

Analysis of personal experience of teaching

Experience, Human Nature



More in-depth analysis of the definitions and the meanings attached by others are developed throughout the assignment. Reflective Practice- " a set Of abilities and skills, to indicate the taking Of a critical stance, an orientation to problem solving or state of mind. " (Moon 1999 cited on www. Ukulele. AC. UK 2012) Continual Personal and Professional Development " maintaining improving and broadening relevant knowledge and skills in your subject specialist and your teaching and training, so that it has a positive impact on practice and the learner development. " (www. Fill. AC. K 201 2) Whilst preparing this assignment my Primary research was collated by using both personal observation and informal discussions with fellow peer group members, I conducted my Secondary research by collecting existing data gathered from both my Primary research as well as using the internet in order to access reviews, government statements and information as well as theories and principles used and developed by educational experts, I have also used the local library to access reference material in the form of books and the e-library and as an additional reference method.

Once evaluating the elected data I then developed an Action Plan in order to achieve my desired goals. The Common Sense Theory philosopher and educationalist John Dewey pioneered the concept of reflective practice in 1933 as the literal notion of " thinking about thinking' (owe. Educe. Tats. Org 201 2) He was primarily interested in problem solving. When a bad incident occurs you feel upset or disconcerted and set out to identify and rectify the issue. This basic approach to reflective practice was further developed as the " common sense view' by Moon (1999). She took the stance " reflection is akin to thinking but with more added to this. Roofer-Parents and Maltose

2009, pa) This is reflection in its purest form. After a lesson that that went badly it is natural that you will think about what went wrong and why. The sheer basic nature Of the theory leads to problems of lack of organization and documentation. The solitary nature of simply thinking cause limitations when there is no one to provide feedback. There is more consideration given to the past than the future and provides limited outlets for developing practice. Donald Chon (1983) developed two concepts in relation to reflective practice: Reflection in action - A person reflects on behavior as it occurs.

For example if you are using a classroom activity With learners that is clearly not working you would quickly reflect on this can find a suitable alternative immediately rather than waiting for the next session. Reflection on action this type of reflection occurs after the event allowing time for scrutiny and analysis of the situation and time to plan further development. Kola (1984) created his four stage model of leaning. This encompasses the continued cycle of learning. It outlines the basic concept of doing something. Reflecting on it. Researching ways of improving upon it and planning how to implement this.

This brings you right back to the doing stage and so the cycle continues. This can be joined at any stage but needs to be followed in sequence to be effective. Graham Gibbs further developed this cycle in 1988. Like Kola, his cycle of self reflection is simple to use and follows a continuous cycle. Gibbs Model for Reflection (www. Sum. AC. UK 201 2) Stephen Brookfield (1995) believes critically reflective teaching happens when we identify and

scrutinize assumptions that under grid how we work. For this the occur we must see our teaching from the view of the " four critical Roofer-Parents and Maltose 2009, pop).

The four lenses being: 1. Theteacher2. The learners 3. Our Colleagues 4. The view of literature and theories. Although time consuming this theory provides a thorough reflection on our practice through feedback and research rather than just our own thoughts. This theory combines the personal achievements generated via reflective practice with the benefits of CAP where teachers improve skills and knowledge enhances their professional performance. Autumns (2007, pop) describes this as 'A constant critical appraisal of teaching and learning, and of the work of the tutor generally. Ideals from Chon, Kola, Gibbs and other heritors can be encompassed in professional reflective practice this ideal would include seminars, workshops, conferences, meetings, training days, 1. 1 reviews, observations and general conversations. Having identified what you could do to benefit your practice you would create an action plan clearly defining SMART targets. Have in the past relied too heavily on Moon's 'common sense' theory. Thinking is a natural process we have little or no control over. Have often delivered a session with my head buzzing with thoughts and ideas; these would take on the form of what went well?

What didn't go so well? Why? What can I do instead? This thought process of ideas has its benefits. Was analyzing my teaching practice rather than simply carrying on with no consideration to its merits. The main problems being that I rarely wrote my reflections down. There was no organization or

structure to the reflective practice. This form of reflection is too insular and self reliant. When I first started teaching think I probably lacked the confidence to actively seek the views of others and accept constructive criticism.

Since undertaking the DOLLS course have as a prerequisite of learning kept a reflective journal. This method Of reflection links in with Scion's 'Reflection on Action. ' Actually taking time to stop and write down reflection has been very beneficial This allows time for greater and more structured evaluation identifying what went well and what didn't go so well. From here am able to plan what I need to improve upon. Chon (1983) also outlines " action in practice. " I found this concept of " thinking on your feet" a necessity of teaching. A session plan may sometimes no longer be valid. Eave in the past had to a change activities that require certain numbers due to poor attendance. Similarly if unexpectedly have a small group may not use planned resources such as flowchart which seem impersonal for only four learners. As my teaching experience has developed so has my capacity for reflection. Drawing on Brookfield critical lenses. I am now more confident and aware of the benefit of feedback to seek the views of learners, peers, mentors etc. This creates a greater spectrum of reflection rather than simply my own to learn from.

Gibbs reflective cycle (1988) has become a natural part of my teaching and reflective practice. This is especially beneficial with 8 week rouses I teach again and again. In this situation it is easy to become complacent and lazy and stick with same session plan. Actively reflecting with feedback from

others enables me find methods of improving the session. Then can try out the new plan. Once tried then reflect on the new plan and so the cycle continues. Of course I wouldn't make change for change sake. The out come of the reflection could be that it all went well in that session.

As a teacher when considering CAP have to consider what The FILL defines as the " Model Of DualProfessionalism" (www. Elf. Co. UK) Your subject specialist. Your teaching. In both instances I need to undertake an analysis to identify training and development needs. I am still a teacher in training so my professionalism is continually developing through my college studies which includes lots of research. In my work place I have attended training days on relevant teaching areas such as coaching your team and Giving and Receiving Feedback and conferences such as E-Leaning.

Once my training is complete I will need to actively seek development opportunities in this area. I could do this through the IL F, College network, educational websites, publications and productions. The opportunities for personal and professional development in the Hairdressing and Beauty area are considerable. Keeping up to date with relevant legislation is paramount. For instance I recently went on a training day on delivering e-learning. However as an educationalist it is vital don't just assume there are no changes if no one has informed me other wise.

The VT website is the best reference point on legislation. Specific area of my role such as manual handling, Fire Safety and First aid require me to update my trainer's skills with a refresher course every two or three years. As I teach n a company that specializes in Hairdressing and Beauty it is vital I

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actively seek new knowledge in this area. All development do for my work has an effect on my personal development. The increase in skills and knowledge gives me more confidence and expands my creativity. In my free time enjoy reading and creative writing and have taken relevant courses for pleasure.

I have in the past been too work obsessed and taking on too many courses at once. This resulted in stress and affected all areas of my life. Now can prioritise my CAP to allow me time to relax and spend time on other things that are important. Can link my reflective practice to most of the theorists. The 'common sense view' of reflective thinking is something to do constantly but have learnt the benefits of taking a more structured and creative approach to reflection. Working through a cycle of doing, reflecting, researching, planning and doing means my teaching practice can only improve.

This has given me more confidence and benefits the learners. Linking in reflective practice with CAP ensures my development as a teacher and a subject specialist. Through my work place I am able to identify training and development needs with my manager. As an autonomous learner it is vital I constantly seek new avenues to ensure my Hair and Beauty knowledge is up-to-date and relevant. Part 3 To carry out this assignment I have used my personal reflective journal. Have also drawn on past assignments, observations, peer group discussions. Researched books, journals and the internet to gain a wider perspective.

Analyzing my own role as Lecturer/Assessor and comparing it with others such as trainer's and tutors highlights the similarities as well as exploring the

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unique aspects that define each role. As an individual and a teacher it is official to recognize and at times accept that your personal beliefs, assumptions and behaviors may impinge on learners. In this assignment I recognize my 'teaching schemata' and explore both positive and negative effects this may have on learners and others. This links in with the analysis I have made on how my personal, professional and interpersonal skills will have an impact on learners and others.

Your roles and responsibilities as a teacher, there are many roles of a teacher including, designer, planner, facilitator, tutor, assessor, marker, evaluator, coach, mentor, communicator, curriculum developer, subject leader, information and advice giver, evaluator and many more. Your role as a teacher changes to your students needs. There are many responsibilities that come with being a teacher some of these are, continuously assess and reassess your students, create a safe learning environment physically and emotionally, establish open and trustworthy relationships and most Of all be professional.

Teaching students is not the only role you will up hold whist being a teacher. Creating a good first impression as within the first few minuets of meeting someone we make a decision about them, by being on time, smiling, being repaper, being confident and maybe starting off with an icebreaker so the new learners get to know you and each other you would be able to set a good example. Knowing the boundaries of your role as a teacher is a necessity to have adequate learning environment. Being open to change and

incorporating others input. When boundaries are lost, boundaries need to be reinstalled.

Some assumptions are made by students that a teachers role extends even further then already stated above, so it is a good idea to know all the relevant people/organization's to refer students to. Through discussions on the DOLLS course I have identified two major preferences between my role as Lecturer and my peers as Trainer's. The first being that of context . Their teaching is carried out in individual's own workplace. Learning is delivered In a training room and in the care environment. I deliver learning in a Academy in a classroom setting.

The two do at times overlap, workplace learners may work towards vocational qualifications through localities. In this case I may arrange for learners to undertake this learning and support them through their work. The other main variation is in purpose. Facilitate learners with skills and knowledge to enable them to function in the workplace. Learners gain VT NV however they are not working for one or two years towards an educational or vocational qualification as they would in a college. Gary Police, Professor of Practice Worcester University noted this main difference. In his article Teaching Versus Training (2003).

He stated training " focuses on skill" whereas teaching " implies deeper knowledge and a longer time frame. " I feel I install bath of these methods in my teaching practice. As a Lecturer/Assessor in Hairdressing it is my responsibilities to ensure my knowledge is kept up-to-date and in line with current legislation, polices, reoccurred and changing views and ideas within

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the hairdressing sector. Not doing so would have a detrimental effect on learning and the working practice of learners. I am constantly aware that my CAP will have a direct impact on the quality of teaching I provide.

I liaise with senior staff to discuss any new developments within Hairdressing and the impact they will have on learning and working practice. I often attend the same training, seminars and conferences as senior staff. This ensures we all have the same knowledge and skills. Transference of skills has a major influence on how I and others measure the laity of the teaching I provide. As an individual it is difficult to recognize our own ingrained beliefs, assumptions let alone comprehend the impact these may have on others. As a teacher the impact can be magnified as others look to us to learn.

In an article Focus on Teacher thinking it was stated " Everything a teacher says and does springs from the teachers inner reality - the worldview, beliefs, values and other thinking processes that are so familiar they become invisible" (www. Discriminated. Com 2012) When I enter a classroom/training room I like to think I put my professional at on and leave my personal influences behind. Williams and Burden ((1997, pop) however would disagree " Teachers beliefs about learning will affect everything they do in the classroom. " To identify my own personal influences I have examined some elements of my unique " Teaching Schemata" (www. Ordain. Org 2006). This is the amalgam of beliefs, knowledge and assumptions held by the individual teacher. Elements of my personal 'Teaching Schemata'I believe it is important to have basic CIT, Literacy and innumeracy skills, reading is fun, learning enriches your life and CIT is an inevitable part of day to day life. I

think everyone would want to reach their full potential and adults should naturally adhere to a certain code of conduct in a learning environment. Most adults want to learn and music has positive benefits on your mental well. If it makes you happy then do it!

I'm very easy going and rarely lose my temper. People should always see the best in others and try to understand why they behave the way they do. The list above is by no means exhaustive but includes what I consider to be my main belief system. I would generally consider my positive and friendly personality to have a constructive benefit on learners. I'm proud of the fact that learners enjoy their learning. The concept of achieving an equal balance between my natural friendly personality and adopting a more professional persona when necessary is an area I have developed but need to continue to do so.

I have attended courses in assertiveness and influencing and negotiating to aid my development in this area. Discussing ideas with other teachers has helped significantly. In my very initial stages of teaching I made a basic mistake due to my somewhat supercilious assumptions. When setting up a learner, a lady of around 40 years, on E-Learning I simply gave her the laptop, password and surname and told her to log on to the WAC site. I went off to sort out some paperwork while she did this. When I returned I found an embarrassed learner who hadn't even switched the laptop on.

She sheepishly told me she had never used a computer before. The impact for the learner was that of humiliation and a failure to learn. For myself it was an early learning curve in never making assumptions about learners existing

abilities. Although I'm still surprised how many people don't have their own computer and have little or no CIT skills I have learnt to adjust my perception and address the situation in manner that does not embarrass or humiliate the learner. Gaining an awareness of the extent to which adult learners may lack basic skills has had an effect on my professional development.

I have actively sought ways to integrate key skills into learning. WAC provide extensive resources and information on enabling teachers to embed key skills into the Hairdressing NV program. The impact on learners is that I, as a teacher am more in tune to learning needs and an increased opportunity to improve their key skills. My teaching qualifications POTTs and nearing the end of my DOLLS have given e significant skills and knowledge in this area. This impacts on what I am able to offer my place of work and learners. This includes planning, delivering and evaluating individual sessions and schemes fork.

Also carrying out diagnostic assessments, assessing learning, being aware learning styles and learning theories, designing and using resources. The more skills I have as a teaching professional the greater opportunity will have to maximize the learning potential of the workplace learner at Soprano's. Management will have greater confidence in giving me greater responsibilities such as designing courses. Eave also joined the Institute For Learning (IFLL) as an affiliate member whilst working towards qualified teacher status.

The IF_ gives members support in continuing professional development. The IFLL state: CAP gives the public, learners, the teaching community and the

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sector confidence that teachers, trainers, tutors and assessors are continuously improving skills and knowledge and expertise (www. Elf. AC. UK, 2013) As I have a dual profession there is little point in me solely focusing on my teaching skills. It IS equally as important that I monitor my knowledge of my subject specialist. My learners need to have confidence that I have a higher level of knowledge Of the subject than they do.

The Academy I work for need to know that I am facilitating training that is current and relevant. Having years of hands on experience in the Hairdressing sector not only equips me we a high level of skills and knowledge but also gives learners confidence that I know what they experience in the workplace. To keep my hairdressing skills current and relevant I attend the same training, conferences and seminars I would as if still worked in the field. My personal development can also have an affect on learners. Having a good bevel of work and life balance make me a calmer and more rounded person.

Much of my personal development such as creative writing and various courses in the hair and beauty sector some of these courses required me to post my work on an online tutorial for others to give feedback on. Similarly I was required to give feedback on the work of others. This enhanced my ability to accept feedback from managers, teachers, college peers and learners. This in turn assisted me to provide constructive feedback to my peers and learners, which is something have difficulty with. My interpersonal skills have developed as my confidence has grown.

Looking back on my reflective journal from the beginning of the course I can see there were times when I lost department in sessions when learners asked questions I was unsure of, didn't participate in sessions or were deliberately awkward as they didn't want to be in the session. This had a detrimental effect on learners and myself as I felt they would lose confidence in my ability to teach them. I over come this through feedback, talking to other teachers and simply by gaining experience. My most recent observation demonstrated how much my confidence has improved.

This reflects on the laity of learning learners receive. On a general level I feel I have good interpersonal skills. Working in the Hairdressing sector for years has given me strongemotional intelligence. Am easily able to empathic with other's. I am able to actively listen, thus making me an effective communicator. Have been able to develop appropriatecommunicationskills. Initially was too much of a friend to learners and didn't want to offend anyone. I found sugar coating feedback was non productive. Have managed to improve my balance my as a teacher, giving constructive feedback and delivering enjoyable sessions.

To movie my knowledge of innumeracy I went on the Move On website to test and improve my abilities. When started the POTTS course I was required to take an assessment. Thankfully had a clear level 2 pass. Innumeracy is a strong element in Hairdressing it is important to maintain my skills in this area. I embed innumeracy in areas where learners will uses it in their workplace such as cutting coloring and mixing colossus. This will impact on

their ability to perform everyday tasks at work. Have fairly good CIT skills. This has enabled me to facilitate e-learning confidently.

This has helped learners to access and undertake courses they may not have had access to otherwise. E-learning enhances learners own CIT skills which will benefit them in the workplace and wider society. One area that had to develop was using CIT in presentations. My workplace did not have facilities for this so I had little opportunity to practice. I felt this limited my resources and didn't account for inclusively with regards to learning styles. My first attempt at Powering presentation was for my presentation was to my peers at college. I was pleased to have produced and presented a presentation even I did forget to put it on slide show!

Feedback from my peers and my own reflection identified this as an area of weakness. I have since convinced my workplace to buy more equipment. I am now confident in using the projector for presentations. This enhances learners experience including participating in e learning in groups. Literacy is an area I am quite proficient in and had passed university modules in with good grades. I enjoy reading and creative writing in my free time. I do however have to be aware of the language I use and the levels expected of others. Many of my learners will be at entry level 3 or lower so need to keep language in resources simple.

Through initial assessments I can identify what level learners are at. I embed literacy into learning. VT have excellent resources I have used to enable learners with literacy. The fact that I enjoy reading means I am always keen to research my subject this will enrich the knowledge I can impart on learners.

My dual role as a teacher and a Hairdressing Professional effectively means have two areas where need to actively monitor, evaluate and accomplish continuing personal and professional development. Clearly identifying my role and responsibilities can enable me to pursue relevant avenues.