

Reflections:-

On the Structure and Content of the One Year Full-time Certificate in Education (Further Education) Course at the University of Greenwich, 1991 - 1992, By G G Green.

Phase I

This phase was concerned with the first eight weeks of the course and was split into two parts.

The first part was concerned with presenting to the students the relevant theoretical knowledge that they would need for a given classroom environment. Educational psychology being the main emphasis for this part of the course.

The second part of this phase concentrated on the students own particular specialist subject area/s.

Here through what is known as special method classes the students were instructed about how their own particular subjects are taught, including lesson planning, schemes of work, and assessment in a college; by introducing to them the relevant examining bodies and syllabuses that they would be likely to encounter in the field of Further Education.

The student was allowed to put the above two parts into practice through a succession of short micro lessons to their peers, receiving feedback not only from their tutor but also from their fellow peers.

They also received detailed instruction on the changing role of further education in relation to recent government educational policies etc, and how these would likely to affect the teaching of their own subject etc.

Phase II

This phase, along with the first phase, was split into two parts and lasted for the next seven weeks of the course.

Here the student was to spend three days a week at the University of Greenwich, with the other two days being spent at the student's teaching training college.

At Greenwich the student was given further instruction on classroom theory; in particular the issues relating to teaching methods and strategies, assessment of students learning ability, gender and racism in the classroom etc.

The two days spent in college were to allow the student the opportunity to sit in on various classes and to make observations on them. This also allowed the student to gain an understanding of the further education sector's characteristics, aims and purposes.

Towards the end of this phase the student should have taken that first great step into the unknown by teaching their first solo lesson, and to have taught a minimum number of six hours, this was in order for them to be prepared for the next phase of the course.

Phase III

This phase occupied the next eight weeks of the course, and is known as

STE, Supervised Teaching Experience.

Here the student spent eight weeks in their given college. This allowed them to put into practice all that they had learnt so far on the course by teaching a minimum of eighty hours; in particular the different teaching methods and strategies, planning schemes of work, lesson planning and student assessment etc.

Although the students, whilst at their college are there as a student lecturer, they are treated throughout the teaching block as regular members of staff.

This allows the student to obtain an in depth analyses of the further education sector for a given institution.

Phase IV

This phase incorporated the final eleven weeks of the course and was spent entirely back within the confines of the University of Greenwich.

The phase was concerned with the

students own further professional development after STE in particular the students further professional responsibilities and requirements as a teacher.

The students were allowed to develop these attributes through a selection of special method electives. These allowed the student to explore in depth three areas of the further education sector that were of particular importance to their own specialist subject area.

Overall the course met and achieved its aims in taking a somewhat uncertain student who wanted to teach their specialist subject in a college of further education, through to a very confident and competent lecturer ready to meet the demanding and changing role of a modern lecturer in further education.

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