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Success for All website:
www.successforall.gov.uk

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Foreword

The Standards Unit

We are committed to the following principles which underpin all our work:

- We will recognise and celebrate excellence in the post-16 sector.
- We will recognise and celebrate diversity.
- We will be open and participative in our approaches to development.
- We will recognise barriers to excellence and be supportive of those working in challenging contexts.
- We will challenge underperformance.

Success for All is a partnership between the DfES Standards Unit and the Learning and Skills Council (LSC). The Standards Unit leads on Themes 2 and 3 and the LSC on Themes 1 and 4:

- Theme 1 – meeting needs, improving choice
- Theme 2 – putting teaching, training and learning at the heart of what we do
- Theme 3 – developing the leaders, teachers, training and support staff of the future
- Theme 4 – developing a framework for quality and success.

The Standards Unit was set up in January 2003 to embed excellence in teaching, training and learning and to modernise and upgrade the sector's workforce. It acts as a catalyst, selecting priority curriculum areas for action and harnessing the work of partners to improve quality in the post-16 learning and skills sector – in FE and sixth form colleges, sixth forms in schools, work-based learning, adult and community learning and the prison service.

The Unit's staff includes officials and expert practitioners seconded from colleges and other providers and the inspectorates. This core team is supported by call-off consultants, whose expert knowledge enables delivery in a range of areas. The work of the central team is supported by nine regional offices who are crucial to the national dissemination of the teaching and learning resources and the delivery of step improvements across the country. The Unit selects curriculum areas because of their importance to the economy and social inclusion and because inspection outcomes show there is room for improvement

To support the improvements required, the Standards Unit is also providing national free training in coaching for teachers and trainers who have been nominated as Subject Learning Coaches by their managers. The programme is designed to provide professional training for Subject Learning Coaches so that they can work confidently with colleagues to further improve teaching, training and learning in their subject area. It is a new and exciting programme which is being embedded through subject networks, where Subject

Learning Coaches from different backgrounds meet to share best practice and develop their coaching skills. If you would like to know more about becoming a Subject Learning Coach, why don't you speak to your Standards Unit Regional Director or look at www.successforall.gov.uk.



This health and social care resource will be a valuable reference in network meetings when Subject Learning Coaches are discussing the health and social care curriculum. We hope you will find this a useful resource and we look forward to receiving your comments and feedback.

Jane Williams
Director of Teaching and Learning
Head of Standards Unit

Introduction

The seven teacher and trainer handbooks are linked to the seven learner observation booklets. The booklets are designed for learners undertaking a level 3 qualification in early years. On completion of the first six booklets, the learners will have developed the skills and understanding essential to complete an observation to professional standards. The seventh booklet is an extension of Booklet 3 – methods of observation. Three of the methods are dealt with in more depth and detail.

Working as an early years practitioner is a very important profession. It is a privilege to be responsible for supporting children as they become confident and well balanced individuals, able to take their place in society. It takes many skills to provide a firm foundation for the future of a child. The most important are the ability to make objective observations, draw appropriate conclusions and prepare plans to encourage each child to achieve his or her full potential. Encourage your learners to be unobtrusive observers of children and they will learn much that will help them to develop these essential skills.

Effective observation is a sophisticated skill essential for working in a variety of early years health and social care settings. Observation skills are applicable through all vocational sectors and work-based learning environments. Rigorous observation processes demand many high level skills including recording, reviewing, monitoring, interpretation and evaluation.

The teacher and trainer handbooks provide ideas, resources and guidance to assist you in planning and organising learning. The handbooks aim to stimulate ideas to help you to improve teaching and learning but are not definitive guides. The seven teacher and trainer handbooks link to the learner observation booklets and may be used flexibly to meet the needs of individual learners. You may decide to use individual sessions for other programmes. For example, Handbook 6 would work well as part of an induction programme for most courses.

Throughout this handbook we refer to the following publications: *Foundation Stage Profile Handbook* and *Birth to Three Matters* – both DfES publications, produced by Sure Start.

NOTE

Guidance notes for teachers and trainers and a specimen scheme of work may be found in Handbook 1. The Observation teacher and trainer key skills handbook shows key skills mapped to the activities in Booklets 1–7c.

The seven teacher and trainer handbooks support each of the following learner observation booklets:

Handbook 1

How to develop good observation skills

Handbook 2

How to plan and record observations

Handbook 3

How to choose methods of observation

Handbook 4a

How to make sense of your observations.

Part 1: Interpreting your observations – milestones and norms.

Handbook 4b

How to make sense of your observations.

Part 1: Interpreting your observations – theorists and expert opinion

Handbook 5

How to make sense of your observations

Part 2: Conclusions and recommendations

Handbook 6

How to use references and bibliographies

Handbook 7a

Supplement to Booklet 3: methods – checklists

Handbook 7b

Supplement to Booklet 3: methods – graphs and charts

Handbook 7c

Supplement to Booklet 3: methods – time and event sampling

Each handbook is subdivided into three sections:

1. Session plan.
2. Activities.
3. Resources.

Time and event samples

Session plan Methods

What you will need to do for this session:

- Read this handbook.
- Read learner observation Booklet 7c.
- Photocopy enough copies of Booklet 7c for your learners.
- Remember to identify any potential barriers to individual learning. Build in plans to help each learner to achieve success. Where possible work with a colleague specialising in language, literacy and number (LLN) ensuring learners are able to acquire the skills (LLN) or apply the skills (key skills) to meet individual need.

The resources you will need for this session:

- Booklet 7c.
- Teacher and trainer handbook 7c for instructions for activities.
- The Observation key skills teacher and trainer handbook.
- Resources (handouts and OHTs) from the back of the teacher and trainer handbook.
- Access to ILT if appropriate.

The session:

- Introduction to the session – to practise using time and event samples during observation sessions;
- Activity 1 – Complete the blanks activity;
- Activity 2 – Significant points;
- Activity 3 – Video sequence;
- Activity 4 – Event consequences;
- Activity 5 – What do I know?
- Activity 6 – Quiz;
- **How did I do?**
- Teacher or trainer evaluation.

Programme	Teacher or trainer:
Unit: Observation	Length of session: 120 minutes
Topic: Using time and event samples	Room:
Date:	Number on register:

Aim: Practise using time and event samples during observation sessions

Objectives

By the end of the session, learners will be able to:

- understand when and how to use a time or event sample;
- explain advantages and disadvantages of using time and event samples;
- complete a time sample and an event sample observation.

Task	Teacher or trainer activity	Learner activity	Resources	Learner outcomes
5 minutes	<p>Introduction to the session – to practise using time and event samples during observation sessions</p> <p>Introduce aims and objectives of the session.</p> <p>Recap on previous sessions and booklets using a range of methods to include all learners, for instance quizzes, charts and focused questions.</p> <p>Give out Booklet 7c and give learners a few minutes to familiarise themselves with the booklet.</p>	<p>Discuss content of session.</p> <p>Discuss previous sessions and recap on booklets.</p> <p>Discuss in large group.</p>	Booklets 3, 7c.	Learners understand the aims and objectives of the session.

