

Understand own role and responsibilities in the lifelong learning sector



1. Understand own role and responsibilities in the lifelong learning sector

1. 1 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities

It would be my responsibility as a teacher to keep within the boundaries of the law and comply with the rules and codes of professional practice of the particular organisation in which I was employed.

In regard to the Health and Safety at Work Act (1974), although safety within the classroom would be the responsibility of all, I, as the teacher, would be legally responsible and should lead by example. I would need to know where the policies were stored, the names of key staff and their whereabouts, and make risk assessments to ensure a safe learning environment.

As a teacher within the creative arts sector I would have to have a strong knowledge of the Copyright, Design and Patents Act (1998) and subsequent amendments of 2003, and be accountable in terms of reproduction of material and the accessing of video footage from the internet, whilst acknowledging original sources using a reference system such as Harvard.

In regard to the Equality Act (2010), it would be a regulatory requirement to practice within its boundaries and create a learning environment where all can participate and fulfil their potential, being aware of different forms of discrimination, direct, indirect, by association or perception against people with 'protected characteristics' such as race, gender, gender and sexual orientation, disability, religion or belief, pregnancy and maternity, marriage/civil partnership and age.

I would also have to knowledge of the Data Protection Act (1998) (where information on students can only be forwarded to people directly involved with students or the organisation), and be knowledgeable of the requirements of the regulatory body Ofsted, and the terms and conditions of my employment and not be in breach of my 'duty of care'.

1. 2 Analyse own responsibilities for promoting equality and valuing diversity

There will be equality and diversity practices in place, which outline what the particular organisation does to implement these regulatory codes of practice – e. g. recognising under representation or under achievement in specific groups and creating strategies to address the imbalance. However, within the classroom it would be my responsibility to actively promote equality, diversity and challenge bigotry, whilst also monitoring learners' progress and achievements closely by disability, gender, age and racial group.

Regulatory bodies such as Ofsted are looking for the Equality Act not just to be acknowledged but actively celebrated and the website equalityanddiversity.co.uk recommend that:

' Equality and diversity in teaching and learning should be delivered by main streaming these issues into the curriculum. (equalityanddiversity.co.uk date accessed 21/05/13)

As equality in education is not about treating everyone the same; it is about giving everyone an equal opportunity to access the learning experience. In terms of valuing everyone I would have to consider how I communicate with learners (making sure they can understand – using appropriate vocabulary

and terminology, and ensuring my comments will not be taken as
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discriminatory or offensive). I would also have to consider a range of differentiation strategies – adapted or specific resources, peer support; varied presentation; content selection; and reducing or increasing time for certain activities.

It would be important for the inclusion of all learners to include materials to reflect diversity to increase the likelihood of people in the group finding something to identify with – using icebreakers and peer learning for realising similarities and differences, case studies from different cultures to raise awareness, and finding examples of achievement that are less well known, and encouraging students to tell their own stories, – valuing all learners and the experiences they bring to their learning acknowledging that equality and diversity is an entitlement of all learners.

1. 3 Evaluate own role and responsibilities in lifelong learning It is my responsibility as a teacher in life long learning to maintain a learning environment which conforms to statutory requirements and promotes equality ensuring learners: ‘...gain their qualifications in a manner that is favourable to their own learning needs and those of the awarding bodies.’ (Wilson 2008, 4)

Gravels recommends that teachers think about their roles within each stage of the teaching cycle; firstly ‘ Identifying Needs’ (special or otherwise) via interviews, recruitment and initial assessments, then ‘ Designing and Planning’ – (making Independent Learning Plans, finding resources), ‘ Implementation’ – (presentations, handouts and activities); ‘ Assessing’ (initial , formative and summative) and lastly the ‘ Evaluation’ stage which

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includes an evaluation of the learners, the programme, any external requirements and the teachers own continual professional development. (Gravels 2010, 8)

Within this structure I would also be responsible for ensuring a safe and supportive learning environment, for identifying the needs of the organisation and the community as a whole, complying with policy, giving value for money, having a duty of care, acting as a role model and giving a positive learning experience, teaching with inclusively and avoiding favouritism, having a good knowledge of resources and available technology, responsible for motivation and keeping curricular barriers to a minimum, empowering my learners, and encouraging them to seek further learning experiences.

It would be also necessary to keep up to date with paperwork, keeping records for auditory purposes, information gathering, quality assurance, financial accountability, referral procedures and Health and Safety Management, whilst evaluating my own contribution to the organisation's quality cycle.

The role of the teacher in lifelong learning is incredibly broad; whilst responsible for the front line delivery of learning, the teacher must also assume the diverse roles of ' administrator, tutor, assessor, quality assurer and analyst'. (Wilson 2008, 547)

1. 4 Review own role and responsibilities in identifying and meeting the needs of learners

Whilst it is vitally important to meet learners needs by being professional, organised and flexible with good subject knowledge, Wilson states that one of ' the most fundamental tasks of the teacher' is to analyse ' how learners learn'.(Wilson 2008, 10)

Getting to know my learners as fully as possible would be essential – e. g. learning names, educating myself on their values, interests and expectations.; using available official information about students backgrounds to inform decisions, aware of their language abilities and cultural knowledge; using icebreakers, inductions and exercises to settle and to identify the roles learners take when working in groups and identifying past good and bad learning experiences. Also identifying, monitoring and tracking at-risk learners – using communication in advance if necessary, and making any reasonable adjustments. It would be advisable to use simple clear speech, minimising jargon, and using a variety of aids, materials and formats to ensure that there are different provisions for different learners and styles, recognising, accommodating and meeting the learning needs of all my students.

Above all, Wilson strongly advocates that one of the first rules of teaching is to ' assume nothing'(Wilson 2008, 8).

She suggests knowing your learners learning styles by using questionnaires such as the Honey and Mumford's (1982, 1992) analysis, based on Kolb's learning cycle, which suggests people learn best as either activists, theorists, reflectors or pragmatists and the VAK analysis, to determine whether you and your learners best learn via the visual, auditory, or kinaesthetic senses.

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With this recognition of difference, it would then be vitally important to adapt one's teaching ' via differentiated strategies;' (Wilson 2008, 12) where the ideal would be to deliver a mixture of sensory styles to meet all individual needs and to stimulate deeper learning.

' Do not assume that all learners will be able to approach these tasks with the same level of ease. Plan for a mix of visual and oral presentations and exercises to allow for difference in learning styles and ways of understanding and contributing.' (equalityanddiversity. co. uk).

I would also consider my own good and bad learning experiences, considering how I feel as a learner i. e. – to know the effect of exercises by participation.

As adult learners need to have ownership of their learning it would be important to take an andragogical rather than pedagogical teaching style (learner led and adapted to individual style) perhaps even creating an ' expert free zone' Frangenheim (2007), concentrating on the business of learning where mistakes are part of the process.

2. Understand the relationships between teachers and other professionals in life long learning

2. 1 Analyse the boundaries between the teaching role and other professional roles.

Whilst Wilson strongly advocates that one of the first rules of teaching is to ' assume nothing'. (Wilson 2008, 8), she also suggests that the teacher should be aware of barriers to learning and suggests using the DELTA system to <https://assignbuster.com/understand-own-role-and-responsibilities-in-the-lifelong-learning-sector/>

identify possible barriers – disability, emotional, language, technology, ability. (Wilson 2008, 48). But whilst it is important to be sensitive to the external difficulties that adult learners can sometimes bring into the classroom it is also important to give appropriate guidance and information and, if necessary, encourage learners to access optional support provided by student services.

Wilson advises the teacher to always put the learner first and consider whether we are the most effective person for the learner to consult:

‘ Knowing the boundaries of the teacher’s role is essential to an effective learning environment.....If an issue is discussed is beyond your knowledge, experience, accountability or responsibility you should refer to you mentor, manager or student support department.’ (Wilson 2008, 23)

It is important to communicate information to other professionals within the organisation in a manner which encourages trust between those communicating and respects confidentiality where necessary.

2. 2 Review points of referral to meet the needs of learners A line manager should be my first point of contact for referral plus if I have team meetings or contact with other teachers, my colleagues may also be able to help through their own previous experiences.

From an initial induction, letter, the student charter and notices on walls etc. students should already be aware of the establishment’s internal support structures such as counselling services, careers officer, and financial and learning support. If the student support services cannot deal with these

external difficulties they should be advised to contact external support services: such as Drugs Line, Samaritans, C. A. B., Victim Support, National Debt Line – voluntary bodies who offer advice and guidance for all members of the community. ‘ Issues relating to someone claiming they are being abused or supplied drugs should always be referred – even if only to someone more senior; it is your duty of care.’ (Wilson 2008, 25)

2. 3 Evaluate own responsibilities in relation to other professionals

It would also be within my role to liaise with other staff throughout the institution, such as librarians, H. R., technicians, learning support, careers and exam bodies and internal and external verifiers.

I would be expected to attend team meetings relating to my course’s design, whilst considering the needs of the institution and community at large and to keep up to date with changing legislation.

As lesson plans, evaluations, achievement and expenses are presented to Ofsted to check whether students are being given value for money, I would have to evaluate my own contribution to the organisation’s quality cycle, keeping accurate standardised assessment records and find ways to communicate and collaborate with colleagues to agree common ways of working to enhance my learners’ experience and promote equity and consistency in assessment processes.

I would also have to be familiar with the processes for liaison with colleagues and other professionals to provide effective guidance and support. It may at times be important to work with colleagues with relevant learner expertise to

identify and address literacy, language and numeracy development in specialist areas or I may need a specialist team of physical and educational support workers within the classroom.

3. Understand own responsibility for maintaining a safe and supportive learning environment

3. 1 Explain how to establish and maintain a safe and supportive learning environment It would be my responsibility to create and maintain a safe and relaxed learning environment where self esteem is enhanced and students are free to take risks. This would be particularly relevant for learners who may have had past bad learning experiences.

To maintain this safe and supportive environment I should be continually aware of my own non-verbal behaviour and act as a good role model by being a positive sender out of signals – using learners’ names frequently, making eye-contact, using head nods for positive reinforcement, and sweeping the room for a sense of warmth and inclusion, whilst also being aware of the physical comfort of my learners in respect to heating, ventilation, lighting, seating arrangements, (including special chairs) and accessibility for wheelchairs.

As adult learners bring with them a set of circumstances and can be diverse in terms of their behaviour and motivation I would need to be knowledgeable of the institutions behaviour management policy whilst having developed my own skills in negotiation and conflict resolution.

To maintain a secure learning environment it is important to keep to organisational agreed boundaries regarding the relationship between teacher and learner such as not socialising or having relationships with students until end of course, not lending money or giving out one's personal phone number or email address.

3. 2 Explain how to promote appropriate behaviour and respect for others

Whilst college policies on Health and Safety, such as following fire procedures, would be non-negotiable and basic rules such as mobiles on silent, no-smoking or eating in the classroom, should be adhered to adults are more likely to stick to other classroom rules if they have created them themselves. It would therefore be a good idea to establish ground rules on the first day of a class to communicate appropriate behaviour and respect for others via group consensus – a 'Dos and Don'ts' list which could also be a living document to be added to as the course progresses.

It would be produced by initially working in small groups, using positive rather than negative language e. g. 'do turn up on time' rather than 'don't be late', collecting and listing all the guidelines together on flip charts – to be then typed up and individually signed. The democratic process of establishing these rules, having understood it is safe to express individual views and a need for boundaries, would be just as important as the rules or guidelines themselves. To gain trust it would be important to include myself within these rules and expectations so that the whole class is responsible and accountable for their own behaviour. As Gravells states: 'All learners require boundaries and rules within which to work. Setting ground rules will help everyone know their limits.' (Gravells 2008).

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To continue to promote good behaviour I would act as a good role model by being prepared and in the classroom before it was due to start, ready to start class on time, asking any latecomers to settle quickly. When late coming and other disruptive behaviour persists Wilson advises the teacher to ‘keep calm’ and ‘be clear about what you expect by setting targets’ (Wilson 2008, 89) rewarding good behaviour, ignoring bad and adhering to the warning cycle – a warning, a warning sanction issue, then sanction implementation.

A building of respect for others could be achieved via differing activities that continue to create models of participatory and democratic values – via peer learning, pair work, small groups and whole class activities. For example, an icebreaker could be introduced early on where in pairs the learners talk about the area in which they were born, where the facts are presented to the whole class by one’s partner, thereby creating an opportunity to share cultures and backgrounds.

It would also be a good idea to manage the physical space by later mixing up tables to encourage people who would not normally work together, or where some tension or conflict may have arisen, to have a chance to interact in a positive collaborative manner to create good, respectful, constructive relationships based on mutual trust.