

Role and responsibilities as a teacher

Science



**ASSIGN
BUSTER**

UNIT 1 PTLLS LEVEL 3 THEORY ASSESSMENT (1) / JOHN A F BRADY @ MERCIA

2011 Describe what your role, responsibilities and boundaries would be as a teacher in terms of the teaching / training cycle. The role of the teacher is to facilitate the learning aims of the taught group on behalf of them and their service provider. Examples of overall learning aims include the passing of knowledge-based examinations, the demonstration of a skill or competency and, in some cases, a combination of all such elements.

The teacher's responsibilities are a set of specific actions grouped to achieve desired learning outcomes. These responsibilities cover two distinct areas, namely the pastoral and the pedagogic. The former includes student health & safety and behaviour management, the latter teaching methods and student engagement. In this context, the term 'boundaries' describes the social contract between the service provider, teacher and learner group.

Boundaries are concerned, for example, with service limits and the establishment and policing of codes of conduct.

The teaching/training cycle is comprised of five activities, namely:- (i) the identification of needs, (ii) lesson planning and design, (iii) teaching the lesson and the facilitation of learning, (iv) assessing learner achievements, and (v) evaluating the contribution made of the teaching methods used. Identifying needs combines data collected before student induction, e. g. returned application forms and observations made at induction, e. g. during ice-breaker activity. My specialism of teaching adults English as a foreign language needs to ascertain a student's ability to listen, read, talk and write.

My role here includes assessing whether a student's subject ability is appropriate or would be better addressed in a 'special needs' context. My understanding of the material and institutional teaching environments will also inform how best to cater for students with mobility issues/learning difficulties. Design and planning concerns the pedagogic and the pastoral. For the former, a series of lesson plans need to be devised to enable students to learn the syllabus content required by the awarding authority.

Pastoral activities include social and institutional induction, e. g. ice-breakers, site-tours, H&S and other professional/legal requirements. A lesson is taught by the teacher and learnt by the student. A teaching responsibility is to gain insight into student ways of learning and to adjust delivery to further facilitate learning. Consideration of inclusivity, diversity, behaviour and student inter-action will also improve teaching/learning performance.

Assessing adults learning English as a foreign language is a challenge.

The teacher needs to use procedures as laid down but remain flexible enough to gauge nuances between those whose vocal skills may disguise poor written skills vice versa. Assessment must be systematic, collated and intelligible to others. Evaluation likewise should be systematic and collated with clearly defined outcomes. Student feedback, CPD and self assessment are critical for the improvement of teaching performance and learning outcomes. (Recommended 300 – 500, actual 429 words, excluding titles)