

The teaching and training cycle education essay



The legislation and code of practice in teaching and learning are in place to act as guidelines and to protect the employees and learners in a typical lifelong learning sector. As a Tutor in the lifelong learning sector, it is my responsibility to be aware and adhere to the current legislative requirements and codes of practice as expected on my job role.

Two examples of the current legislation relevant to teaching and learning are:

Equality Act 2010

The key features of this act are, but not limited to the following:

Aim at protecting disabled employees/learners and prevent disability discrimination as it provides legal rights for them in the area of employment, education, access to public facilities/services within a reputable lifelong learning institution.

It provides rights to people (Carer or parent of a disabled person) not to be directly discriminated against or harassed because they have association with disabled people.

It is unlawful for any education provider in the lifelong learning sector to treat a disabled employee/learner as less favourably for a reason related to their disability or fail to make reasonable adjustments to prevent them being placed at a substantial advantage.

The Health and Safety at Work Act 1974

The learning institution must make it mandatory for the teachers/trainers and learners to understand and comply with the Health and safety at work

Act 1974. This act ensures that they put the safety and health of employees and learners first. As Trainer, I must minimize the risks associated with repetitive strain injury (RSI) amongst my learners. For example, highly repetitive movements such as typing on the keyboard consistently can lead to RSI; continuous usage of the VDU (visual display unit) can also lead to eye strain. Hence, I must ensure that learners go on short intermittent breaks.

Other current legislations that are relevant to lifelong learning sector are:

The Sex Discrimination Act (SDA) 1984

Special Education Needs and Disability Act (2001)

The Health and Safety at work Act 1974

Freedom of Information and Data Protection Act 2005

Employment Equality (Religious or Belief)Regulations 2003

Racial and Religious Hatred Act 2006

Human Rights Act 1998

Apart from the aforementioned current legislative requirements, there are also codes of practice that I have to adhere to as a teacher/trainer in a lifelong learning sector. Codes of practice, (CoP) are lower level documents that provide guidance. For example, the institute for learning (IFL) introduced a code of practice for teachers in the lifelong learning sector in 2008. The Code was developed by the profession for the profession and it outlines the behaviour expected of members – for the benefit of learners,

employers, the profession and the wider community. An example of the Code of practice that relates to teaching in a lifelong learning sector is the disclosure of criminal offence; as it is expected that any member to notify the institute as soon as practicable after cautioning or conviction for a criminal offence.

STAGES OF TEACHING/TRAINING CYCLES

The teaching/training cycle (as depicted below) can be described as a cyclic learning process that can continue indefinitely to facilitate successful learning experience. The teaching/training cycle can be joined at any point but needs to be followed through to be effective.

The teaching/training cycle involves the following stages:

Identifying needs

Planning

Delivering

Assessing

Evaluating

The roles and responsibilities as well as the boundaries for each of the five stages of the teaching cycle in a lifelong learning sector are as highlighted below:

IDENTIFYING NEEDS

This stage is about finding out the needs of the institution as well as that of the learners.

Roles & Responsibilities

To accommodate the specific needs of the learners e. g. provision of specialised equipment when needed, adequate provision for the disabled learners should in case of any accident/fire alarm, permitting learners to observe their religious obligation.

The need to understand their leaning styles as well as providing the right tools, textbooks and any other materials needed to enhance their learning experience.

Boundary

To need to gain the qualification that are requisite for the course that one intended to teach

PLANNING

This phase involves preparing the suitable delivery resources that can facilitate conducive learning environment.

Roles & Responsibilities

To identify the learning outcomes and thereby ensuring the provision of value-added learning services – Ensuring that the outcomes of each session must be specific, measurable, achievable, realistic and time bound (SMART).

To ensure that the specifications that were outlined in the schemes of work are addressed in the lesson plans – this can be achieved by preparing the appropriate learning resources and also by including a variety of teaching and learning activities, dynamics and assessment methods.

Boundary

Physical contact with distressed pupil should appear normal and natural.

Adhering to the ethos of the profession by maintaining high quality training, thereby guarantying that development and progression of the learner is being achieved.

DELIVERING

Roles & Responsibilities

To conduct the learning effectively by valuing and caring for the learner – This is can be achieved by delivering the sessions based on the session plan that has already puts into consideration the various learning styles.

To create a positive environment that fosters learning and keep the learners motivated – Achieved by showing by demonstration, using teaching aids, giving out clear instructions and checking understanding among the learners regularly.

Boundary

Appropriateness of the teacher/learner relationship by ensuring that the learners do not know all about you and your life despite the fact of the need to be open, friendly and supportive.

Knowing where to refer learners to such as assessment support for diagnosis of Dyslexia and other learning difficulties, Learning services for support with finance as well as knowing the procedures and where/who to escalate disruptive behaviour.

Physical contact while demonstrating to the learner should not be misinterpreted.

ASSESSING

Roles & Responsibilities

To assess the learners during and at the end of the session in order to ensure they have gained the skills and knowledge needed to achieve their qualification – Achieved by using any of the different types of assessment such as the Initial, Formative (quizzes and group discussion) or Summative (an examination that counts towards a qualification) assessments.

To give constructive feedback and ensuring that Internal and External Verification (IV/EV) are carried out.

Boundary

No favouritism for any of the learners during assessment.

EVALUATING

This stage deals with getting feedback from the learner in order to reflect on one's teaching style and delivery.

Roles and Responsibilities

To obtain feedback from the learners in form of the course evaluation questionnaires in order to improve on one's teaching pedagogy and assist in future professional development.

To evaluate the effectiveness of the program.

Why keep records?

Records are mainly kept for the following reasons:

To let awarding bodies, employers and other stakeholders know – This in terms of quality assurance is related to Internal/External verification as well as Internal/External moderation.

Monitoring of progress and performance – Helps tutors plan, monitor and review learner's progress – allows the trainer to monitor the effectiveness of his/her teaching and learner's progress in relation to targets.

To provide written feedback and guidance to learners.

It is also the duty of the trainer to keep attendance records of the learners for health and safety reasons (evacuation in case of fire) and also for punctuality.

To make the teaching/training work much easier.

The reasons enumerated above are basically for legal reasons and also to support the teaching/training cycle. The stakeholders of these records are, but not limited to the following:

Teachers/Trainers

Awarding Bodies

Employers

Students

Supervisors

Ofsted

Parents/Guardians/Sponsors

Internal/External Verifiers

Paper based and Computer records

Paper based records

Pros

Less likely to be accessed by unauthorized user.

Information update does not require any special skills.

Cons

Prone to lots of human errors due to differing terminologies, illegibility and misspelling.

Disaster issue: can easily be lost or destroyed during fire or flood incident.

Computer records

Pros

eliminate handwriting errors and offer spell checking ability.

are cost efficient, because they eliminate expenses associated with stationeries, printing, other office supplies.

Faster access to information and less space is required with regard to physical storage.

Cons

Privacy concerns: Personal information can be dispersed into the wrong hands.

Data access problem: loss of power or technical glitches.

This assignment has covered the various stages of the teaching/training cycles as well as the current legislation and the ethos of the profession in the teaching and learning sector. The needs for keeping records were also highlighted.

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