

Roles, responsibilities, and boundaries as a teacher

[Profession](#), [Teacher](#)



As a Training Consultant (TC) and teacher my main role and responsibilities are to educate and deliver effective training and impart my skills and knowledge in my specialist area which is Childcare. This is needed to support the learner either directly or indirectly and to maintain an inclusive, fair/just and motivating learning environment. I understand that as a teacher I am primarily responsible for the health and safety also the moral and physical welfare of my students/learners.

I am also responsible for teaching students with Special Educational Needs. I provide Training to Learners within their workplace which can be either in a nursery, a school, Residential Care setting/Children's home or any setting that looks after and educates children. The qualifications I deliver are Certificate (level 2), Diploma (level 3) Children's and Young People's workforce alongside Functional skills; Maths, English and ICT at levels 1 and 2, and Employment Rights and Responsibilities (ERR).

This I deliver both in the workplace and in the classroom. I am employed in a full teaching role. I am required to perform all aspects of the teaching and learning cycle as outlined in the "Preparing to Teach in the Lifelong Learning Sector" 0 As the teacher I am responsible for following company policies and procedures and for attending promotional events, for example: A Career day at local school. This would be to show our potential students the benefit of taking up training with our company.

Whilst attending these kind of events I will need to have an up to date and sound knowledge of my specialist subject and at all times follow the Institute for Learning (IFL) code of professional practice as this may be my first contact with potential learners/students. When delivering the Qualifications I

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use the teaching and learning cycle which is made up of the following five sections; identifying needs, planning training, facilitating learning, assessment, quality assurance and evaluation. This would also help me to judge the abilities of my students and would be helpful for my ownself evaluation. 1.

Identifying needs: this will start with the initial face to face contact with potential learners/students which is considered the most important as this will create the very first steps of building a bond with the learner/student. This will be a major step in understanding their needs and recognising their potential. Each learner is different due to different previous experiences. To identify their educational background and level I would form a discussion on what previous knowledge they already have and would facilitate communication in such a way that all learners are encouraged to participate in the discussion.

Whilst the process of identifying needs is taking place, there are some boundaries that may affect the process. The lack of information regarding learners' requirements can make the process of assessment very difficult because I do not know the background knowledge of the student before starting an initial assessment and this can have negative effects on the process of assessment. Students/ learners may be mature student. Therefore there may be funding constraints. Nursery managers have to adhere to Ofsted's ratio requirements so staffing arrangement can be stretched having an affect on visit lengths and times.

There are many boundaries to teaching. Liaising with other professionals. When liaising with other professionals I will need to remain professional at all

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times. I frequently liaise with other teachers within our organisation this will include one of our functional skills teachers. She knows her specialist subject well. When needing expert advice on delivery or assessments relating to functional skills I would ask her. This is to ensure that I have to correct information to pass on to my learner, so I do not put them at a disadvantage.

I have to deal with external professionals such as Learning Links this is a agency that deals with young adults who have had a difficulty finding a job for various reasons such as alcohol, drug abuse. Part B - Legislation and Codes of Practice The legislation that impacts my teaching are the Health and Safety at Work Act 1974 this Act provides a framework for all employers and employees outlining their roles and responsibilities to ensure everyone's safety. Equality Act 2010 is an anti-discrimination law that protects people from unfair treatment and creates a fairer and more equal society.

Data Protection Act 1998 is a law to protect people's personal information. It is important that I demonstrate that my standards of teaching constantly meet or exceed all Approved Codes of Practice (ACOP) set out by my employers or other professional bodies if compliance is ever called into question. The codes of practice I follow are: Institute for Learning (IFL) mentioned above and Early Years and Childcare code of practice. A professional code for child carers, providing advice for professionals carrying out their duties and responsibilities within their working role.

Firstly, in accordance with Professional practice, members should ensure that no action that they take will be detrimental to the Child's welfare, safety or will hinder the child development. Secondly, members should aim to maintain the highest possible standards of performance, to aim to improve their

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knowledge, skills and competencies by taking advantage of training. 3As Institute of learning (IFL) points out specific behaviour expected from the member for the benefit of learners, employers, the profession and the wider community. They are as follows: Integrity, Respect, Care, Practice, Disclosure and Responsibility.

This is what all members should adhere to, to ensure that good quality teaching is carried out. Thirdly, members should constantly evaluate and reappraise their own methods, policies and practices and keep up to date with current developments in light of changing needs and circumstances. Lastly, member should be aware of the need for confidentiality within their professional practice. Part C - Equality, Diversity and Ways to Promote Inclusion The Department for education and skills have a handout called The learning Journey this is a vital tool for all assessors.

This clearly shows the process to follow when meeting with the learner/student for the first time. I need to acquire as much information as possible to identify any support needs of the learners. During the discussion, as a teacher I encourage learners to seek initial and further learning and to use services within the organisation. This is called Signposting. This is when I will direct the learner on where to find additional information, guidance and advice or learning resources. Another service within the organisation is Referral.

This is when I will direct them to an outside agency depending on the kind of support they require. If they have mental health issues I would direct them to Children and adolescence mental health service, Portsmouth if they are 18 years of age and under and Health recovery, Solent, Portsmouth, if they are

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18 years of age and older. If they had alcohol, drug or gambling problems I would refer them to Addiction within this organisation. They have a specialist team to counsel, support both the individual and those closest to them. Once the learner/student has the correct information and agrees with the referral I would either make the appointment or I would give the learners/students details to the agency. I would then contact the agency to ensure everything is in order. I would then record details and ensure the learner knows what arrangements have been made. I must not discriminate against a learner and must provide every opportunity for every learner that learning will be achieved. To be able to do this properly I need to have prior knowledge of my students through the initial assessment process.

Facilitate Learning: Within the initial meeting I would then make sure that the learners are on the right programme, checking their eligibility for funding, giving advice, guidance and appropriate information, keep records of discussions and agreements, maintain confidentiality and undertake a Criminal Records Bureau (CRB) check, if required. Being a Teacher is extremely rewarding. The quality of learning, the advice and guidance on the programme they wish to undertake is very important.

What is also necessary is supporting the students' individual needs, applying and adapting my teaching methods to suit the students' preferred learning styles, level of skill and abilities. In doing this, I would be motivating my students to progress and achieve their desired qualifications. Part D - Core skills Functional Skills consist of Math's, English and ICT. They provide the foundation of knowledge and skills to enable the learner to function at the required level, confidently and independently in everyday life.

For example, they help us recognise good deals when making purchases, in writing a CV or application letter, or when using the internet for emails and online banking. Functional Skills qualifications can be achieved at Entry level, Level 1 or Level 2. Some learners may already have achieved at school but it is still important that the teacher embeds the elements of Functional Skills into the subject. It is important to embed Functional skills into everyday work life. Maths is embedded into everyday tasks such as working out ratios, room measurements and nursery fees.

English is embedded into everyday during training sessions and work - based tasks. ICT skills include using computers, using email for communication and word processing. It is important that a teacher has competence of their Functional Skills. If handouts were produced with spelling mistakes or the teacher could not operate a computer, it would cause the learners to lose confidence in the teacher and lack of credibility. Part E - Environment I need to create a safe, non-threatening, good atmosphere at all times.

To quote from Teaching and Teacher education hand-out from PTLLS course3 " having a safe, supportive environment provides a foundation for maintaining the productive relationships". I agree with this statement as I frequently come across this situation with my learners, especially in childcare. If there is not a suitable environment for teaching and giving feedback then the learner remains in the formal stage and will not move into the informal stage where most of the learning takes place. Therefore, this would mean I have failed to empower and motivate the learner.

With this in mind Maslow's hierarchy of needs clearly states " that we must satisfy each need in turn starting at the bottom and working our way up" Please see Maslow's triangle below. If the physical, emotional and wellbeing needs are not met then the higher order needs are not considered. So as a Teacher it is important to meet these needs in the first or second meeting and throughout out the length of the programme. I will make sure the learner's needs are met when planning the initial meeting. Therefore at the same time make sure all parties involved i. managers, supervisors and mentors are made aware and that they agree with the length of meeting and the meeting place for both the learner and I. Part F - Ground rules Ground rules need to be set to establish boundaries for students starting a course, knowing some basics about what is expected during the length of study. In all teaching and training sessions ground rules are necessary to ensure that all learners have the same expectations on how to behave. The ground rules can be established by talking through behavior expectations of the learner and myself.

By involving the learner they are more than likely to take ownership and empower the students. Ground Rules that can be : Such as punctuality, mobile phones of or on silent, confidentiality and most of all respect. Parts G and H, Effective Feedback, Engaging and Motivating Learners For every individual there is a variable driving force. Not all students are naturally motivated. Some need to be challenged, inspired and stimulated to learn and see a task through to the end. Not all learners are motivated by the same things some students are motivated by the approval of others or self challenge.

To encourage students to become self-motivated, independent learners, as a teacher I can do the following: Give frequent, early, positive and constructive feedback that supports students' beliefs that they can do well. Support learners that need it, keeping in mind their attention p limits and discuss and set together SMART targets. Furthermore, whilst demonstrating all the above and showing respect for the learners/student individuality will in itself be a motivator to learn. Within the assessment plan you will be making an Assessment decision along with feedback: When giving feedback all learners will need to know how well they are getting on and what they have achieved. I always use the praise sandwich feedback method. This is Praise- Corrective feedback - Praise. This method 'softens' the impact of the corrective feedback. The key to give effective feedback is to give feedback straight away and to do so with respect, understanding and action. 9As it states in PTLIS handout " Giving and Receiving Feedback" 'Feedback is an important communication tool that can improve the way we work with one another. ' My organisation requires me to write down feedback on my assessment plans and on formal reviews.

This is the students' timetable for learning and resources required. There are two well-known types of learning styles questionnaires that are commonly used with in our organisation. They are Visual Audio and Kinaesthetic (VAK) and Multiple Intelligences test. To begin with Fleming (2005) stated " that people can be grouped into four styles of learning: 6Visual, Aural, Read/write and Kinaesthetic (VARK). Not all learners fall into one style they can be the mixture of the four. In the second place Honey and Mumford (1992) suggests that learners are a mixture of the fours styles: Activist: Love challenges and

are enthusiastic, enjoy dealing with new problems Pragmatist: They apply what they have learned to practical situation and enjoy the logical reason for doing something. Theorist: prefer to read lots of material first liking things that have been tried and tested. Reflector: like to think things in depth and then try something then reflect on the activity again. All information gathered from the initial assessment will help complete the ILP.

Knowing your learners/students learning styles will help you adapt your teaching to suit their needs and in turn motivate them. Assessment activity: There are various types of assessment methods used both formal and informal . Formal assessment methods include assignments, case studies, essays, exams, multiple choice questions, observations, professional discussions, projects, tests and witness testimonies. Informal assessment methods include; discussions, gapped hangouts, journal diaries, peer assessments, puzzles and crosswords, self assessments, questions - oral and written, quizzes, role play and worksheets.

I have to choose assessment methods accordingly depending on the student prior attainment and level of programme they are studying. Observation is a good way of assessing the learner within the workplace to assess learners' competence, attitudes and skills. This can then be followed up with oral questioning to confirm why they did or dealt with a certain situation in a particular way, checking their knowledge and understanding and encouraging them to reflect on their practice. If the observation was within a group situation then peer and self-assessment could also be used in conjunction with the observation.

By using these methods the student are acquiring listening, observing and questioning skills. . Parts B and D - Creating Assessment Opportunities and Involving Learners in the Assessment Process Planning Training: My role is to plan what will be taught and when. This is a two- way process between me and my student. After completing the initial assessment I progress forward onto Assessment planning. This type of assessment is formative - reviewing progress throughout the programme until the end or when the learner leaves. I will plan what we are going to do so the student knows what is expected of them.

If the students are working on assignments then I would need to set targets for completion. Moreover, if students are going to be assessed at work, either by an observation or simulation, then I would need to consider who, what, when, where, why and how to ensure we are both aware of the requirements. When planning I will need to ensure that all assessments are valid, authentic, reliable, current, and sufficient (VARCS). If I do not consider these aspects when planning then I will not know what I am assessing is necessary, credible, fair and relevant.

The ILP is a personalised, flexible map to guide the learners journey. Within the ILP there will be results of the initial, anddiagnostic, assessment and learning styles. This will also include learner's targets, timescales, details of resources and details of how and where the learning will take place. The ILP is a working document and should be used as an aid for both learners and students to record, negotiate and plan, review, assess and reflect on the learning experiences throughout their programme.

Direct Observation: Allows the assessor to see the candidate in action and may be able to cover several aspects of the qualification during a single session (Holistic) the observation can take place within the learner's normal working hours so there is minimal disruption as they are able to continue to do their job while being assessed. This should be planned in advance to suit both the learners and the assessor. This will also have to be arranged with the manager. The observation will have to be recorded in some way such as hand written, typed or recorded on DVR.

Learners may "perform" differently as they are being watched. After the observation it is good practice to ask oral questions to clarify the reasons behind the actions. Questioning can take a number of forms. They can be delivered orally or in written form. Oral questions may suit learners with dyslexia or poor literacy skills. Workbooks can be produced to cover all knowledge questions for mandatory and optional units. After Observation the learner can be asked to explain why they did something; this gives them an opportunity to expand on things like procedures, policies or legislation.

Part E Peer and self-assessment I use self - assessment on a regular basis as this promotes students involvement and responsibility and encourages reflection which is an integral part of the role as a childcare practitioner. However there are also limitations depending on the students as some students may lack confidence in their own ability and they may think that they have achieved more than they actually have Peer and self-assessment could also be used in conjunction with an observation. To make this a reliable assessment method the student will have to fully understand the assessment criteria and how to be fair and objective. There are many

advantages and disadvantage of peer assessment. Students are focused on the criteria and this will empower each student to take ownership of their own learning and understanding. A disadvantage is that student might be friends with their peers therefore being subjective rather than objective. Part F - Keeping Records of Assessments Quality and Evaluation: Record keeping. Is a part of quality assurance and is a process that has to be followed.

This proves that the qualifications are being delivered and assessed fairly, consistently and accurately. This is in line with the Ofsted requirements. Within our organisation we use a variety of methods to maintain quality assurance. Our policies and procedures are revised yearly in order to test their current effectiveness and legality. If they need to be changed due to changes in legislation then this would be actioned immediately. The TC will be observed at regular intervals and scored using the Ofsted grading process.

Staff Continuous Professional Development (CPD) records are kept up to date. Standardisation of practice takes place this is when will compare and conform procedures. Learner retention is monitored along with complaints and appeals. During the course learner and employers surveys are completed. Quality Assurance is necessary to evaluate and Maintain high teaching standards. On all visits I will need to complete an assessment plan, records must be up to date, accurate, legible and factual.