



# Teaching and Training in Post-Compulsory Education



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# Teaching And Training In Post Compulsory Education

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## **Teaching And Training In Post Compulsory Education:**

Teaching and Training in Post-compulsory Education Andy Armitage,2003 This text is aimed at students undertaking a range of courses to equip them to teach in this sector It covers the requisite knowledge skills and abilities and the learning processes such teachers undergo    *Teaching and Training in Post-compulsory Education* Andy Armitage,Robin Bryant,Richard Dunnill,Karen Flanagan,Dennis Hayes,Alan Hudson,Janis Kent,Shirley Lawes,Mandy Renwick,2007-12-01

**Teaching in Post-Compulsory Education** Anthony Coles,Karen McGrath,2014-12-01 The post compulsory education and training sector plays a critical role in both the vocational and academic education of our young people At the heart of its philosophy has been widening participation through the encouragement of under represented groups As such teachers have a critical role to play in providing a range of educational opportunities central to the skills required to deliver a secure economic future for the country Written for trainee teachers at all levels the book aims to support the development of the personal and professional skills required to work in the sector and helps students to fulfil the standards for qualified teacher status Providing a comprehensive guide to contemporary issues within post compulsory education it covers the professional role of the teacher both in the classroom and as a manager supporting skills for life with adult learners diversity and equality CPD and informal learning Leadership management and organisational Research in professional practice Including reflective questions and discussion points throughout Teaching in Post Compulsory Education is ideal for training and practising teachers on a range of courses including the City Guilds qualifications University Certificate and Diploma students or those on a PGCE course in post compulsory education    Making Learning Happen Phil Race,2005-10-03 Making Learning Happen provides an accessible and practical discussion of teaching and learning for the post compulsory sector of higher and further education Much of the existing educational literature on learning is written in language which makes it inaccessible to the people most directly involved in learning learners and their teachers This book avoids the unnecessary jargon and elitist language which has too often hitherto hindered teachers and learners alike in thinking about how best to make learning happen

**Post-Compulsory Education Pack: Teaching and Training in Post-Compulsory Education (0335212735) and Working in Post-Comp** Armitage,2003-10    **A Complete Guide to the Level 4 Certificate in**

**Education and Training** Lynn Machin,Duncan Hindmarch,Sandra Murray,Tina Richardson,2025-02-28 A complete and updated all in one guide to the Level 4 Certificate in Education and Training suitable for use with any awarding organisation This fourth edition of the bestselling text for all those working towards the Level 4 Certificate in Education and Training has been fully updated and tailored to meet the refreshed ETF Standards It therefore provides an increased focus on subject pedagogy and covers information relating to a range of new and contemporary issues It incorporates key information on reflective practice and study skills and provides full coverage of all the mandatory units Accessible language is combined with a critical approach that clearly relates practical examples to the required underpinning theory Specifically this fourth

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reference to some of the best modern literature on assessment teaching and feedback By focusing on the learner in a variety of situations and contexts the book explores how teachers can help learners to make learning happen The authors emphasize teaching smarter helping busy hard pressed teachers to increase the efficiency as well as effectiveness of their work Written with both full time and part time staff in mind the book allows teaching staff to balance the various tasks which make up their workload including the increasing paperwork and administration they encounter whilst carrying out assessment teaching and providing feedback to students The book addresses a wide range of aspects of assessment learning and teaching in post compulsory education including how to provide a supportive learning environment including online learning how to design and manage formative assessment and feedback how to support diverse students including addressing and achieving student satisfaction developing teaching including lecturing small group teaching supporting individual learning and dealing with disruptive students how to use research to improve teaching creatively designing curriculum promoting student employability broadening horizons including widening and deepening participation addressing and achieving student satisfaction It is a self sufficient and thought provoking resource about teaching and learning for all practitioners in post compulsory education

### **Professionalism in Post-Compulsory Education and Training** Jonathan Tummons,2020-05-18

What does professionalism mean for teachers and trainers in further education colleges or adult education centres Over the last twenty years ideas about professionalism and professional identity within the post compulsory sector have been shaped and reshaped by successive policies standards and professional bodies Yet these ideas themselves remain controversial and continue to be the focus of debate as well as research This book gathers together a series of articles published over the last ten years providing critical and research based perspectives on professionalism within post compulsory education and training The twelve chapters that are presented here explore issues such as professional standards and continuing professional development and their impact on current definitions and frameworks of professionalism as well as the policies that have shaped these processes These are issues that are of relevance and importance not only to practitioners and researchers in the post compulsory sector but to anyone who is concerned with contemporary debates about what it means to be a professional in education and training The chapters in this book were originally published as articles in Research in Post Compulsory Education

### *A-Z of Lifelong Learning* Jonathan Tummons,Sharon Powell,2014-06-16

The A to Z of Lifelong Learning has been written for anyone involved in the lifelong learning sector whether as an evening class tutor trainee FE teacher or college manager With its glossary format this book allows students tutors and practitioners to easily explore the many key themes issues and debates that shape contemporary practice in the lifelong learning sector Written in an accessible style the A to Z of Lifelong Learning combines ease of use with a critical perspective covering a range of important topics relating to learning and teaching in lifelong learning the people staff students and other stakeholders and the organisation and management of the sector Each entry provides a succinct and helpful overview for busy students and

practitioners and includes Introduction A brief definition of the term including changes in emphasis usage over time Key concepts An exploration of key concepts and debates within the topic referenced to both recent literature and seminal works writers Practical application Commentary relating to the application manifestation of the concept in practice drawing on real world examples where appropriate Readable critical and fully referenced to provide guidelines for further reading and research the book is aimed at students who are taking a wide variety of lifelong learning qualifications This book is an excellent entry point for anyone who wants to know more about lifelong learning and the lifelong learning sector Jonathan Tummons and Ewan Ingleby combine scholarship and experience of the sector with the outcomes of their own research to create a valuable addition to the literature on lifelong learning If you are unfamiliar with the territory of lifelong learning this book gives you the map Pete Scales Senior Lecturer in Education University of Derby UK In their introduction Tummons and Ingleby describe the breadth and complexity of the lifelong learning sector with its wide range of educational institutions programmes of study contexts and settings and diverse student and teacher populations That it manages so comprehensively to encompass this sector from Accreditation of Prior Learning to Zone of Proximal Development is one of the key achievements of this text This text will be invaluable to all those teaching or studying in the sector and will be particularly useful for those outside the sector baffled by the myriad topics theories policies processes which are current within it indeed there is even an entry on Jargon Andrew Armitage Head of the Department of Post Compulsory Education Canterbury Christ Church University UK This is a welcome and timely text This simple A Z of the sector provides a much needed overview of that complexity For the novice unfamiliar with the pedagogies philosophies and policies that define working with adults this A Z of Lifelong Learning is an accessible introduction The seasoned professional familiar with a particular institutional setting will appreciate gaining depth and insight into the workings of an entirely different educational context The reader is left curious and inspired wanting to follow up and find out more Yet each entry provides just enough detail to stimulate thought and discussion Carol Azumah Dennis PCET Programme Director University of Hull UK

**Post-compulsory Education for Disabled People** Centre for Educational Research and Innovation, 1997 This report presents findings of a 3 year study 1994-1997 of post compulsory educational opportunities for adolescents and adults with disabilities in 10 European countries Finland France Iceland Ireland Italy the Netherlands Norway Spain Sweden United Kingdom Australia and the Canadian provinces of British Columbia and Quebec It is part of a larger study of effective educational and support structures in integrated settings The first part identifies the main trends in sections on 1 main characteristics of post compulsory education 2 the population under consideration 3 policies and legislation 4 transition from schooling 5 funding 6 provision 7 curriculum 8 support services 9 information technology 10 teacher training 11 community involvement 12 post education experience and 13 the future The second part of the report synthesizes individual country reports under the same 13 categories The study found that all the countries have some legislation in place to support post compulsory education and

training of people with disabilities but that there is much variation in the extent to which this legislation protects people's rights and that people with disabilities continue to be underrepresented in post compulsory education and employment. Appended are a list of working group participants and guidance notes for completing the country questionnaires DB

**Teaching And Training In Lifelong Learning** Armitage, Andy, Evershed, Jane, Hayes, Dennis, 2012-03-01 This volume examines key areas in post compulsory education through topical discussion practical exercises theory reading analysis information and examples of student work **PCET** Jonathan Tummons, 2019-09-02 This text is an introduction to learning and teaching in the post compulsory sector going further than other texts in its exploration of the sector **Mentoring Teachers in Post-Compulsory Education** Bryan Cunningham, 2014-03-18 This timely new handbook will be an essential read for all college staff who find themselves involved in mentoring trainee teachers in post compulsory education either through choice or necessity. Describing all of the expectations responsibilities and rewards involved in mentoring college teachers in training the book provides advice and support on What to expect as a mentor and what your mentee expects of you. Organizing and conducting observations Time management Using appropriate language with your mentee What to do when things go wrong Accessible practical and supportive this book will help make mentoring an easier more enjoyable and ultimately rewarding experience for all new mentors in the post compulsory workplace. It will also be of great value to both teachers trainers and key staff in colleges such as staff development managers who play an important role in overseeing the delivery and quality of mentoring activities **Education and Training After Basic Schooling** Organisation for Economic Co-operation and Development, 1985 Various factors including an increase in the standard of living of the population throughout the Western industrialized countries the need for better qualified workers and the necessity of providing alternatives to unemployment for young people have led to increased demands for training courses provided immediately after compulsory schooling. Governments and the private sector alike have responded to this demand by developing new education training and work experience programs aimed at youth between the ages of 16 and 19 and by introducing changes in the organization and objectives of upper secondary education including general technical and vocational courses. Although the increasing number of new programs for youth is a promising sign the lack of coordination among the different types of services available have created a number of new problems for planners and policymakers employers and the youth themselves. Problems exist in the areas of articulation dissemination of information concerning available program options assessment credentials and the transition to employment. Included among those areas that demand particular attention by policymakers are the following 1 expansion of opportunities for disadvantaged youth 2 reforms to encourage increased participation of females in nontraditional occupations and in such nontraditional training programs as apprenticeships and 3 resolution of the persisting discontinuities among general technical and vocational education. **MN A Toolkit for Creative Teaching in Post-Compulsory Education** Linda Eastwood, Jennie Coates, Liz Dixon, Josie Harvey, Chris Ormondroyd, Sarah

Williamson,2009-03-16 Are you looking for ways to encourage learners to think more creatively Do you need ideas for fun and engaging activities for individuals and groups Would you like a practical step by step guide written by practitioners for practitioners YES Then this is the book for you This is the essential resource for trainees and teachers working in the PCET sector who are looking for new and creative ways of engaging and motivating their learners The book contains 50 brilliant activities that can be used in a variety of settings and applied to different subject areas The authors give specific details relating to planning preparation and implementation for each activity and in addition suggest a whole range of further variations for each activity to try out too Key features include 50 practical and innovative teaching activities Practical tips to get the most from each activity Variations and subject specific examples Thinking Points to encourage reflection What Next signposts to further reading A theoretical framework which sets the activities within the context of creativity and innovation A Toolkit for Creative Teaching in Post Compulsory Education is an essential handbook for teacher training students and for new and experienced teachers undertaking Professional Development     Teaching, Training and Learning Ian

Reece,Stephen Walker,2016-04-12 This edition has been designed to meet the requirements of Preparing to Teach in the Lifelong Learning Sector PTLLS Certificate in Teaching in the Lifelong Learning Sector CTLLS Diploma in Teaching in the Lifelong Learning Sector DTLLS Certificate in Education Post Graduate Certificate in Education PGCE Teaching Training and Learning aims to provide a comprehensive coverage of the major aspects of teaching and learning in Post Compulsory Education and Training This practical text features Relevant theory applied to practice Worked examples Building portfolios and Professional Development Journals PDJs Clear and easy to understand text and diagrams Examples on how to meet the New Professional Standards How ILT can be used to enhance teaching and learning The book is written in a style designed to make teaching and learning Along with the New Professional Standards understandable and accessible to everyone teaching and training in the Post Compulsory sector     Educational Reform and Its Consequences Sally Tomlinson,1994

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