**A copy is not to be given to learners.**

**Marking Guide Assignment 1**

**Understanding Roles, Responsibilities and Relationships in Education and Training.**

**Generic**

* Name of learner submission date, and page numbers.
* Accurate use of grammar, spelling and punctuation.
* Work is double spaced.
* Subheadings and criteria used.

**Part 1**

**Understand ways** **to maintain a safe and supportive learning environment.**

**Introduction**. Briefly introduce the contents.

**Assessment criteria.**

2.1 **Explain ways to maintain a safe and supportive learning environment.**

* Maslow’s work in an educational context.

**Range of ways to include minimum of 5? from list below. To include physical and emotional.**

* Using a structured introduction such as G3Rs, to inform and elevate fears Creating a good first impression, being organised and professional.
* Carrying out an icebreaker and agreeing ground rules

• being approachable and accessible, enabling learners to feel comfortable to disclose concerns

* ascertaining individual needs, learning preferences and goals, ILPs

• challenging stereotyping, discrimination and prejudice as it happens

• differentiating activities to address individual differences; for example, different abilities and levels

• encouraging group work where learners can mix and participate with all members of the group over a period of time

• ensuring the environment is accessible to all learners. Rooms e.g. classrooms, workshops; the way the furniture is laid out; access, heating, lighting, refreshments, toilet facilities, breaks.

* Creating the right environment physically will meet learners’ first level needs that will enable them to feel comfortable and secure enough to progress to higher levels to ensure emotional needs of learners are met.

• identifying where modifications or changes are needed to equipment or activities

• involving all learners e.g. using their names, using eye contact and asking individual questions

• recognising and valuing individual contributions and achievements, giving praise and encouragement.

• using a wide range of teaching, learning and assessment approaches based upon learner needs

• using resources and materials which positively promote all aspects of community and society, equality and diversity.

* Using effective communication to managing and improving behaviour and disruption.

2.2 **Explain why it is important to promote appropriate behaviour and respect for others.**

The Tutor should be a role model and lead by example. Challenging inappropriate behaviour as it occurs. Knowing professional boundaries and not showing favouritism, losing their temper or making threats. Whatever the disruption might be, tutors need to handle it professionally to minimise any effect it may have on teaching and learning.

Learners should demonstrate appropriate behaviour when they are attending sessions, not only towards their peers, but towards the teacher and others in the organisation. Teachers should always try to lead by example and model good practice. If they demonstrate appropriate behaviour, hopefully their learners and others will emulate this. Being a professional teacher involves acting with integrity, behaving in the correct manner for the role, respecting others and being fair and honest.

This can be achieved by:

• arriving on time

• being polite to others

• bringing the correct items to sessions

• not acting inappropriately

• not swearing, bullying or belittling others

• submitting work on time.

* adhering to the ground rules

**It is important for all learners to have an opportunity to develop and learn without fear of bullying and harassment.**

2.4 **Summarise ways to establish ground rules with learners.**

* Brief explanation of ground rules if not covered previously. Should be learner led and negotiated. Learners have ownership more likely to follow rules helping to create safe learning environment. Link to Maslow feeling of safety and motivation.
* At least two different ways of obtaining ground rules off learners.

**Part 2**

**Understand the teaching role and responsibilities in education and training.**

* 1. **Explain the teaching role and responsibilities in education and training.**

**The main role as a teacher is to manage and facilitate the learning process.**

To encourage the use of the Welsh language and promote Welsh culture, to embed essential skills, to promote ESDGC.

**Teaching roles might include**: (At least 5 to be covered)

• Interviewing learners

• Communicating with others

• Preparing teaching, learning and assessment materials

• Establishing ground rules with learners

• Using a variety of inclusive teaching, learning and assessment approaches with learners

• Assessing learner progress

• Giving feedback to learners

• Evaluating your role.

**Teaching responsibilities might include:** (At least 5 ways)

• Following the organisation’s policies and procedures

• Following relevant legislation and codes of practice

• Creating a scheme of work and session plans

• Keeping a record of attendance

• Maintaining records of progress

• Maintaining own continuing professional development (CPD)

* Follow any codes of professional practice.
	1. **Summarise key aspects of legislation, regulatory requirements and codes of practice relating to own role and responsibilities.**

Not just a list, must be put into context with tutor’s responsibilities discussed.

**Safeguarding**

* Social Services and Well Being (Wales) Act 2014
* Counter-Terrorism and Security Act (2015)
* Data Protection Act (2018)/ GDPR

**Health and Safety**

* Health and Safety at Work Act (1974)

If applicable;

* Control of substances Hazardous to Health (COSHH) Regulations (2002),
* The Health and Safety (Display Screen Equipment) Regulations (1992), amended (2002)
* Food Safety Act (1990) amended by Food Safety and Hygiene Regulations (2013)
* Manual Handling Operations Regulations (1992)

**Resource creating**

* Copyright Designs and Patents Act (1988)

**Welsh Language and Culture.**

* Welsh Language Act (1993) as amended by Welsh Language Measures (2012)
* Well Being of Future Generations (Wales) Act 2015 (**Expansion of ESDGC)**

**Individual needs of learners**

* The Additional Learning Needs and Education Tribunal (Wales) Act 2018
* The Equality Act (2010) including protected characteristics.

**Professional Standards**

* Professional Standards for further education teachers and work based learning practitioners in Wales (2017)
* Education Wales Act (2014) Education Workforce Council (EWC)
* Learners own code of practice, policies and procedures.
	1. **Explain ways to promote equality and value diversity.**

Define equality in the educational setting.

**Ways of Promoting equality.** (At least 3)

* Being proactive in promoting equality, not reactive.
* Lead by example, walk the talk.
* Create an environment free of prejudice, discrimination and harassment, where learners can contribute fully and freely, and feel valued.
* Use ground rules and amend to cover any new issues, encourage acceptable behaviour.
* Deal with any incidents of harassment, discrimination, stereotyping or bullying immediately
* Ensure access to locations, facilities equipment.
* Using a range of activities that all can participate in
* Creating resources that reflect society

**Valuing Diversity.**

Define what diversity is and provide examples how diversity can be valued.

* Creating lesson plans/ SOW with different religious and cultural issues in mind.
* Creating resources on pastel coloured paper for all learners, using appropriate font and size.
* Celebrating different cultural festivals
* Theme weeks examining different issues, disability/ culture etc.
* Show and tell activities
* Creating an environment where discussions are open and learners feel free to raise and discuss and issues.
* Ensure that all your learners’ experiences are acknowledged, included and valued.

**Part 3**

**Understand the relationships between teachers and other professionals in education and training.**

3.1 **Explain how the teaching role involves working with other professionals.**

3.3 **Describe points of referral to meet the individual needs of learners**

* Identify situations where tutors would work with other professional. (SPICE). One should be an educational matter.
* Discuss different professionals both internally and externally who would be the best to sign post to for individual issues.

3.2 **Explain the boundaries between the teaching role and other professional roles.**

* Briefly explain educational boundaries
* Know when a learner should be sign posted
* Identify other professionals internal and outside organisations for different learner issues. (SPICE) one should be an educational issue. 3 examples required.

**Reflective conclusion**

**Briefly sum up the main point of this assignment followed by: -**

* What are your thoughts and feelings on this? (I Think…, hadn’t thought about it previously, I believe…, I feel that…,I must…., I will…, I would use this because…, I now realise…, I have researched this and have found that I need to…, I would find this difficult because)
* How will this impact on your teaching in the future?
* What will I need to do to achieve this?

**Reference list.**

List of sources used in the assignment. Start the bibliography.