

Roles, responsibilities and relationships in education and training essay sample

[Life, Relationships](#)



Roles, Responsibilities, and Relationships in Education and Training Award in Education and Training

Introduction

Assignment 1 – Roles, Responsibilities, and Relationships in Education and Training are designed so that learners are able to provide evidence to support Unit H/505/0053:

Understanding roles, responsibilities and relationships in education and training.

This assignment is being shared with learners prior to the course beginning in order to prepare them for the course and make notes to support discussions on day one of the course.

There is the opportunity for learners to share Draft 1 of their Assignment 1 with their assessor in order to receive initial feedback on Day 3 of the course.

This assignment should be completed and returned to the assessor, via the SFJ Awards Mailbox, by Day 4 of the Course allowing learners sufficient time for Micro-Teach preparations.

Please state ‘ GMFRS Education and Training Assignment’ in the subject field of emails when submitting your assignments.

Assignment content will be reviewed by education and Training Assessor and feedback will be provided within 10 working days.

The email address for all correspondence is:

Learning and Development Team is committed to supporting all delegates in pursuit of their personal development as potential or existing trainers.

Should there be any questions regarding the assignment please contact your assessor in the first instance.

In your own words, answer the following questions:

Explain the teaching role and responsibilities in education and training (approx. 300 words)

The teaching role involves planning and delivering training that will motivate learners and also develop knowledge and skills. It also involves assessing the learner and providing feedback in a manner as to not overwhelm them or leave them feeling as if they have done nothing right. Ground rules need to be set early so learners know where they stand and what is expected of them. Safety is paramount though when it comes to the learners. I need to ensure the learners are enrolled in the correct course then make sure registers are completed. When delivering training practically at an outside venue rather than a classroom I need to make sure that all risk assessments have been completed. I contribute ideas to the technical training team about new training scenarios that would improve the experience of the learners.

Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities (approx. 400 words)

Health and safety at work act 1974 – places a duty on all employers “ to ensure, so far as is reasonably practicable, the health, safety, and welfare at work” of all their employees. Employees also have a responsibility.

<http://www.hse.gov.uk/legislation/hswa.htm> IFL Code of Practice for

Teachers 2008 – Sets out the professional behavior and conduct expected of members of the Society for Education and Training (SET), including

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mandatory requirements which must be complied with to become and remain a member.

[https://set.et-foundation.co.uk/membership/code-of-professional-practice/Equality Act 2010](https://set.et-foundation.co.uk/membership/code-of-professional-practice/Equality%20Act%202010) – legally

protects people from discrimination in the workplace and in wider society.

<https://www.gov.uk/guidance/equality-act-2010-guidance> Data Protection Act 1998 – is a United Kingdom Act of Parliament designed to protect personal data stored on computers or in an organized paper filing system.

<https://www.gov.uk/data-protection> Special Educational Needs and Disability Act 2001 – The Act ensures that disabled students are not discriminated against in education, training and any services provided wholly or mainly for students. This includes courses provided by further and higher education institutions and sixth form colleges.

<http://www.legislation.gov.uk/ukpga/2001/10/contents> Safer practice, safer learning (2007) – responsibilities for safeguarding vulnerable adults in the learning and skills sector – published by NIACE and DES.

<http://shop.niace.org.uk/safer-practice.html> Manual Handling Operations Regulations 1992 – The Regulations define manual handling as: “...any transporting or supporting of a load (including the lifting, putting down, pushing, pulling, carrying or moving thereof) by hand or bodily force”

<http://www.hse.gov.uk/msd/backpain/employers/mhor.htm> Control of Substances Hazardous to Health 2002 – requires employers to control substances that are hazardous to health. <http://www.hse.gov.uk/coshh/>

Health and Safety (Display Screen Equipment) Regulations 1992 as

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amended by the Health and Safety (Miscellaneous Amendments) Regulations 2002. – These regulations apply to companies that use computer screens and similar equipment. It also gives advice on how to avoid the health risks associated with screen-based work, which can include musculoskeletal disorders, visual fatigue, and mental stress.

http://www.hse.gov.uk/foi/internalops/ocs/200-299/oc202_1.htm Copyright, Designs and Patents Act 1988 (The Copyright and Related Rights Regulations 2003). – It gives the creators of literary, dramatic, musical and artistic works the right to control the ways in which their material may be used. The rights cover Broadcast and public performance, copying, adapting, issuing, renting and lending copies to the public. https://www.copyrightservice.co.uk/copyright/uk_law_summary Explain ways to promote equality and value diversity (approx. 150 words)

Setting clear rules in regards to how people should be treated.

Challenging any negative attitudes.

Treating all trainers and learners fairly and equally.

Creating an all-inclusive culture for trainers and learners.

Avoiding stereotypes in examples and resources.

Using resources with multicultural themes.

Actively promoting multiculturalism in lessons.

Planning lessons that reflect the diversity of the classroom.

Ensure all learners have equal access to opportunities and participation.

Making sure that learning materials do not discriminate against anyone and are adapted where necessary, e. g. large print or audio tape format.

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Using a variety of teaching methods.

Using a variety of assessment methods.

Ensuring policies and procedures don't discriminate against anyone.

Petty (1998: 69) states:

' All students must feel that they are positively and equally valued and accepted and that their efforts to learn are recognized, and judged without bias. It is not enough that they are tolerated. They must feel that they, and the groups to which they belong (e. g. gender, social-class or attainment groups) are fully and equally accepted and valued by you, and the establishment in which you work'.

Explain why it is important to identify and meet individual learner needs (approx. 200 words)

Lessons need to be designed to reflect the individual differences so no learner is made to feel excluded. Learner needs can vary so any resources used need to be accessible and inclusive to all learners. Identifying and meeting individual learner needs boosts their morale and encourages them. Once the teacher is familiar with the personal needs of their learners, they can easily plan their day-to-day classroom activities, so they cater to all of them. For instance, the teacher will know how to plan the timetable for counseling, individual tutoring, group interactions and general supervision. Each activity targets the needs of specific students such that by the end of the day, every learner's needs are fully met. Each learner has different learning styles, looking at Honey and Mumford's model there are four different types of learners.

" Activist – Activists are those people who learn by doing. Hands-on, role

play, brainstorming, puzzles.

Reflector – Reflectors are those that learn by observation of activities, collecting data and thinking about what happened, using questionnaires and paired discussions.

Theorist – Theorists like to understand the theory behind the actions, using statistics and background information.

Pragmatist –pragmatists have to find a way of putting ideas into action, using discussion, problem-solving and case studies.”

<http://resources.eln.io/honey-and-mumford-learning-styles/Explain ways to maintain a safe and supportive learning environment>(approx. 200 words)

Begin the first day with a bit of an icebreaker so the learners are introduced to each other, and provide ongoing opportunities for learners to engage with each other whether it be working in pairs or groups doing board exercises or flip chart work. Provide students with opportunities to share their backgrounds and cultures.

Ensure learners experience success in their first lesson so the first experience is a positive one. Be patient. Patience is an extremely important trait for any teacher or tutor of adults. Accept your learner as they are and respect their values even if they differ from yours. Believe in your learner and they will begin to believe in themselves. Memorize the names of all your students within the first week of instruction. Use students' names frequently. Use positive non-verbal communication i. e. making eye contact, smiling.

“ Maslow stated that people are motivated to achieve certain needs and that some needs take precedence over others. Our most basic need is for

physical survival, and this will be the first thing that motivates our behavior. Once that level is fulfilled the next level up is what motivates us, and so on.”

<https://www.simplypsychology.org/maslow.html> Explain why it is important to promote appropriate behavior and respect for others (approx. 200 words)

Promoting appropriate behavior and respect for others helps create a positive learning environment.

The teacher needs to set ground rules and lead by example, this helps to encourage good behavior. Ground rules need to be set out from the beginning so learners know what to expect from you and what you expect from them. Examples of good ground rules could include switching mobile phones off, submitting work on time, arriving on time, being polite and respectful. Good communication can help manage and improve behavior.

The teacher needs to be consistent and have a positive approach.

Explain how the teaching role involves working with other professionals (approx. 150 words)

Explain the boundaries between the teaching role and other professional roles (approx. 150 words)

Describe points of referral to meet the individual needs of learners (approx. 150 words)

There are many different points of referral learners can be signposted to both internal and external. There may be situations in which teachers need to refer learners to internal departments such as payroll who may be able to provide support for learners having difficulties with being paid correctly and on time.

However, there may be situations where I need to refer learners to external agencies such as drug and alcohol services who can provide support and advice with regards to that.