

Negotiating with learners

[Profession](#), [Teacher](#)



Negotiating with learners, e. g. initial assessment, agreeing goals and actions

Initial assessment is the beginning of a teacher/learner relationship, allowing the teacher to identify and discover learners with difficulties and disabilities if the learner is confident to talk about them. By recording this information, plans towards teaching can be made so every learner feels included and progress in their learning experience.

The information will determine the learners starting point; the learners may already have skills and knowledge that relate to the subject taken, the teacher can also identify Literacy, Language, Numeracy and ICT that may be applicable. Assessment should not be something that is done to somebody. The learner must be involved and feel part of the process. Lesley Thom (2001 p13) All learners will want to achieve and have something to aim for. Learning goals can be negotiated and agreed.

If working towards a qualification the awarding body or examining board will have a program in which to follow so the teacher will know what to teach and learner knowing what they will learn, from these targets and goals can be negotiated and agreed. Within the teacher/learner relationship, working together realistic goals and targets can be agreed and their progress assessed and recorded: Overall goals are long term which is the whole program. With aims and objectives/outcomes are usually established.

Specific goals are short term which determines changes in the learner's skills, knowledge understanding and attitudes. The learning process is effective and the goals clear and match the requirements of the learner. Immediate goals break down the specific goals into manageable tasks in the order that they are achieved. Ann Gravells & Susan Simpson (2008) Agreeing

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targets should be SMART (Specific, measurable, achievable, realistic, and time bound) www. ifl. co. k Learners should be encouraged to take charge of their goals and learning journey, this enables learners to become independent. When goals are set and assessed they should be recorded, all information that is recorded should be part of a plan-ILP (individual learning plan) Learning targets should be both verbal and written to ensure the learner has understood fully, learners should know their own strengths and where they can develop improvements to their skills. When setting targets, regular tutorials and review sessions and keeping the ILP up to date with learners.