

LTCL Teaching Unit 2 – Teaching Experience

Case Studies

The Case Studies present candidates with the opportunity to write about their understanding and experience of teaching at a range of levels and contexts. As an absolute minimum, candidates must have completed 30 hours' contact time, split equally between three groups of students at different stages of learning, though in practice they usually have more direct teaching experience than this by the time they come to write their case studies.

Each case study should cover a period of teaching of at least one term in length or one specific period of learning (eg: a week-long intensive course) which culminates in some form of summative assessment such as an examination or assessed performance.

The purpose of the Case Study is to allow candidates to reflect upon what they and their students have achieved so far, to analyse the teaching strategies employed and their suitability for the different groups taught, to report on the use and effectiveness of a range of assessment strategies and then to make a plan for the next stage of teaching, identifying projected learning outcomes.

The candidate needs to write three case studies, one for each of three selected groups of students at different stages of learning. If the groups are of a similar age range the differences between them must be significant. One of the objectives of the Unit is to allow candidates to display their ability to draw on "a substantial range of approaches in handling complex and unpredictable situations" so a "substantial range" of students is advised. Material should not be duplicated in the three case studies.

Each "group" must consist of a minimum of three students, though in practice most candidates provide evidence of working with larger groups as well.

In writing up their Case Studies, candidates should make SELECTIVE and ANALYTICAL use of information and experience. The comparatively small word count (5,000 words) is designed to encourage candidates to be cogent and precise in their thinking. We are looking for quality not quantity.

Certain information may be provided in list, bullet-point or tabulated form as long as its relevance and the lines of argument and reasoning are clear. Pages should be numbered and a bibliography supplied.

The most successful candidates tend to use between half and two-thirds of their Case Studies to describe, analyse and reflect upon past experience and the remainder on future plans.

A typical structure/weighting for EACH case study might therefore be:

1. Description of students (ages, gender, experience, cultural background, any other significant factors affecting learning and/or performance)
200 words
2. Description of teaching methods and techniques; description of materials and resources used and produced; analysis of relationship of chosen teaching methods to learners' needs.
600 words
3. Analysis of the extent to which lesson objectives were achieved by both individuals and groups, including records of summative assessments. (E.g. Examination report forms).

NB: It may well be that some objectives were not achieved. This kind of analysis is often more realistic and valuable than a glowing description of triumphant achievement.

200 words

Examples of documentation shared by teacher and pupil as a record of learning may be included as an appendix (This is not included in the word-count).

4. At least five lesson plans designed to advance and develop the work undertaken by the group. Candidates should give a detailed plan for each lesson showing precisely how they intend to organise and use their teaching time (e.g. 10 minutes warm up, 5 minutes introducing new material and so on); reasons for choice or repertoire; assessment techniques they intend to apply; and projected outcomes for each lesson.
700 words

Details of theatre games/exercises and/or examples of repertoire may be included as appendices. Appendices are not included in the word count.

This structure is not definitive but candidates should note that it contains all the information that must be covered.

Similarly, sectional word counts provide guidelines only. However, candidates should note that a document of less than 4,000 words is unlikely to cover the range of information required at an appropriate level of response. A document of more than 6,000 words is unlikely to display the cogent and selective use of material that is required for success at this level.

Unit 2.2: Scheme of Work

This is normally submitted at the same time as Unit 2.1.

The purpose of this unit is to allow the candidate to devise a scheme of work for at least one term's course of study leading to an intermediate grade examination offered by Trinity Guildhall or another QCA-recognised Awarding Body or an equivalent national qualification.

While the courses described in the Case Studies may lead – within reason – to any practical and/or learning outcome defined by the candidate, the scheme of work must be designed specifically to meet the requirements of a qualification designed by a recognised Awarding body or examinations board. Candidates should clearly identify the requirements of the qualification along with its stated learning outcomes and assessment criteria either in the main text or as an appendix, and demonstrate how the Scheme of Work will address these issues. Detailed lesson plans are not required, but reasons for the choice of the chosen teaching methods should be evident from an overview of the structure of the course or courses described.

In addition, candidates must produce one original teaching resource with a statement relating to its purpose and appropriate teaching techniques for its use. Normally this should not exceed 20 per cent of the total word count of 1500 words.