A Level Module 1 (ALM1)

(approx. 5 hours + pre-/post-session tasks)

Resource 1: Trainer’s overview

| **Section** | **Training Objectives** | **Activities** | **Suggested Timing** | **Resources** | **Notes** |
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| 0 | To prepare for the Training Module | Plan how this module will be delivered, for example:   * Full day INSET? * Series of 5 separate training sessions? * Grouping sections together? * Departmental meeting time?   Plan how to incorporate pre-/post-session tasks accordingly (see notes opposite).  The target audience for this training module is teachers who are new or relatively inexperienced in teaching A Level languages.  It could also be useful for new Heads of Department or those taking on the responsibility of co-ordinating an  A Level team, as they may be able to use some activities with their colleagues. | Trainer’s preparation time | **Pre-/post-session tasks**  **(see individual sections below)** | This module is divided into five sections, numbered 1–5 below. In each section there is a task which requires participants to gather information from their school, department and/or A Level students.  If the training is to be done as a full day, you might consider adapting the tasks and/or incorporating them into the day so that participants are not overwhelmed by paperwork before they start.  If the training is to be delivered as a series of meetings, the tasks should be set one at a time, prior to or during the relevant session. |
| 1 | To set the context and time-frame for the training module  To familiarise colleagues with the specification  To share and consolidate knowledge  To consider the impact of the specification on learning and teaching | * 1. If required (see notes opposite) set the pre-session task by issuing **Resource 3** in advance and asking participants to complete the grid.   2. Show **Slide 2** and explain how the five sections of this module will be delivered.   3. Show **Slide 3** and outline the objectives for the first section.   4. Show **Slide 4** and ask the group to reflect on these two key challenges for 30 seconds or so. Explain that this is the starting point for today’s session and invite any comments/clarify if necessary.   5. Show the first point on **Slide 5**. Ask the group to look at **Resource 3** that they completed as a pre-session task OR ask them to complete it now, individually or in pairs.   Note that this exercise is not about finding specific ‘answers’ but rather about guiding colleagues in what to look for when working with a specification. Participants could work in pairs or groups according to the exam board they use and/or the language(s) they teach. (See notes opposite)  Click on through **Slide 5**, using the prompts to ask the group to share briefly their reactions to this task:   * How much did they know without looking it up? * Have they learnt anything new? * Would they be confident enough to describe/explain their specification to students/parents/ new colleagues?   See further questions in notes opposite.   * 1. **Show Slide 6**. To share and consolidate knowledge, use the materials on **Resource 4** to hold a quiz.   Print and cut up the cards. Depending on the number of colleagues you are training, this activity could be done in various ways:   * For small groups, the question cards could be pulled out of a hat and/or answered against the clock. * In pairs, one person could look at the question (without showing it to their partner), tell their partner the answer and the partner has to guess what the question was. * For groups of six or more, organise a ‘speed-dating’ style room, where participants sit in pairs opposite each other. Place a few question cards on each table, making sure there is a different set on each table. Give the pairs a short time (e.g. two minutes) to discuss the questions on their table, and then at the sound of a bell/whistle they all move one place to their left for the next two minutes. In this way everyone changes partners and gets a new set of questions each time. The question cards must stay on the table! * The aim of this activity is to generate discussion and to share ideas. If you wish to provide ‘answers’, they could be written on the backs of the cards.   1. Having gathered this factual information, the group should now reflect on the implications for their own teaching, their department and their school. Show **Slide 7**, then ask participants to discuss the questions on **Resource 5**, focusing on both pedagogical factors and practicalities.   Note that several suggested points for discussion are given in blue after each question. These should be used at the trainer’s discretion (see notes opposite).  Share feedback with the group.   * 1. Review the session by looking back at the training objectives on **Slide 3** and considering how far these have been achieved. | Approx 20 mins (in advance of session) depending on participants’ prior knowledge  2 mins  1 min  2 mins    10–15 mins  15–20 mins  20 mins    5 mins | [**ALM1 Resource 2**](ALM1%20Res%202%20Ppt%20FE.pptx) **(PowerPoint)**  **Slides 2–7**  [**ALM1 Resource 3**](ALM1%20Res%203%20Specification%20FE.docx) **(What’s in the specification?)**  [**ALM1 Resource 4**](ALM1%20Res%204%20Getting%20to%20know%20the%20spec%20FE.docx) **(Getting to know the specification)**  [**ALM1 Resource 5**](ALM1%20Res%205%20What%20does%20the%20spec%20mean%20to%20us%20FE.docx) **(What does the specification mean to us?)** | The pre-session task could be completed during the training session, as long as they have access to the specification (online or in hard copy) and any other relevant information.  However, this will be time-consuming. You may prefer to use the training time for discussion and reflection, in which case it would be better to set it as a pre-session task.  Trainers may wish to use the responses to the pre-session task as a means of getting to know the group and gauging subsequent activities. Some participants will be very familiar with the A Level specification; others may never have taught it. **Resource 3** is designed to be generic and therefore applicable to a wide range of exam boards and languages. It should be completed with reference to the particular specification used by each participant.  You may wish to highlight the following:   * How accessible is this information in your department? * How do new colleagues obtain log-ins etc? * Whose responsibility is it to ensure communication of specification-related information?   For these quiz-styles activities, trainers will need to adopt a flexible approach depending on the composition and nature of the group. Bear in mind the following points:   * The opportunity to move places and/or swap partners has pros and cons. It can be beneficial to talk to different colleagues (and to move physically) but it needs to be handled sensitively if people have just settled into a workspace and/or are already working productively with a neighbour. These kinds of ‘moving around’ activities can work well after a break, when participants are refreshed and already standing up! * If there are particularly dominant or reserved members of the group, changing partners when working in pairs can help to encourage everyone to have their say. * Discretion is necessary when setting a time limit for answering questions – too short and they won’t tackle the issue in depth; too long and they will get restless.   At the trainer’s discretion, the suggested areas for discussion (or ‘answers’) on **Resource 5** could be removed from the sheet to encourage open discussion, perhaps for the first five minutes. Participants could then be given another sheet with the prompts on and asked to compare and continue their discussion.  Some trainers may choose to use the sheet as it is, add their own prompts and/or join in and guide group discussions as they go along.  When reviewing the training objectives, it is useful to ask the group if there are any points they would like to pick up on in subsequent sessions. |
| 2 | To consider the range of students studying A level languages and the challenges they pose  To reflect on the skills they have already and the skills they will need to acquire | * 1. Show **Slide 8** and outline the objectives for this section.   2. Show **Slide 9** and ask the group to reflect on these three key challenges for 30 seconds or so. Invite any comments/clarify if necessary.   3. Ask participants to think about a new A Level group and the individual students who might be in it. Show **Slide 10** and ask the group to guess what students are saying or thinking in the ‘bubbles’.   4. Show **Slide 11** to reveal the full text. Ask the group to share reactions and comments from their own experience of students starting the A level course.   5. Print and cut up the cards on **Resource 6**. You will need one set of cards per participant (or one between two). Show the first part of **Slide 12**.   6. Ask colleagues individually or in pairs to consider the challenges posed by these types of student, and to arrange the cards in order of how difficult they would find it to have those students in their group.   7. Compare and discuss reasons (see notes opposite).   8. Show the rest of **Slide 12** and ask the group to consider the following questions, encouraging them to share ideas: * How could you meet these students’ individual needs? * What strategies or approaches might work with your most ‘difficult’ types?   1. Print and cut up the cards on **Resource 7**. Reserve the blank cards for later. You will need one set of cards per participant (or one between two). Show the first part of **Slide 13**.   2. Ask colleagues individually or in pairs to divide the cards into three categories: * Essential * Desirable * Not so important   2.11Show the rest of **Slide 13**. Compare results and discuss reasons. Give out some blank cards for participants to add other skills they may have thought of. See notes opposite.  2.12 Show **Slide 14**. Ask the group to consider these two areas: knowledge and confidence. How far would they agree that knowledge and confidence sum up what students need? One of the photos shows a Year 12 student on work experience in a French nursery school, where his confidence proved to be even more valuable than his knowledge! Trainers may wish to substitute a photo of their own to illustrate a personal view on the subject.  2.13 Issue **Resource 8** and ask participants to use the sheet as a ‘skills checklist’ to identify and track individual students’ strengths and areas for development (see notes opposite).  Consider the following points in discussion:   * Would you change or add any skills to the list? * Would you use a series of ticks, a scoring system or a RAG (Red, Amber, Green) colour code to fill in the boxes? * Would you share this process with the students? * What would be the advantages of peer involvement in the process?   You might discuss the benefits or otherwise of shared objectives, peer pressure, mutual support, problem solving, learning strategies etc.  2.14 Review the session by looking back at the training objectives on **Slide 8** and considering how far these have been achieved. | 1 min   2 mins    2 mins  3 mins  10 mins      5 mins  5–10 mins  5–10 mins      5 mins  2 mins    10 mins          5 mins | [**ALM1 Resource 2**](ALM1%20Res%202%20Ppt%20FE.pptx) **Slides 8–14**  [**ALM1 Resource 6**](ALM1%20Res%206%20Cards%20-%20Student%20challenges%20FE.docx) **(Card activity 1: Student challenges)**  [**ALM1 Resource 7**](ALM1%20Res%207%20Cards%20-%20language%20skills%20FE.docx) **(Card activity 2: Student skills)**  [**ALM1 Resource 8**](ALM1%20Res%208%20Student%20skills%20table%20FE.docx) **(Skills checklist)** | Colleagues will probably come up with very different responses and this should make for a fruitful discussion. In particular, you might wish to discuss the following:   * A student who scowls a lot might just be concentrating hard! * The place of translation * Activities that encourage collaborative learning * The particular needs of bilingual students   If participants have been involved in writing UCAS references they will be aware of the list of skills that potential university students need to demonstrate. This is an opportunity to explore the wide range of skills that A Level language learning promotes, and to encourage colleagues to make this explicit to their students.  If the training is taking place over a series of sessions, **Resource 8** could be set as a pre-session task to be followed up next time.  If the training is taking place on a single day, participants could be asked to spend a few minutes reflecting on what they know about the students they already teach, and then follow this up using **Resource 8** in their own time. |
| 3 | To explore what really matters in terms of learning and teaching at A level, from both the teacher’s and the student’s point of view  To set priorities in the scheme of work | 3.0 If required, allow time in this session to follow up the skills checklist task from Section 2 above.  3.1 Show **Slide 15** and outline the objectives for this session.  3.2 Show **Slide 16** and ask the group to reflect on these two key challenges for 30 seconds or so. Invite any comments/clarify if necessary.  3.3 Show **Slide 17** and ask participants to choose their top five priorities from the fifteen shown.  3.4 Ask them in pairs to compare their priorities and justify their choices to each other.  3.5 Show **Slide 18**. Ask them to consider whether/how their priorities would be different if there was no exam.  Ask pairs to talk through the following points and then share feedback with the group:  How might your priorities be influenced by:   * Whole-school/ college policy? * Exam boards? * Your personal teaching style? * Your students’ individual needs?   3.6 Print a copy of **Resource 9** for each participant. Go through the task and set it to be completed in their own time. At the trainer’s discretion, explore the implications of the last two questions on the sheet.  3.7 Show the first part of **Slide 19**. Ask the group to reflect individually and make some notes on the implications of their chosen priorities on the A level scheme of work.  3.8 Show the second part of **Slide 19** to help focus reflection. After some quiet time, invite comments and make some suggestions as to the next steps participants could make back in school/college.  3.9 Review the session by looking back at the training objectives on **Slide 15** and considering how far these have been achieved. | 5–10 mins if required  1 min  2 mins    3 mins  10 mins  10 mins        5–10 mins  5 mins  10 mins      5 mins | [**ALM1 Resource 2**](ALM1%20Res%202%20Ppt%20FE.pptx) **Slides 15–19**  [**ALM1 Resource 9**](ALM1%20Res%209%20Task%20-%20what%20really%20matters%20FE.docx) **(Priorities task)** |  |
| 4 | To explore the use of the target language  To develop strategies to ensure students progress | 4.0 If the training is taking place over several days, allow time in this session to share feedback on the student priorities task from Section 3 above.  4.1 Show **Slide 20** and outline the objectives for this section.  4.2 Show **Slide 21** and ask the group to reflect on these two key challenges for 2 minutes or so. Reactions to the challenge of target language use might provide a good springboard for discussion. Invite any comments/clarify if necessary, before expanding on the subject in the following activities.  4.3 Give participants a copy of **Resource 10**. Invite them to consider how TL use can be maximised by both teacher and students. They should fill in the table with suggestions and comments, then share their ideas with colleagues.  4.4 Show **Slide 22** and invite responses to the questions. Mention the following points:   * Use of open-ended questions * High expectations * Teacher setting good example * Patience and perseverance (not taking the easy way out and reverting to English) * Posters and classroom displays * Glossary of functional language * Native speaker modelling pronunciation   4.5 Give out some extra blank copies of **Resource 10**. Set a task to use this sheet as a checklist for an A level lesson observation in school/college. If the training is taking place over several days, ask participants to be prepared to give feedback next time. Otherwise, encourage them to make use of the checklist within their department.  4.6 Show **Slide 23**. Explain that the way we begin a lesson is crucial in engaging students and establishing good routines. Invite responses to the following questions:   * Do we try as hard to engage A Level students as we do with Year 7? * Is there a TL ambience in the classroom (including sights, sounds, smells, tastes)?   4.7 Show the title slide of **Resource 11**. See notes opposite. Show the first image (without the text) and ask the group initially to respond with a word or phrase in the TL. Then show them the rest of the slides, giving them a moment to respond before revealing the text.  Ask them:  How much language can you/could your students come up with:   * To describe the picture? * To give an opinion and justify it?   4.8 Give participants a copy of **Resource 12**. This document shows in three languages a simple and a complex response to one of the images.   * What does the group think of the level of language produced? * How might this starter idea be used to help develop fluency over the course of a term or a year? * Would it be better to make this a spontaneous, spoken task, or is there benefit in asking students to write up their responses?   4.9 Show **Slide 24**. Explain that it is important to establish a clear context for learning if students are to progress to A level success. They should be aware of the Big Picture from the beginning of the course.  Ask the group to consider the question on the slide. The prompts can be revealed at the trainer’s discretion.  4.10 Show **Slide 25**. Introduce the idea of establishing a routine (from the beginning of the course) whereby students take time in lessons to absorb what they have learnt, reflect on it, develop learning strategies, take responsibility for assessing and improving their own work etc.  Invite comments from the group.  4.11 Review the session by looking back at the training objectives on **Slide 20** and considering how far these have been achieved. | 5–10 mins  1 min  5 mins    10–15 mins  5–10 mins    3 mins      5 mins  5 mins    5 mins      5 mins      5 mins  5 mins | [**ALM1 Resource 2**](ALM1%20Res%202%20Ppt%20FE.pptx) **Slides 20–25**  [**ALM1 Resource 10**](ALM1%20Res%2010%20Opportunities%20FE.docx) **(Opportunities for using the target language)**  [**ALM1 Resource 11**](ALM1%20Res%2011%20Images...%20FE.ppt) **(PowerPoint images)**  [**ALM1 Resource 12**](ALM1%20Res%2012%20Responses%20to%20images%20FE.docx) **(Example responses to images)** | This resource is in French, but you may wish to adapt it to another language (using the title *Was repräsentiert dieses Bild für euch?* or *¿Qué representa esta imagen para ti?*) and changing the single words on each slide. |
| 5 | To reflect on what makes homework challenging and worthwhile  To develop strategies for effective marking | 5.0 In advance of this section, ask the group to bring along their planners/lesson notes for the last month (or half term).  If the training is taking place over several days, the trainer should allow time in this session to share feedback on the lesson observation task set in Section 4 above.  5.1 Show **Slide 26** and outline the objectives for this section.  5.2 Show **Slide 27** and ask the group to reflect on these two key challenges for one minute or so. Invite any comments/clarify if necessary.  5.3 Give participants a copy of the first page of **Resource 13** and ask them to complete the task. When they have completed the grid, ask them to share their findings with a colleague. They should use the prompts on the sheet to guide their discussion.  5.4 Share some feedback with the whole group before moving on to page 2 of **Resource 13**. Ask participants to complete this task individually to start with, and then to compare and discuss with a colleague. Depending on the experience and confidence of the group, the trainer may wish to guide the discussion and/or give some actual examples of homework tasks (perhaps looking at A level text books or online exercises).  5.5 Review the session by looking back at the training objectives on **Slide 26** and considering how far these have been achieved. | 5–10 mins    1 min  2 mins  20–25 mins  20–25 mins  5 mins | [**ALM1 Resource 2**](ALM1%20Res%202%20Ppt%20FE.pptx)  **Slides 26–27**  [**ALM1 Resource 13**](ALM1%20Res%2013%20Homework%20tasks%20FE.docx) **(Homework tasks and marking)** | This kind of homework survey could be repeated later in the year as part of a learning review, and the results compared.  Trainers may wish to review the whole of ALM1 by providing an evaluation form or online survey at the end of the training. |