

Identifying how my
job role relates to the
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Introduction In this assignment I will be identifying how my job role relates to the current developments in the Lifelong Learning Sector. I will be exploring the new Professional Standards, CPD requirements, Core skills for teachers in literacy, numeracy and ICT and what key developments are affecting Educational organisations and how to get fully qualified in my own sector ??“ FE or a training provider. The New Professional Standards and the Code of Professional Practice. Since April 2005, Lifelong Learning UK (LLUK) have been involved in detailed discussion with representatives of regulatory authorities, unions, awarding institutions and individual provider organisations and have been developing the New Professional Standards. Draft standards were published in March 2006.

In 2007 the Institute for learning was set up (IFL) and this is a professional body for all those working in the Lifelong Learning sector. Until this point FE teachers/ trainers did not have a single controlling professional body or an agreed code of ethics, unlike other professionals. The New Professional Standards are divided up into six different domains which are professional values and practice, learning and teaching, specialist learning and teaching, planning for learning, assessment for learning, access and progression.

Each one of these domains are split into sections. These are Professional values, Professional knowledge and understanding and professional practice. As teachers we should be reading the scope and knowledge for each domain and putting this into practice. The code was developed by the profession for the profession and gives an outline on the behaviour expected of its members. This is designed to help learners, employers, the profession and the wider community. The code covers the following:??? Integrity???

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Respect??? Care??? Practice??? Disclosure??? Responsibility
Continuing Professional developments (CPD) Requirements
As from the 1st of September 2007 all full time teachers/tutors in FE are now required to undergo at least 30 hours of CPD a year. Teachers are now required to do this to maintain their licence with the IFL. CPD is now a responsibility for all teachers and employers in the FE sector and is aimed at maintaining good professional standards, updating own knowledge within the subject area and continuing to develop teaching skills.

CPD is not only about teachers actually attending courses or workshops, it can also be undertaken through mentoring, reading, videos, web-sites or by being involved in anything which is thought to be relevant to personal development. CPD is designed so that teachers can analyse and reflect on their own professional needs, their own strengths and weaknesses and the opportunities and threats which may be faced, and then this information can be used to create a development plan for the next year. Plans can then be reviewed to look back at the progress that has been made in the last year and this is logged within a development record which can then be analysed for further development. In turn this helps to improve the learner's experience. It is up to the individual to record their own CPD and to determine the value of the development that has taken place. In the future everyone will be taking part in CPD and a CV may be replaced by a CPD record card. CPD will be internationally recognised.

Core skills for teachers in literacy, numeracy and ICT. Core skills was first introduced in 2004 and is there to help learners with basic literacy and numeracy skills. These are to be embedded in their every day lessons and <https://assignbuster.com/identifying-how-my-job-role-relates-to-the-current-developments-in-the-lifelong-learning-sector/>

work and are designed to encourage students to read, write and speak English as well as to use mathematics at a level which will enable them to function well at work and in every day life.

ICT has now also been introduced as a core skill. As teachers we are now required to have the knowledge and understanding and personal skills in English, Mathematics and ICT. The national standards for adult literacy and Numeracy are as follows: Literacy “ Show the ability to: Speak, listen and respond. Read and comprehend. Write to communicate.

Numeracy “ Show the ability to: Understand and use mathematical information. Calculate and manipulate mathematical information. Interpret results and communicate mathematical information. Whilst trying to embed these skills into our everyday lessons we should always be considering the personal, social and cultural factors influencing the core elements learning and development, for example student backgrounds, learning difficulties and any potential barriers which we may face. The core skills will be particularly helpful to vocational learners who would have in the past maybe found it hard to find employment due to their low standard of Literacy and numeracy.

As Liz Keeley “ Browne says High focus is given to the key skills in the areas where learners might be engaged in a work experience element of their studies, if working towards a Modern Apprenticeship for example, studying for their qualification on a part-time basis or incorporating elements of work experience into their programmes. (Keeley “ Browne 2007)What key developments are affecting Educational organisations and

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how to get fully qualified in your own sector ??“ FE or a training provider. By the year 2010 LLUK aim to have every teacher qualified or working towards a qualification. There has been ? 30 million funding invested in 2007 -08 to support Initial teacher training for colleges and training providers. In order to be licensed with the IFL teachers must have achieved either Qualified Teacher Learning and skills (QTLS) status or Associate Teacher Learning and skills (ATLS) status.

All Principals of Further Education institutions must have achieved or be working towards the Principals qualification. Human resources have a responsibility to put systems and support in place to help teachers to achieve their qualifications. CPD is also a key development in Education and again Human Resources have a responsibility to make sure that staff are receiving their thirty hours per year.

ConclusionOver recent years there has been much change within the Further Education sector. There have been many new elements introduced and more guidelines and standards to follow. The expectation of the standard of teaching is much higher. Teachers and tutors are expected to continue to develop their own skills and expand their own knowledge of their subject area and keep up to date with current developments within their field. As a teacher I understand that I have a responsibility to undertake thirty hours of CPD a year and to record my own achievements. I also understand that I am to embed core skills into my teaching and make sure that my own literacy and numeracy skills are up to a level 2 standard (GCSE equivalent) at all times. All teachers are to be qualified by the year 2010 or working towards their qualification.

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All teachers whether they are qualified or not need to be registered with the IFL. Non qualified teachers need to become qualified to maintain the licence. Of course teachers should regularly refer to the professional standards and be aware of any changes or updates which may be made. Word count1, 172
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