Lifelong Learning

Lesson: The Role of the Teacher

Lesson learning outcomes

- Explain the teacher's role, responsibilities and boundaries

- Identify relevant legislation and codes of practice within the post-compulsory education sector

- Identify other points of referral available to meet the potential needs of learners

- Identify issues of equality, diversity and ways to promote inclusion

- Explain the need for record keeping

What is the teacher's role?

- Think of the role of the tutor working with adult learners.
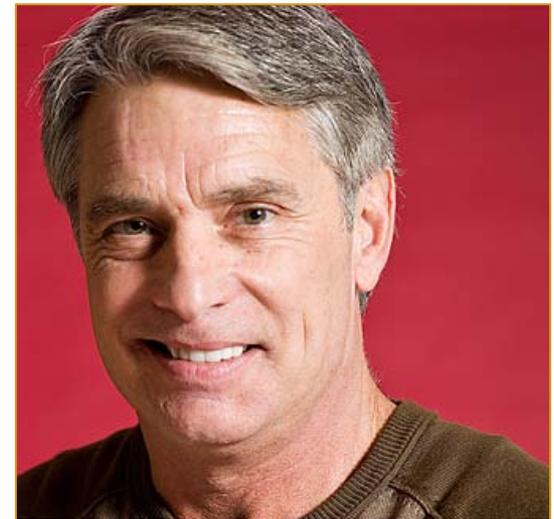
- Why do you want to be a teacher?

Typical responses

It was a career move.
I had achieved everything
I could in my current career
and wanted a new challenge.

When I went to college,
I had a fantastic set of
tutors. They inspired me.

I had spent 20 years in
industry and wanted to pass
on some of my skills.

Traditional role of the teacher

- Traditionally, the role of the tutor has been that of a supplier of information – the expert in a particular subject or topic.

- The teacher's role in this context was to pass on information, and the learner's role was to absorb it.

A supply-led approach

- Adult learning provision was traditionally 'supply-led'.

- A menu of courses was offered on a 'take it or leave it' basis rather than a demand-led environment consisting of learning opportunities set up to meet individual needs.
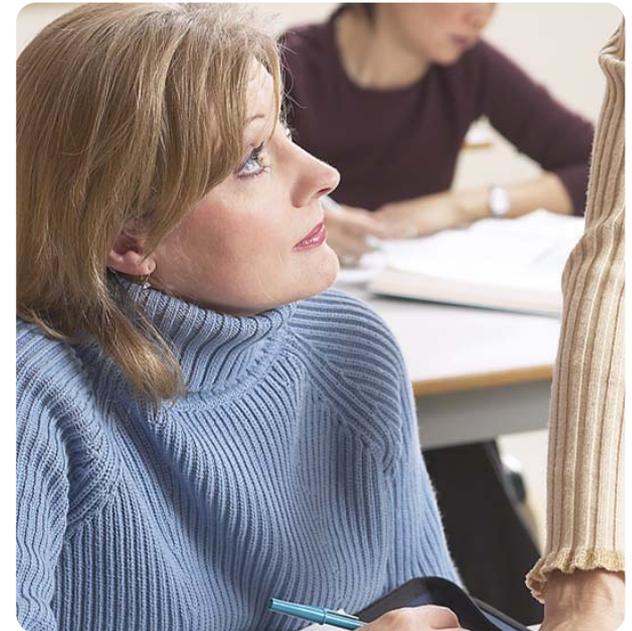
A different approach

- These days, the tutor's role is very different.

- Learners are:
  - No longer seen as a homogeneous group
  - Recognised as individuals – each with their own particular needs and interests

- The tutor's role has changed from the 'expert provider of knowledge' to a facilitation role in which an appropriate learning environment is created to support the needs of individual learners.
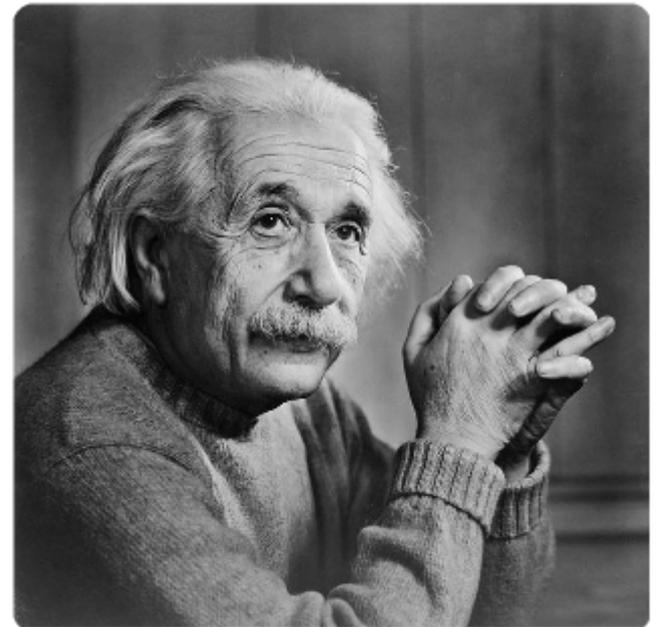
Roll over the graphic of Einstein for a quote of his on teaching and tutoring.

Why has the tutor's role changed?

- This change in the tutor's role is a result of a number of factors.
  - It is recognised that adults have a wealth of experience that can be used within the learning environment
  - Not all individuals learn in the same way
- The 'expert teacher' approach would probably not have a positive impact on learning.

Introduction

Adult learning needs and experience were recognised by Malcolm Knowles.

Knowles searched for a 'coherent and comprehensive theory of adult learning' and developed andragogy, an approach to adult teaching.

Tutors taking an andragogical approach to learning would focus on the learners':

- Need to know
- Self-concept
- Experience
- Readiness to learn
- Orientation to learning

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Exercise: tutor boundaries

Click a table cell for each activity depending on whether it is within or outside the tutor's role.

Boundaries within the tutor's role

Introduction

Here is the correct table. You can see the activities that are within the tutor's boundaries and those outside of the tutor's role.

Click each hotspot to learn more.

	Within the tutor's role	Outside the tutor's role
	✓	✗
	✓	✗
...one tutorials and reviews with learners	✓	✗
...learners with problems	✗	✓ ①
Attending meetings with other members of the teaching team	✓	✗
Referring learners to other people or agencies for additional support	✓	✗
Proofreading learners' work prior to assessment	✗	✓ ②
Marking and giving informal feedback on progress	✓	✗
Giving learners career and personal advice	✗	✓ ③

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Codes of practice (1)

- Codes of practice are put in place within organisations to provide guidelines about certain aspects of professional practice.

- Having codes of practice ensures that everyone is aware of procedures in a given situation.

- What codes of practice would you expect to follow as a teacher?
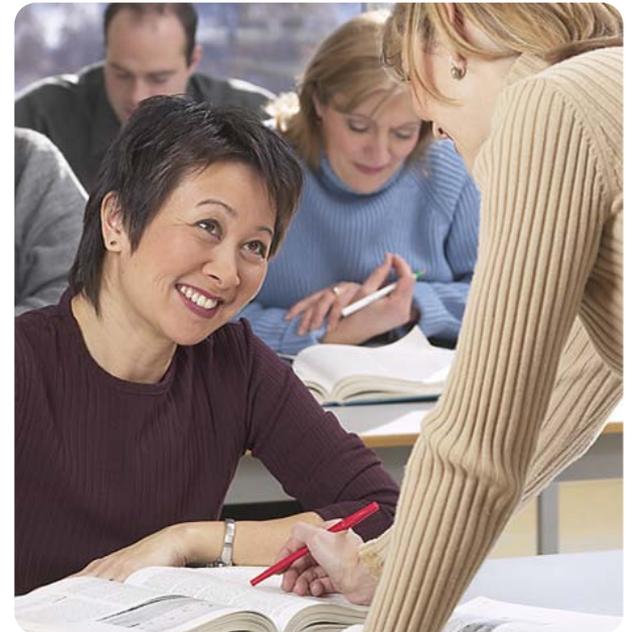
Codes of practice (2)

- Common codes of practice are in place for tutors working with adult learners in several areas. These include:
    - Equality and diversity
    - Health and safety
    - Assessment practice
    - Data protection
    - Providing learner support
    - Staff development

- Many codes of practice are backed up by current legislation, but others specifically relate to the teaching role

Legislation

- The acts listed here will impact on any workplace and provide clear guidance on legislation that impacts on the tutor's role.
  - The Equality Act (2006)
  - The Disability Discrimination Act (2005)
  - The Sex Discrimination Act (1975)
  - The Race Relations Act (1976)
  - The Data Protection Act (1998)
  - The Protection of Children Act (1999)
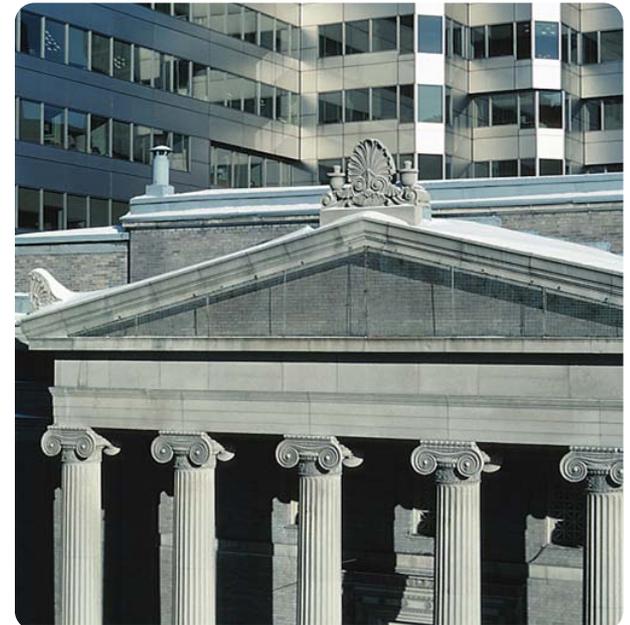
Introduction

Being aware of your role's limitations is just as important as being aware of its aims.

Everyone should have an awareness of the sources of support available to them and to individual learners.

You need to gain an understanding of:

- When to refer learners to other sources of support
- What other support is available for you

It is unlikely that any one tutor will be able to provide individual learners with support in all areas.

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Supporting learners (1)

Satvir	Rob	Helen
Satvir attended an interview for a place on an A-level course and at the interview, declared that she had been diagnosed with dyslexia.	Rob wants to do a construction course but when he took the initial literacy assessment, his score was much lower than you would normally expect for this programme.	Helen has told you that she has a visual impairment and is concerned about how she will cope in lessons

Supporting learners (2)

Satvir	Rob	Helen

It would be necessary to get further advice on how to support these learners. It's likely that support may be provided in class by the tutor, by adapted teaching strategies and resources.

An individual learner may also need to be provided with one-to-one support whilst studying and it's the tutor's responsibility to investigate further with the team who provide this type of support.

Equality and diversity

- All tutors should know how to create a learning environment that is inclusive for all learners.

- Previously, an environment where everyone was treated the same was the aim. However, this approach does not ensure that the environment is inclusive.

- Individuals have different needs and in order to meet these, tutor's may have to consider different types of support for different learners.

Ensuring everyone is included

- Creating opportunities for everyone to be involved in a lesson does to some extent mean taking a creative approach to your teaching.

- Essentially, you must consider how to:
  - Remove obstacles to learning
  - Create a level playing field

- Some things to consider include:
  - Classroom layout
  - Body language
  - Additional support for literacy and numeracy
  - Creating an environment of respect

Exercise: record keeping

⏸ Click a table cell for each record depending on whether it is the tutor's role to maintain or not.

Solution: record keeping

- Many of these records provide useful information for tutors; however, some of them are essential and will be required by other people within the organisation.

Types of records	Should be maintained	Not essential
Learner's attendance	✓	✗
Tracking of learner's achievements	✓	✗
Student details such as learning preferences and support needs	✗	✓
Tutorial records	✓	✗
Planning documents	✗	✓
Exam entries	✗	✓
Individual learning plans for students	✗	✓

Lesson summary

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Lifelong
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You have reached the end of this lesson.

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