

Getting the most out of these resources

Who are these resources for?

If you teach on teacher education programmes or coach and support colleagues to improve their teaching and learning, these resources are for you. This guidance helps you to get the most out of the resources in Gold dust.

It covers:

- background and rationale for the resources
- what the resources can help you to do
- how you can use the resources
- tips on adapting and contextualising resources
- a checklist to help you identify and select resources
- a template to help you review and reflect on how the resources worked.

Background and rationale

The resources include a wide and varied range of learning activities, case studies, videos, downloads and more to help you to focus on key themes and topics relating to teaching and learning, and provide content and examples which can be used directly with teachers* across the sector.

The resources have been developed with teachers, teacher educators**, Subject Learning Coaches and national education organisations, and inform you about and illustrate emerging practice. They will make a major contribution to the national efforts to support and develop teachers to effectively meet the needs of their own learners. As their use spreads, they will also make a real contribution to the emergence of a whole sector approach to initial teacher education and professional development.

The resources in this collection will enable you to:

- address key themes in teaching and learning
- meet key components of many nationally recognised initial teacher education programmes
- support teachers in engaging in and providing evidence of their continuing professional development and its impact
- stimulate reflection about teaching and learning which will foster team, whole organisation and whole sector approaches to this important area of work

- encourage critical analysis of teaching and learning approaches and showcase those which can be particularly effective in supporting learner achievement
- coach teachers in how to review their own progress and development, identify strengths and weaknesses in their approaches, and plan for improvement of their practice
- exemplify innovative and learner-centred approaches to teaching and learning with ready made, high quality resources.

What can the resources help you do?

The resources will help you organise or deliver more varied, engaging and effective sessions for the colleagues you are training, coaching or developing. They are designed so that you can build them into activities, sessions and programmes for teacher trainees, teachers engaged in continuing professional development (CPD), or indeed into any situation where teaching and learning is the focus, and teachers may benefit from their use.

They promote:

- active and collaborative learning
- personalised learning
- reflective practice
- equality and diversity
- embedding of literacy, language and numeracy (LLN) in teaching and learning
- embedding of Information and Communications Technology (ICT) in teaching and learning
- development towards Qualified Teacher (Learning and Skills) Status.

How can you use the resources?

They could support or form the basis of one stand alone learning activity, single sessions, a series of sessions, modules or whole courses.

They could work in a face to face learning context with groups or individuals, or as part of an online programme or blended learning. They will support generic teaching and learning themes and topics but could also be adapted or contextualised for different subjects.

They could make a significant contribution to a bank of resources which could be used by you as an individual, by a team, or by a whole organisation.

How can you adapt and contextualise the resources?

If you are introducing new teaching and learning approaches to your colleagues or teacher trainees, plan to provide an experience which will actively involve them where possible. Teachers report that they are enthused by new approaches and prepared to adapt them if they can experience the learning benefits.

The resources can be adapted to work within:

- a different subject or vocational context
- different levels of learning
- with different learners, for example, adult learners, work-based learners, young people
- across the curriculum, for example, to support equality and diversity, to help embed ICT, Skills for Life or functional skills.

Here are some ideas about how certain types of resources can be used.

Type of resource	Possible uses
Video clips	<ul style="list-style-type: none"> • Provide high impact visual examples in sessions. • Set up the challenge and create questions for your participants to help them focus on key learning points as they watch. • Support detailed analysis of events, practicals, behaviour or opinions through close observation and comment. • Prompt reflection on a wide range of subjects, topics or issues. • Show that creating and using videos is straightforward.
Card activities	<ul style="list-style-type: none"> • Create your own contexts by substituting text examples. • Create your own bank of subject or vocationally relevant photo images. • Approach literacy, language and numeracy more visually. • Break down activities into small chunks for easier understanding.
Case studies	<ul style="list-style-type: none"> • Show how things work in different contexts. • Provide examples which can compare and contrast with participants' experiences. • Develop reading and comprehension skills. • Embed equality and diversity.
Session plans	<ul style="list-style-type: none"> • Model effective planning.

	<ul style="list-style-type: none">• Provide the focus for a discussion of what makes effective planning.• Compare differences when planning for different contexts.• Embed literacy, language, numeracy and ICT.• Use as a basis for joint planning.
Interactive activities	<ul style="list-style-type: none">• Support out of session activity and reinforcement of in-class learning.• Can be used at any time or place.• Demonstrate how ICT can be used.• Particularly useful for personalised learning.• Prepare for formal assessment.

With this 'How to guide', there are two further documents:

- The 'What, where, when and how' checklist for using the resources
- The Gold dust resource review.

The two supporting documents aim to:

1. provide a simple series of questions to help you reflect on how they could best be included in your own teaching, or that of your team - this will help you make direct use of the resources with minimum additional preparation or adaptation
2. enable you to reflect on how the use of the resources worked out in practice through a series of review questions.

These additional documents encourage you to adopt the approaches you are promoting with your trainees or colleagues by encouraging them to look at their own professional practice in a new light.

When you have read this overview, and taken a look at the templates, we suggest you begin by browsing the resources to locate some which are of immediate interest. This will introduce you to the structure and organisation of the resources. You will find activities and guidance notes in each area, and can start to use the 'What, when, where and how' checklist.

* We use 'teaching and learning' and 'teacher' as generic terms to include:

- teaching, training and learning
- teachers, tutors, trainers, lecturers and instructors in the learning and skills sector.

** By 'teacher educator' we mean:

- any professional who is teaching or supporting participants on teacher training courses such as the Diploma in Teaching in the Lifelong Learning Sector*** (DTLLS), Certificate in Education, Preparing to Teach in the Lifelong Learning Sector (PTLLS) and others
- Subject Learning Coaches and Advanced Learning Coaches who are supporting colleagues to improve teaching and learning
- CPD and staff development managers who support colleagues to improve teaching and learning and fulfil the IfL requirement for CPD.

*** The Learning and Skills sector (UK) includes the following learning contexts: further education colleges, Personal and Community Development Learning, sixth form colleges, work-based learning, prison education, Armed Forces Instruction, higher education and further education.