

Practice relating to own role and responsibilities

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1. 1 Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities I work for Dorset County Council (DCC) as an Area Youth Worker, where I run a Youth Centre in North Dorset. The centre provides a variety of provision and projects within the local community. As part of DCC we are governed by various legislations, regulatory requirements and codes of practice. This could relate in a variety of situations such as the buildings or staff we manage, working with young people in groups or lone working or even with the activities and provisions we provide.

These guidelines and requirements are put in place to help protect not just those that we work with but also my staff, visitors and myself. It is important to have a good working understanding of these factors as the below legislation is there to help promote inclusion within the work place and for those that we teach and work with. I will endeavour to go over the key legislation that affects my work place below. The Children Act 1989 - The current child protection system is based on the Children Act 1989, which was introduced in an effort to reform and clarify the existing plethora of laws affecting children.

Hailed at the time as “ the most comprehensive and far-reaching reform of child law which has come before Parliament in living memory” by the then Lord Chancellor Lord Mackay of Clashfern, it enshrined a number of principles. The paramountcy principle means that a child’s welfare is paramount when making any decisions about a child’s upbringing. The Children Act 1989 sets out in detail what local authorities and the courts should do to protect the welfare of children. It charges local authorities with

the “ duty to investigate ... f they have reasonable cause to suspect that a child who lives, or is found, in their area is suffering, or is likely to suffer, significant harm” (section 47). Local authorities are also charged with a duty to provide “ services for children in need, their families and others” (section 17). It is section 31 of the Children Act 1989 that sets out the NSPCC’s “ authorised person status” which means the NSPCC has the power to apply directly for a court order if it believes a child is suffering or likely to suffer significant harm.

The Special Educational Needs and Disability Act 2001 – This makes it unlawful to discriminate against people in respect of their disabilities in relation to employment, the provision of goods and services, education and transport. It also imposes upon public authorities a positive duty to promote disability equality. This will ensure the inclusion of disabled students within all group activities, and also to ensure that their disabilities are fully considered when planning such activities.

They must receive full and equal access to education and all associated activities and resources. The Human Rights Act 1998 - (also known as the Act or the HRA) came into force in the United Kingdom in October 2000. It is composed of a series of sections that have the effect of codifying the protections in the European Convention on Human Rights into UK law. All public bodies (such as courts, police, local governments, hospitals, publicly funded schools, and others) and other bodies carrying out public functions have to comply with the Convention rights.

This means, among other things, that individuals can take human rights cases in domestic courts; they no longer have to go to Strasbourg to argue

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their case in the European Court of Human Rights. The Equality Act 2010 - simplifies the old? laws and puts them all together in one piece of legislation. Also, it makes the law stronger in some areas. So depending on your circumstances, the new Act may protect you more. The Equality Act 2010 protects you from things like racial or religious discrimination, harassment, sexual orientation, gender discrimination or if you have a disability.

The Health & Safety at Work Act (1974) - Every individual must be mindful of the following responsibilities. They must take reasonable care for the health and safety of him/her and of other persons who may be affected by his/her acts or omissions at work. They must Co-operate with employers or other persons so far as is necessary to enable them to perform their duties or requirements under the Act. They must not intentionally or recklessly interfere with or misuse anything provided in the interests of health, safety or welfare.

It is clearly vitally important for a teacher/tutor to be vigilant and mindful of health and safety issues. Some hazards and the issues which surround them will be constant to all environments. Examples include tripping hazards (laptop cables, bags), and fire safety hazards. Other hazards are going to be very much dependant on the type of environment in which training is taking place and the learner group with which the tutor is working. The Education & Skills Act (2008) - was introduced and aimed to increase participation in learning for young people and adults.

It puts in place a right for adults to basic and intermediate skills, giving adults a second chance to gain the skills they need to thrive in society and throughout their working lives. As a worker we deal with a number of details

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regarding the young people and families we work with DCC have use the below guidelines with regards to data protection. The Data Protection Act 1998 (amended 2003). This act covers the protection of personal data.

The most important elements to be aware of are the following data protection principles outlined in the act: Data may only be used for the specific purposes for which it was collected. Data must not be disclosed to other parties without the consent of the individual whom it is about, unless there is legislation or other overriding legitimate reason to share the information. Individuals have a right of access to the information held about them, subject to certain exceptions (for example, information held for the prevention or detection of crime).

Personal information may be kept for no longer than is necessary and must be kept up to date. Personal information may not be sent outside the European Economic Area unless the individual whom it is about has consented or adequate protection is in place. The departments of an organisation that is holding personal information are required to have adequate security measures in place. Those include technical measures (such as firewalls) and organisational measures (such as staff training). Subjects have the right to have factually incorrect information corrected. . 2 Explain own responsibilities for promoting equality and valuing diversity As a Youth Worker a core value of our work is not only dealing with promoting equality and diversity but also teaching others how to understand and work alongside those with differing opinions and values. These values are at the core of the work undertaken within youth work and underpin the standards; recognising that at the heart of all youth work is a young person led

approach. The National Youth Agency describes the key purpose of youth work is to..... Enable young people to develop holistically, working with them to facilitate their personal, social and educational development, to enable them to develop their voice, influence and place in society and to reach their full potential' The following statements, views and values are underpinned by the principles of equity, diversity and interdependence, Participation and active involvement Young people choose to be involved, not least because they want to relax, meet friends, make new relationships, to have fun, and to find support.

The work starts from where young people are in relation to their own values, views and principles, as well as their own personal and social space, It seeks to go beyond where young people start, to widen their horizons, promote participation and invite social commitment, in particular by encouraging them to be critical and creative in their responses to their experience and the world around them, ? Equity, diversity and inclusion: Youth workers teach and treat young people with respect, valuing each individual and their differences, and promoting the acceptance and understanding of others, whilst challenging oppressive behaviour and ideas.

We promote as well as learn to respect values individual differences by supporting and strengthening young people's belief in themselves, and their capacity to grow and to change through a supportive group environment. Partnership with young people and others Youth workers actively respond to the wider networks of peers, communities, families and cultures which are important to young people, and through these networks seek to help young

people to achieve stronger relationships and collective identities, through the promotion of inclusivity.

We work in partnership with young people and signposting to other agencies which contribute to young people's social, educational and personal development. In turn we are able to recognise the young person as a partner in a learning process, complementing formal education through informal education leading to, promoting access to learning opportunities, which enable them to fulfil their potential, ? Personal, social and political development: How young people feel, and not just with what they know and can do, It is through facilitating and empowering the voice of young people, encouraging and? nabling them to influence the environment in which they live. We help promote and lead on safeguarding issues of young people, and provide them with a safe environment in which to ? explore their values, beliefs, ideas and issues. 1. 3 Explain own role and responsibilities in lifelong learning My key role in the LLS will be to help promote youth work and deliver items such as 1st aid training. I will help to provide a set of skills, knowledge, understanding and behaviours necessary for any function that a youth work role is likely to perform.

This is also underpinned by a set of agreed values and a key purpose in learning. I would hope to promote good practice for my learners so that they would have transferable skills and the confidence to sell themselves positively to employers, education establishments and their peers, setting a benchmark for the experience and competence that is required for them to grow as an individual. 1. 4 Explain own role and responsibilities in identifying

and meeting the needs of learners How? As a trainer in the LLS we have a key responsibility in educating others.

It takes more than just a well typed up lesson plan with all the fancy thrilly bits and bobs. In order to educate others we need to go through several steps as educators ourselves. I have been on courses where the tutor “ talks the talk” but then doesn’t follow up or put into practice what they are teaching. They are fixed by timings, curriculum’s and other pressures faced when teaching and forget the fundamentals of teaching. By using the above Training Needs Analysis (TNA) as an example of process, it clearly helps us as trainers to identify areas of need and training delivery needed for pupils to succeed.

Stage 1 - this stage allows us to gather the information needed on each learner and class sizes. It also allows us to look into appropriate venues and training aids. It would also allow us to signpost to other agencies if you could not meet their needs. Stage 2 - This is for me where the fun begins. As a trainer using stage 1 I’m able to explore and think of new and different techniques and delivery styles, to mix and match activities that I haven’t tried before using the information to hand. This not only revives me as a trainer but I would hope this would also promote a practical learning environment.

Other key areas to consider would be resources need, H&S issues and timings Stage 3 - My preferred way of training style is EDIP; Explanation, Demo, Imitate and Practice. I find this helps promote learning and evolves repetition. I believe repetition is the key to getting students to understand what the aims and objectives are We must also make sure that is inclusive to

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all, that best engages students, ensuring that ground rules are established and maintained that helps to provide a safe, friendly teaching environment that inspires and motivates students to learn and take part.

By using ice breakers enables a safe learning environment and back up plans/lessons, as each group will be different. Stage 4 – This is the area that keeps me up all night. It's not the thought of evaluating, as it is key to get the views and opinions of others; peers and students. It's the reflective work I undertake, even when I'm buzzing from delivering a great session. When using evaluating tools (and there's 100's out there) in my experience it's only a small majority that give you the information needed to improve. Most will tick boxes quickly at the end and put N/A or " great session" or even " no lunch provided" in boxes for comments.

The best form of evaluation is to try and spend some time at the end or during the course to meet your students and hear what they have to say, this could even happen during a session where you will go off topic or away from your thrilly lesson plan as it meets the current learning needs of the group, but being mindful not to stray to far. The reflection work is key to progression as it allows you to work on improvements, you can also help students with progressive areas or even pat yourself on the back once in a while. 2. Explain the boundaries between the teaching role and other professional roles Working alongside other agencies or governing bodies can create professional barriers. In my opinion governing bodies are there to help maintain good standards within your profession as well as promote good quality assurance. It's when changes are made/forced upon workers and learners where professional barriers become indistinct. Making

sure communication is clear between others is key. Another factor which some professionals are unwilling to admit, is the fear of change. Change can be good if managed well.

Unfortunately even if the change is managed well if the workers involved are not inclined to accept this, boundaries and relationships can be fragile. 2. 2 Describe points of referral to meet the needs of learners Within our organisation there are various referral points for learners or people that access our centres. These referral points are a valuable part of what we offer as a service to users of the centre. I would also offer extra help and support to those that I work with by outlining at the start and the end that there is additional support and help to suit your needs.

We would try and be as flexible as possible and help with further progression if learners would need it. Likewise some learners are unable to see their potential and I would encourage further learning if I deemed this necessary and appropriate. 2. 3 Summarise own responsibilities in relation to other professionals When working within other professional work places, I work to a very professional standard keeping all parties aware of what is happening. I act in a way that I would expect other workers to conduct themselves if they came to my work place.

I would strive to meet all needs required by other professionals such as contracts or learning agreements made. Having the title “ professional” doesn’t mean I or others aren’t infallible. We all make mistakes, it’s how we as “ professionals” deal with those mistakes and what learning can be taken from any mistakes made. Likewise it is important to share successes with other professionals. 3. 1 Explain own responsibilities in maintaining a safe <https://assignbuster.com/practice-relating-to-own-role-and-responsibilities/>

and supportive learning environment As a trainer you are responsible for a number of key areas as mentioned in from 1. through to this section. Without a safe and supportive environment learning can not take place effectively. To give you an example of this Maslow introduced a ' Hierarchy of Needs' (Below) in 1954 after rejecting the idea that human behaviour was determined by childhood events. He felt that there are five needs which represent different levels of motivation which must be met and he also believed that people should be able to move through these needs to the next level provided they are given an education that will promote growth.

Self-actualization – morality, creativity, problem solving, etc. Esteem – includes confidence, self-esteem, achievement, respect, etc. Belongingness – includes love, friendship, intimacy, family, etc. Safety – includes security of environment, employment, resources, health, property, etc. Physiological – includes air, food, water, sex, sleep, other factors towards homeostasis, etc.

3. 2 Explain ways to promote appropriate behaviour and respect for others
This is an important part of any work that I undertake with students of all ages.

I'm sure that at every training session you go to there will be the " ground rules flipchart". Now although ground rules are important, this exercise cannot just promote a healthy and safe learning environment, it can act as an ice breaker too. But how many times has the ground rules sheet been referred to again. With adults very rarely as we should all be aware of the boundaries needed with a group situation. With young learners you may need to refer to the ground rules chart on more than one occasion.

But with a whole list that the learners came up with at the start of a daunting first session, will they remember what was said? A process that I have found to be highly successful is after the learners have come up with their long list of do's and don'ts is to summarize this process with an easy process that is not only practical but effective as well. HARmony - " For people to get along with one another" is just one definition If you take the 1st three letters of harmony you have Honesty – if your honest with yourself and others

Awareness – If you aware of your feeling or what you say and aware of other thoughts, opinions and beliefs Responsibility – take responsibility for yourself and others Just these 3 key words can summarize any ground rules and allow you as a trainer to refer to these key words within any positive or negative situation and also allows others to get on with one another. References:

NSPCA - http://www.nspcc.org.uk/Inform/research/questions/child_protection_legislation_in_the_uk_pdf_wdf_48953.pdf The Data Protection Act 1998 (amended 2003) - <http://www.legislation.gov.uk> The Equality Act 2010 - <http://www.homeoffice.gov.uk/equalities/equality-act/> Special Educational Needs and Disability Act 2001 - <http://www.ukcle.ac.uk/resources/directions/previous/issue4/send/> Education & Skills Act (2008) - <http://www.legislation.gov.uk> Employment Equality (Sexual Orientation) Regulations 2003 - <http://www.legislation.gov.uk> The Gender Recognition Act 2004 - <http://www.legislation.gov.uk> Health & Safety at Work Act (1974) - <http://www.hse.gov.uk/legislation/hswa/> National Youth Agency <http://www.learning-theories.com/maslows-hierarchy-of-needs.html>