

Evaluate own role and responsibilities in lifelong learning education essay

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Data protection act, health and safety and work act is the main act of parliament relating to the responsibilities and expectations of both employer and employs whilst at work. The health and safety act requires all employers to provide systems of work that are, so far as is reasonable practicable, safe and without risk to health; employs are, therefore, expected to promote a safe, hygienic working environment and train their employs to preserve their level of professionalism. (Health and Safety act 1974) These regulations concern development and maintenance of an appropriate and safe working environment. (1992) As a teacher in beauty therapy, I'll ensure that I adhere to Health and Safety like governing lighting, ventilation, cleanliness and toilet facilities to my trainees. Beauty therapy often involves the use and understanding the use of various pieces of electronic and electrical equipment. I'll ensure that my trainees are aware of the dangers of the electrical appliances and will have a appropriate precautionary measures. The Institute for Learning's code of Professional Practice came into force on 1 April 2008. Code was developed by the profession for the profession and it outlines the behaviours expected of members - for the benefit of learners, employers, the profession and the wider community. So as a teacher I'll take care of the professional attitude, dressing and time management of my trainees.

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

Equality specifically relates to the law and the rights of students to be given equal opportunities to access learning and assessment opportunities. The Human Rights Act specifically prohibits discrimination. Diversity relates to

embracing and celebrating the cultural, racial, religious, etc. differences your students possess. As a teacher, I should know the difference between direct and indirect discrimination and how I would challenge behaviour which undermines equality and diversity in the classroom. As a teacher in beauty therapy I'll give equal opportunities of training to my students and be ready to handle any offensive behaviour from any of my students. Like stressed out students that get frustrated during training; I'll keep myself calm and handle them patiently. If students create diversity on bases of cultural and language differences among them I'll tackle them carefully and teach them values of equality and try to teach them team spirit

1. 3 Evaluate own role and responsibilities in lifelong learning.

Evaluate my own role and responsibilities as a trainer. I have to plan adequate resources, teaching approaches and activities to meet the needs of my learners. As a teacher in lifelong learning sector, I need to stay up to date with my specialist subject and continuously improve my teaching practice. As a teacher in lifelong learning sector I'll maintain the attendance record of my learners and I'll write down the individual learning plan, action plans. I'll use technical software's like PowerPoint to teach and I'll adopt different teaching approaches like interactive teaching, demonstration and explanation. I'll plan different activities to meet the need of my learners . I will always start on time, setting and keeping to time limits for activities and breaks, and finishing on time. I will encourage students collaboration;(give them group activity)Use a systemic improvement strategy ;(by identifying effective research-based strategies and appropriate resources that will be

used to support learning that is aligned to the standards). tie learning to a set of standards; and monitors. (agree on appropriate assessment techniques that will be used to provide evidence of student learning.) progress of students. (analyze a sampling of student work for evidence of student learning)

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

Interdisciplinary study is hard to achieve and to sustain. Students are faced with major challenges in working in and across several disciplines. VARK questionnaires paper draws on the work of Kolb and others to clarify some of these problems and to suggest ways of helping students to become more self-aware as learners and more capable of affecting these moves between disciplines. With the help of VARK questionnaire I can review my role to meeting the needs of my learners well provide assessment plans according to individual needs and interests For example The most common mode for information exchange in our society is speech and this arrives to the learner's Ear and is therefore coded as aural (A) by the questionnaire. For students with an aural Attachment to the questionnaire provides a set of strategies for 'learning by ear'. The second group are not well served by present day methods of teaching in a university. They are the visuals They like information to arrive in the form of graphs, charts, and flow diagrams. Sometimes they will draw maps of their learning sequences or create patterns of information. The last group is the group who like to experience their learning by using all their Senses, including touch, hearing, smell, taste and sight. This group is regularly described in the literature As Kinaesthetic

(K). They want concrete, multi-sensory experiences in their learning. They learn theory through its application. So I will make assessment plan by using all these patterns of learning to meet the learning needs of my learners.

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

. Teaching role has some Boundaries include making telephone calls to learners but not harassing them, getting overfriendly with learners and getting personal with learners. They should not get involved emotionally and always keep contact only on a professional level . Teachers and other professionals have their own role to play side by side in their boundaries like IT, Admin., and other support staff has specific roles to play within your training centre or wherever you might deliver professional courses. If you had problems with projectors, laptops and other IT equipment within an organisation, you would not undertake repairs yourself but would consult with an IT expert within the organisation. Specific Health and Safety issues might be forwards to a Health and Safety Executive or Fire Officer. You might teach but not be allowed to assess your learners to ensure the objectivity and impartiality of assessments. Independent assessors might be required for some assessments. You also might assess but would not internally or externally verify your own assessments. Although inclusion is about supporting learners' needs, it is not always possible for teachers to do this without support themselves. You should be aware of the limits of your responsibility and know when and where to access support both for yourself and your learners

2. 2 Review points of referral to meet the needs of learners.

It is important that you perform a " Pastoral" role for your learners and that you are concerned with their well-being but you have to recognise the scope and limitations of your expertise. Bearing in mind that you have a duty of care to learners and that there are occasions when you cannot directly help them, identify who you might refer them to if, for example, they were emotionally distressed, or experiencing financial or immigration difficulties. There are internal and external agencies. For example, you might refer some learners who were struggling with English to the ESOL department within your organisation. On the other hand, if a learner informed you that he or she had been a victim of crime, you could refer them to an external agency such as Victim Support. Support may be available in your own organisation, through a learning support department or from Skills for Life specialists. Some organisations have specialist resources for supporting disabled learners or may be able to provide a learning support assistant. It may be appropriate to refer a learner for an Information, Advice and Guidance (IAG) session either within your own organisation or to an external organisation. It is your responsibility to find out what support is available locally.

2. 3- Evaluate own responsibilities in relation to other professionals.

It's important to establish and agree respective roles and responsibilities with other professionals at the first meeting with other professionals everyone including myself will introduce themselves telling everyone where they are from and their job roles and responsibilities. If my roles and responsibilities aren't defined when working with other professionals a lack

of understanding about what is expected of me and problems may arise. It is extremely important to know where your roles lie with external professionals in order to be able to access any help and advice I may need to enable everyone to be working towards a common objective. Everyone wants the best outcome for the child. Regular meetings are held with other professionals so that everyone is kept up to date. It is important to agree common objectives, ways of working and communicating with other professionals.. It is important to listen to what others say and not to just ignore their ideas as they may be helpful to the child. It is important to make sure that we both have enough time to discuss every matter. If I was to be in a rush and have to be back in my room by a certain time then I wouldn't be able to concentrate properly and wouldn't be focused on the right matter.

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3. 1 Explain how to establish and maintain a safe and supportive learning environment.

As health and safety comes first teacher should take measures for the safety of his learners including air ventilation , temperature of class room , briefing about wires, computers, electric, equipments . Information about fire exit in case of emergency , toilets , kitchen etc. then comes towards curriculum.

Teachers understand individual and group motivation and behaviour, and create safe, supportive and stimulating learning environments that promote positive social interaction and active engagement in learning.

Teachers apply professional knowledge and understanding of learners, the curriculum and teaching and learning to create respectful, positive and safe learning environments and constructive relationships that are based on

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mutual trust, provide social support for all students and foster positive attitudes to learning, participation and achievement. Establish, communicate and maintain clear expectations for student learning and behaviour and provide explicit feedback on appropriate behaviour. Apply behaviour management strategies in a fair, sensitive and consistent manner. Undertake explicit teaching of skills to assist students to assume responsibility for them and behave responsibly towards others, participate in decision making, work collaboratively and independently, and feel safe to risk full participation in learning. Manage teaching time, resources and physical space to create and maintain a challenging, engaging, safe and supportive environment for learning. Monitor independent and group work.

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

In class room different students have different background, culture, customs, so they might be have different thinking and opinions but they should show respect and proper behaviour for others to improve the learning environment. Teacher should set the ground rules for the learners. Such as respect, relax, eye contact, interaction, assessed knowledge and attitude and skills. Ground rules underpin appropriate behaviour and respect for others. When introducing yourself to a new class of students it is very important to identify the objectives for the course and use this first meeting to lay down a set of ground rules. Ground rules set the boundaries within which the students must work; they enable everyone to have an equal opportunity to carry out their study whilst in the classroom. An ideal way to discuss this is to split the class into two groups and come up with a set of

rules. This generating a larger list and a feeling of teamwork and achievement. When reviewing the lists you have to have a fair and balanced view to all points indentified. . In negotiating with the students you give them a sense of worth, this helps you gain their trust. You will have to shape these rules to ensure that they respond to the policies of the organisation you represent.

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