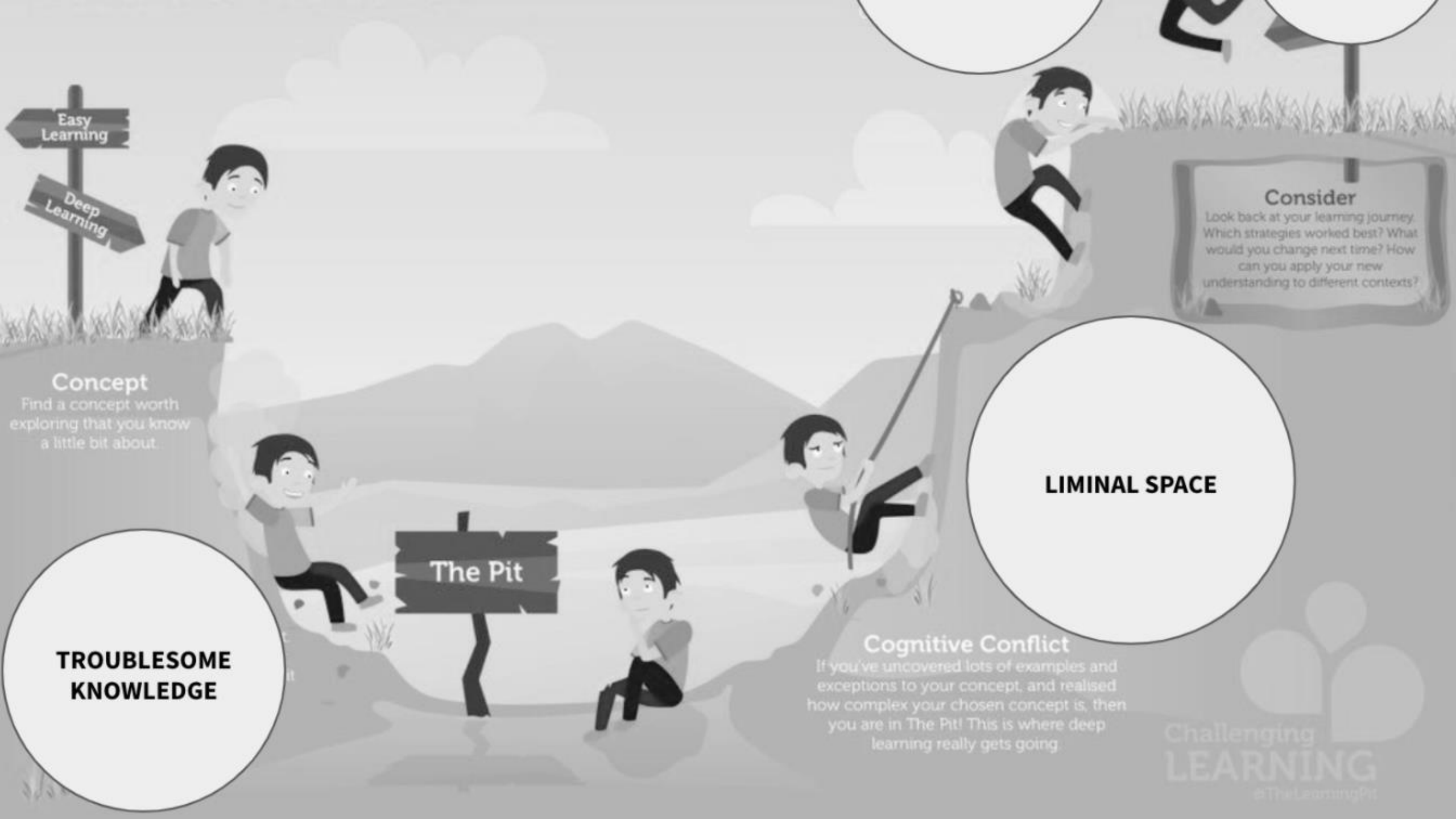


—Jan Meyer and Ray Land

Cited from: <https://learningspy.co.uk/english-gcse/using-threshold-concepts-to-design-a-ks4-english-curriculum>

- For my subject, English, some of the threshold concepts might be:
- Understanding the relationship between grammar and meaning.
- Understanding the effect of context, both on writers and readers.
- Understanding the need to use supporting evidence for ideas.
- An awareness of the ways in which language can affect readers.
- Understand how different ways of structuring text can produce different effects.
- Understanding that language can be analysed to reveal a variety of meanings.

- <https://learningspy.co.uk/english-gcse/using-threshold-concepts-to-design-a-ks4-english-curriculum/>



Easy Learning

Deep Learning

Concept

Find a concept worth exploring that you know a little bit about.

TROUBLESOME KNOWLEDGE

The Pit

Cognitive Conflict

If you've uncovered lots of examples and exceptions to your concept, and realised how complex your chosen concept is, then you are in The Pit! This is where deep learning really gets going.

LIMINAL SPACE

Consider

Look back at your learning journey. Which strategies worked best? What would you change next time? How can you apply your new understanding to different contexts?

Challenging
LEARNING
@TheLearningPit

Characteristics of Threshold Concepts

• Transformative

Once understood, it changes the way the student views the subject - it gives them a new “lens” for thinking

• Troublesome

Counterintuitive, strange, or seemingly incoherent at first
Complex; may take a long time to learn

• Integrative

Brings together different aspects of the subject that previously did not appear to be related



Examples:

Entropy

Heat transfer

Letters represent sounds

Thematic patterning



MFL Threshold Concepts

Listening

1. Listen and show understanding by **joining in** and **responding**.
2. Link the **sound, spelling** & **meaning** of words

Writing

1. Write **phrases from memory**
2. **Adapt** phrases to create **new sentences**.
3. **Describe** people, places, things

Speaking

1. Express **opinions**
2. Speak in **sentences**
3. **Ask** and **answer** questions
4. **Ask for clarification** & help
5. **Describe** people, places, things

Reading

1. Read and show understanding of **phrases & simple texts**
2. **Read aloud** with accurate pronunciation
3. Use a **dictionary**

Grammar
Vocabulary
Phonics

	Year 3	Year 4	Year 5	Year 6
Knowledge about Languages: Grammar / Vocabulary / Phonics	<p>Begin to identify some phonemes that are the same as or different from English or another language that is spoken.</p> <p>Understand and start to use some basic core structures e.g. Use of first person pronoun and articles according to the gender of the noun.</p> <p>Begin to use first person present tense of some verbs.</p> <p>Recognise negative first person verbs.</p> <p>Understand capitalisation rules for days of the week and months of the year.</p> <p>Recognise possessive adjectives.</p>	<p>Identify some phonemes that are the same as or different from English or another language that is spoken.</p> <p>Use knowledge of key sounds to pronounce new words.</p> <p>Understand the main core structures and begin to use some actively e.g. First and third person present tense of verbs.</p> <p>Begin to use third person present tense verbs.</p> <p>Use negative first person verbs.</p> <p>Begin to understand the structure of questions.</p> <p>Begin to use simple adjectives with nouns.</p> <p>Begin to comprehend basic adjective agreement.</p> <p>Understand possessive adjectives.</p>	<p>Confidently identify phonemes that are the same as or different from English or another language that is spoken.</p> <p>Begin to identify sentence structures that are the same as or different from English or another spoken language.</p> <p>Show a greater understanding of adjective agreement.</p> <p>Begin to use quantifiers / intensifiers.</p> <p>Begin to use simple conjunctions (and/but/also) to make compound sentences.</p> <p>Use negative first and third person verbs.</p> <p>Use positive and negative verbs together in a sentence.</p> <p>Remember and use accurate questions.</p>	<p>Confidently identify common phonemes in varied contexts.</p> <p>Understand which sentence structures are the same as or different from English or another spoken language.</p> <p>Understand and use negatives.</p> <p>Use conjunctions (and/but/also/because) to make compound sentences.</p> <p>Recognise and use conditional tense verbs to express opinion.</p> <p>Give justifications for opinions.</p> <p>Use the conventions for sentence structure studied.</p> <p>Recognise and use different spellings for masculine and feminine adjectives.</p>

Our Teacher Threshold Concepts for 2019-20



- **Formative Assessment** (*feedback & questioning*)
- **Metacognition** (*modelling & practice*)
- **Vocabulary Deficit** (*challenge, practice, modelling, explanation*)
- **Cognitive Load Theory & Memory** (*Explanation, challenge & practice*)

4.3 Evaluate the impact of learners' prior knowledge and education experience on their engagement and performance in further education

- Activating prior knowledge helps students see the connections between previous learning and new instruction, builds on what students already know, provides a framework for learners to better understand new information, and gives instructors formative assessment information to adapt instruction
- Prior knowledge is the tapestry of information - experiences, understanding and skills - that learners have accumulated over time. It's a testament to what's been learned, experienced, and absorbed. Yet, it's crucial to distinguish prior knowledge from preconceived notions. While the former is grounded in factual experiences or learning, the latter may be based on biases, misconceptions, or distortions. There is a broad spectrum of "prior knowledge." On the one end, there's surface-level familiarity – perhaps recognising a term or having a vague idea about a concept. On the other, learners possess a deep, robust understanding of something, and this allows them to analyse new information critically, link it with existing knowledge, and/or challenge it based on well-founded beliefs. As Jean Piaget, a revered figure in educational psychology, highlighted, it's worth noting that learners actively construct their knowledge, building upon what they already know. This underscores the significance of recognising and utilising prior knowledge as a valuable learning tool.

5.1 Explain ways in which social, political and economic factors influence education policy

- Group Task

Factors – give examples	How this can influence educational policy
Social	
Political	
Economic	

What are social, political, and economic factors in education?

- A social factor influences a considerable number of individuals within society
- Political factor relates to government policy and practices,
- Economic factors include aspects that affect the economy, specifically financial matters.

Group 1 Feedback - Social Factors

- Social factors play a significant role in shaping education policy:
 - ☐ Cultural diversity: multicultural societies require a curriculum that represents diverse histories languages and traditions. For example, here in UAE, due to major diversity. all schools whether its British curriculum or American, have to adapt a dual education system that includes the mandatory subjects which is Arabic, Moral education, Islam
 - ☐ Socioeconomic status: free school meals and financial aid help support disadvantaged students. Also, governments may introduce scholarships and give free technological devices.
 - ☐ Public health concerns: mental health support and vaccinations in schools.
 - ☐ Migration : increased migration has led to policies for language support, cultural integration and international student programs.
 - ☐ Technological advancements: the growth of digital learning has promoted e-learning.

- 1. Social Factors

Diversity and Inclusion: Policies may require teachers to adapt instruction for students from different cultural backgrounds, with special educational needs, or those learning English as an additional language.

Group 2: How does political policy influence educational policy



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There are various ways in which political factors impact educational policy:

- 1) Government Priorities: National priorities established by political leaders influence curriculum, funding, and reforms in education.
 - 2) Laws and Regulations: Government-passed laws establish student rights, instructor qualifications, and school policies.
 - 3) Political Ideologies: Standardized testing, privatization, and inclusion are a few examples of educational strategies that may be prioritized by various political parties.
 - 4) Funding & Resources: Budgets, grants, and financial aid initiatives for public education are impacted by political decisions.
 - 5) Global & National Policies: Education systems are influenced by both international accords and national policies on topics such as diversity, digital learning, and vocational training.
- 6) Education Funding - Political

Group 2 continued



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Political factors significantly influence education policy.

1. Government Ideology – Conservative governments may prioritize traditional curricula, while progressive ones might emphasize inclusive education and critical thinking.

2. Education Funding – Political parties influence budget allocations for public vs. private education, affecting accessibility and quality.

3. Curriculum Content – Political influence can shape subjects like history, science, and sex education to align with national ideologies or beliefs.

4. Language Policy – In multilingual countries, governments may promote certain languages in education to strengthen national identity.

5. Decentralization vs. Centralization – Some governments centralize education to maintain uniform standards, while others decentralize it to allow regional control.

Religious Influence – In some nations, political decisions integrate religious teachings into education, affecting secularism and inclusivity.

Group 3 Feedback



- Economic factors like government funding, family income, and job markets greatly influence education policies. Well-funded schools offer better resources, teacher training, and technology, while underfunded schools may struggle with shortages. Economic stability affects tuition costs, accessibility, and the quality of education. In strong economies, governments invest more in scholarships and vocational training, while during downturns, budget cuts can limit educational opportunities.

- Education is the foundation of any functional society . It prepares people to live cohesively in a community participate politically and contribute economically, investing in education has been individual, country level and global benefits too.
- Technology in Education: The rise of digital tools influences teaching strategies, requiring teachers to integrate online learning, interactive arental Expectations: Society's views on education affect teacher workload, communication with parents, and the pressure to deliver results.

Student Well-being: Policies focused on mental health and well-being may lead to teachers receiving training in emotional intelligence, conflict resolution, and mindfulness strategies.

School meals and financial aid help support disadvantaged students. Also, governments may introduce scholarships and give free technological devices.

Public health concerns: mental health support and vaccinations in schools.

Migration : increased migration has led to policies for language support, cultural integration and international student programs.

Technological advancements: the growth of digital learning has promoted e-learning.

3. Economic Factors



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Funding and Resources: Teachers in well-funded schools have access to better technology, materials, and facilities, while underfunded schools may struggle with large class sizes and outdated resources.

Teacher Salaries and Working Conditions: Economic constraints can lead to low salaries, affecting teacher motivation and retention. Well-paid teachers in stable systems are more likely to focus on professional growth.

Class Sizes: In wealthier countries, policies may promote smaller class sizes for personalized learning, whereas economic limitations in some regions result in overcrowded classrooms.

Vocational vs. Academic Focus: In economies that need more skilled labor, education policies may shift toward vocational training, affecting what and how teachers instruct.

5.3 Explain the application of sustainability in own subject area, considering:

- environmental • social • economic

- When we talk about sustainability, we're talking about a development model that can meet the needs of the present without compromising the ability of future generations to meet their own. It's a holistic approach that considers the social, environmental and economic impacts of actions and decisions taken today.

5.3

- Teacher in education
- Use of technology – more funding

Shortage of parents working – UK 9 months old funding

- 6.1 Develop comprehensive and inclusive curriculum plans for own subject that engages and challenges learners
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6.1 Develop comprehensive and inclusive curriculum plans for own subject that engages and challenges learners

- Role play
- Simulation
- Project based works
- Case studies
- Real life learning – trip to the hospital to observe real practice
- Nursery placement for practical experience
- Visual resources
- Peer assessment
- Group Work



6.3 Critically evaluate curriculum plans, and implement adaptations to enhance overall effectiveness

- How are you evaluating your courses?
- Feedback from learners
- Surveys
- Results from exams
- Assignments

Make links to TABBA model

Reflect on own course

- What changes would you make?



Any Questions

