**Award in Education and Training**

**Assignment 1**

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

**Introduction**

This assignment will discuss the roles, responsibilities and relationships in education and training. This will be done in three distinct parts, each with their own set of criteria, written in report format. Firstly, this assignment will explain ways to maintain a safe and supportive learning environment. Secondly, it will explain the teaching role and responsibilities in education and training. Finally, it will explain the relationships between teachers and other professionals in education and training.

**Part 1 - Understand ways to maintain a safe and supportive learning environment**

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

There are many elements that contribute towards the maintenance of a safe and supportive learning environment and, whilst this list is not exhaustive, five key elements will be explained in this section.

Firstly, with regards to safety, it would be prudent to use Maslow’s Hierarchy of Needs as a checklist when establishing a purposeful working environment for your learners. Although Maslow’s Hierarchy may be disputed in it’s overall effectiveness as an assessing tool for personal fulfilment, as argued succinctly by Nain, it does help to serve the purposes of session preparation (Nain, 2013). For example, Gravells rightly observes that if the base level of Maslow’s Hierarchy is jeopardised through the classroom working environment, then learners may struggle to concentrate or engage in the session; if it is a hot day, try using the air con or encourage the drinking of water (Gravells, 2014, pp. 32-33).

Secondly, another key element would be to remain mindful of stereotyping and discrimination. Discrimination comes in many forms and includes the poor accessibility of a room for wheelchair users, refusing access onto a course for certain ethic minorities, or even refusing to include certain learners in classroom sessions due to their sexual orientation. Therefore, it would be prudent for a teacher to become familiar with the nine protected characteristics in the Equality Act 2010 and Article 14, of the Human Rights Act 1998. Thus, by understanding prejudice and teaching against it during teacher training days or with learners, in-built prejudices can be challenged and alleviated.

Thirdly, the use of ice-breakers within the introductory sessions can greatly aid the maintenance of a safe and supportive learning environment. Often, learners will enter the classroom with a variety of learnt, pre-conceived ideas of the setting into which they will be studying: whether they are adult learners, remembering their formative years at school, or younger students, fresh from a negative encounter with another teacher. Therefore, as confirmed by Gravells, a fun, informative, or topic based ice-breaker can help create a suitable learning environment, establish trust, minimise barriers, and reduce apprehension and nervousness (Gravells, 2014, pp. 99-100).

Fourthly, another key element is the use of differentiation within the learning environment. Through a robust application process, the use of cleverly devised ice-breakers, pre-course interviews, and other such tactics, potential learner needs can be assessed. Thereby, giving time and space for teachers to adapt their teaching styles to suit the differing needs of their students. Again, Gravells offers some great examples of differentiation working at its finest: older learners may shy away from more modern technology, those with dyslexia may need coloured paper, and those for whom English is a second language may need additional time to process the information taught (Gravells, 2014, p. 81).

Lastly, the use of reflective practice has been highly praised in recent years as an effective tool for ongoing development, both of teaching approach and of learner support, in the overall success of establishing a safe and supportive learning environment (Bourdieu; Gravells, 2014, pp. 185-190). Furthermore, Gravells argues succinctly that in order for Continuing Professional Development (CPD) to genuinely take place, a regular discipline of self-reflection is crucial; Gravells encourages the use of a reflective journal to not only help with self-development, but to also document the necessary changes made in both teaching approach and the promotion of a safer learning environment (Gravells, pp. 187-189).

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

Whilst there are multiple reasons as to why this is important, three specific reasons will be explained here. Firstly, with regards to Maslow’s Hierarchy of Needs, if a learner is to progress towards self-actualisation, then they will need to pass through the tier of “Safety Needs,” before they are able to meet their “Esteem Needs,” and then ultimately onto “Self-Actualisation” (Maslow, 1987, p. 67). As inappropriate behaviour can hinder a learner’s sense of wellbeing and safety, logically, the affected learner would feel their lower needs being endangered and thus be ineffective as a learner; a recent study directed by Harford showed the correlation between poor behavioural standards and a learner’s inability to achieve academic success (Harford, 2014). Similarly, as argued succinctly by McLeod, “students with a low self-esteem will not progress academically at an optimum rate until their self-esteem is strengthened” (McLeod, 2020). Although, McLeod recognises, as with Nain, that there are flaws in Maslow’s work, yet he still concludes that the overall fulfilment of each tier will be conducive to a more successful learning experience; even if the absence of any tier does not necessarily mean that self-actualisation is not possible (Nain, 2013; McLeod 2020). Thus, a learner’s chances of academic success are dependant upon right behaviour and respect.

Secondly, through the establishment of learner-led ground rules, the promotion of appropriate behaviour can be inspired from learners and enable them to self-regulate. Again, Gravells offers great insight into this, revealing that often when a learner breaks peer instituted ground rules, often fellow learners will initiate a reprimand before the teacher has to step in (Gravells, 2014, p. 102). Thus, the promotion of classroom morality from the outset can inspire a greater level of safety for all in the learning environment.

Lastly, in order for all that has been mentioned for both criteria above to be possible, it is crucial for the teacher to act as a role model and forerunner of the kind of ethical standards expected from the intended learners. The Education Workforce Council (EWC) is the independent regulator for all school and further education teachers in Wales, and are responsible for the enforcement of professional standards (www.ewc.wales, n.d.). Therefore, it is crucially important for any prospective teacher to understand the ethical standards expected of them with regards to relational boundaries and professional standards, as set by the EWC. Moreover, the EWC correctly argues, through their code of conduct and practice, that teachers act as both role models and public figures (EWC, p. 3). Thus, teachers are fundamental to shaping the morality of their leaners and not only inspire academic success, but lifelong positive behaviour and respect for others. Again, Gravells agrees and sites a great example of how a teacher can positively influence their learners through their own ethical standards: “His learners see how conscientious and professional Vic is and they begin to emulate this by being early, being polite and submitting work on time” (Gravells, 2014, p. 2). Consequently, lifelong success in business, employment, and many walk of life is dependant upon the promotion of appropriate behaviour and respect for others; teachers must be examples of acceptable societal morality.

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

The importance of learner-led ground rules has been covered briefly above, and has been argued as a means of establishing appropriate behaviour from leaners. However, the method by which these ground rules are devised is of crucial importance for the success of their implementation. For further education providers, the age range of learners means they are at a point in their development whereby understanding the “why?” behind the “what?” is crucial. Therefore, as Gravells argues, giving leaners the chance to discuss and reason through any set of ground rules or group ethics creates a sense ownership and shared responsibility (Gravells, 2014, p. 101). Similarly, Boyd agrees, calling this extrinsic motivation, the knowledge that something is right creates within the learner the urge to comply (Boyd, 2013).

There are many ways that this leaner-led approach to the implementation of ground rules can be inspired from learners and a few include: the use of an ice-breaker, a front-led discussion and negotiation process, the use of post-it notes followed by individuals or pairs providing their rational for the given rule, and the creation of posters or other such creative tasks.

**Part 2 – Understand the teaching role and responsibilities in education and training**

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

There are multiple factors that make up the teaching role, and many areas upon which a teacher’s time may be divided. For the purposes of this section, this report will focus upon some key areas of focus, specific to our geographical location, but then also list some general areas of concern for most teachers.

Specifically to our geographical location, here in Wales, is the necessity to encourage and promote the use of the Welsh language and to promote Welsh culture. As already reported, the EWC are the regulatory body for teachers in Wales, and are also instrumental in the implementation of governmental legislation at grass roots level. As such, a key area for development within Wales, primarily being implemented through teachers in the classroom, is the promotion of the Welsh language (www.ewc.wales, n.d.). In 2016, “First Minister Carwyn Jones launched the ambitious strategy - 1 million Welsh speakers by 2050” (www.ewc.wales, n.d.). Whilst the EWC admits that this vision is “ambitious,” nonetheless, the EWC is also committed to making this vision a reality. Therefore, it is crucial that teachers in Wales follow through on the recommendations given.

Another key area for concern is the promotion of Education for Sustainable Development and Global Citizenship (ESDGC). Again, this is a specific focus for teachers within Welsh educational facilities and focuses on key legislation within Wales. Specifically, as quoted on their information document, aimed at informing educational providers on how to facilitate the outworking of the ESDGC in their location, the government summarises this framework as aiming to “prepare students for their lives in the 21st century and their role as global citizens” (Adran and Oes, 2008). Therefore, a teachers role will include the implementation and promotion of this documents key areas, as summarised on a helpful ESDGC document that highlights some key areas of focus,: wealth and poverty, climate change, identity and culture, health, consumption and waste, and the natural environment (T2 Group, n.d.).

Once these geographically specific roles and responsibilities have been taken into consideration, another key area of the teachers role comes into focus: the management and facilitation of learning. This key area can be accurately understood through the teaching, learning and assessment cycle, which includes the following aspects: identifying needs, planning learning, facilitating learning, assessing learning, and evaluating learning (Gravells, 2014, pp. 3-4). The various elements of this cycle then help the prospective teacher to understand the subsequently necessary roles and responsibilities that arise to facilitate its successful implementation.

With regards to identifying needs, a teacher may be responsible for carrying out thorough pre-course interviews or assessing potential learners suitability for a course. Regarding the planning of learning, a teacher may need to assess individual needs or facilitate the differentiation of teaching styles, learning assessment types and relevant materials. Regarding the facilitation of learning, a teacher will need to act professionally, maintain a safe and productive learning environment, and even communicate appropriately according to the fulfilment of the previous aspects recommendations. Regarding the assessing of learning, the teacher may need to record and monitor the learners progress and achievement through various methods of testing, and ensure that assessment decisions are valid, fair and ethical. Finally, regarding the evaluation of learning, a teacher may be responsible for their own self-reflection, the implementation of teacher training, and the incorporation of new technologies in future courses (Gravells, 2014, pp.3-6). Although a teacher may be responsible for each of these areas, they may also work in partnership with many other working professionals, with whom, they work towards the full implementation of the teaching, learning and assessment cycle.

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

Within this section, the report will focus on the context of a Pupil Referral Unit (PRU) placed within a larger church building used by other agencies, and the churches own activities and groups. Therefore, the following four pieces of legislation will be summarised with regards to this context and highlight specific areas of responsibility that affect the teacher’s role.

A key piece of legislation relating to the above context falls under the parameters of safeguarding and finds it’s legislation in the Children’s Act 2004, the Education Act 2002 and The Social Services and Well-being (Wales) Act 2014. A recent Welsh Government document, built upon each of these key pieces of legislation, clearly states, “Everyone in the education service shares an objective to help keep children and young people safe” (Keeping Learners Safe, n.d.). Therefore, it is crucial within this context to ensure each of the learners on site are kept as safe as possible and a clear safeguarding policy is in place; all staff will need to be safeguard trained regularly (www.elim.org.uk, n.d.). Specifically, to this context, is the necessity to ensure that the public access areas of the church are securely separated from the areas of the church building intended to be used by the PRU’s learners. Again, another safeguarding concern for this context will be any mixing of PRU learners with visitors of the other, onsite agencies.

Another key area of legislation is the Health and Safety at Work Act 1974. This is the key piece of legislation that covers a large expanse of the British working environment and covers areas such as employers’ responsibilities, employees’ responsibilities and also the responsibilities of those who govern premises used for business purposes (Health and Safety Executive, 2019). Specifically, for this context, is the necessity to ensure all staff and learners are safe, both whilst inside the learning environment and whilst moving around the larger facility of the church and it’s grounds. On the site of the church, there is a car wash business that operates in the car park, thereby causing an increased level of cars visiting the facility; this is a recognisable risk to pedestrians. Within this legislation is the necessity for businesses to carry out strict risk assessments to recognise, and then minimise, any potential risks to those on site or carrying out work on behalf of the business. Similarly, the use of Health and Safety Executives (HSE) to enforce this legislation is wide spread throughout the working environment and, whilst the regular visitation of a HSE to schools has no longer been deemed necessary, a PRU operating on this kind of premises would benefit from arranging a site visit prior to launching their services (NEU, n.d.).

Another key piece of legislation, specifically relevant for the planting of a PRU within the compound of a church complex, will be the Equality Act 2010. Within this act, there are seven different types of discrimination, including direct or indirect discrimination, harassment of different kinds and victimisation. Also, it lists nine protected characteristics, most identifiable as areas most likely to be discriminated against; including disability, religion or belief, and sex and sexual orientation (Gravells, 2014, pp. 62-64). The key here is the understanding of how the faith element of a church complex, the ethos of the PRU and the necessity to comply fully and legally with this key piece of legislation will work together harmoniously. With regards to the PRU, a partnership with a national PRU planting organisation, called Transforming Lives for Good (TLG), means national expertise can be acquired to meet the various necessities of meeting all the demands and needs of such an organisation (www.tlg.org.uk, n.d.). Furthermore, this organisation is distinctly Christian in its ethos, which fits in with the church’s reason for existence, but does pose the grounds for potential discrimination against those not of a faith background. Thankfully, through prior consultation and meticulous vetting, it has been stressed, both from the church’s position and that of TLG, that any kind of proselytization will be resisted and each young person will be accepted onto a placement based upon their academic and wellbeing needs alone (TLG, 2019).

**1.3 Explain ways to promote equality and value diversity.**

To understand this section of the report, it is first crucial to hold a working definition of equality in an educational setting. As such, Gravels defines equality as “the rights of learners to have access to, attend, and participate in their chosen learning experience (Gravells, 2014, p. 60). Similarly, Petty agrees, but adds a slight nuance to the definition, placing an emphasis on both learners and teachers to create the kind of environment conducive to equality:

*“Promoting equality and diversity in education is essential for both teachers and students. The aim is to create a classroom environment where all students can thrive together and understand that individual characteristics make people unique and not ‘different’ in a negative way (Petty, 2014).”*

This fits well with the Children’s Act 2004 that takes a child-centric approach to education: the child’s needs, as defined by the young person, are paramount to their lifelong success (H. M. Government, 2018). As such, if an education centre is to offer a course, they must be willing to accommodate the needs of any who apply for a place.

In order to promote equality and value diversity a teacher must take a proactive approach. For this to be a natural outworking of a teachers interactions with their learners, they must lead by example, actively teaching and promoting the various differences of their learners, combating bullying and stereotyping, monitoring the facilities, access points, and various items of equipment to ensure it is both fully functional and accessible for all learners. This in itself can feel like a full time job, but through a thorough induction process, following previously mentioned means of assessing learner needs, a teacher should be well informed of their next group of learners before their first teaching session. Then, the use icebreakers and the institution of ground rules will further help the teacher to differentiate their approach and assess any particular differences in their group. Again, as the group begins to interact with one another, using methods such as teaching on given subjects, challenging unacceptable behaviour, and the ongoing modification and highlighting of ground rules will help to steer the groups’ culture towards being a more inclusive and less discriminatory environment; Gravells offers some great examples of how this can be possible (Gravells, 2014, pp. 62-63).

**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.**

In this section, the report will identify and discuss situations where tutors would need to work with other professionals.

Firstly, with social workers. The introduction of 16+ care leavers services and the ongoing support from social workers, to facilitate whole life success for their young people, has meant an ever increasing need for teachers to attend inter-agency support meetings (Department for Education, 2018, pp. 3-4). Furthermore, with the recommendations of this report meaning that the extension of leaving care services extending to the age of 25, further education providers will be affected more than before.

Secondly, with site staff, such as caretakers. This may seem an obvious relationship, but, for the fulfilment of many of the sections above, being able to access a room at the scheduled time, being confident that necessary repairs are carried out succinctly, and knowing that the safety of learners on site is a priority are really important aspects of a teacher’s role (Gravells, 2014, pp. 7-8). Without which, professional standards slip, as young people are waiting in corridors to access the room, a learning environment could be dangerous, invoking the previously discussed issues around Maslow’s Hierarchy, or learners are unable to safely commute to their designated learning space.

Finally, other teachers, teaching assistants and administration staff. In the further education sector, the group being led through their course may have lessons taught from multiple teachers and also have additional one-to-one input from personal teaching assistants. This allows the group to be exposed to a greater level of expertise from teachers who each specialise in a given field; for example, A-Level Science may include the expertise of a biology teacher, a chemistry teacher, and a physics teacher. Therefore, to ensure the standardisation of practice and that the learners’ needs are both differentiated and fully supported, each teacher and teaching assistant will need to be managed well and engage in clearly defined avenues of communication (Gravells, 2014, pp. 12-13.

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

Educational boundaries come in many different formats, especially when working with other professionals. Firstly, professional boundaries govern your role as a teacher and relate to the standards expected within the confines of your employment; you must know where your role as a teacher stops and someone else’s role starts (Gravells, 2014, pp. 6-7). For example, when working with a learner and you become aware that they may be struggling with a specific Learner Difference. It may be within your role to refer this learner on to an appropriate specialist for further testing, but with regards to confidentiality, it may be outside of you role to follow up on the results or to inquire beyond your referral; this will vary for each organisation and so you must be familiar with the policies and procedure that govern your employment. Similarly, with a safeguarding issue, it will be within your role to report known incidents of abuse, but it will be an issue for the police, social services, or other such professionals to investigate a criminal offense and ensure the ongoing safety of the victim (Department for Education, 2018; www.elim.org.uk, n.d.). Consequently, whilst a teacher may be the first person a learner comes to for help or the first person to notice something that needs to be acted upon, it is imperative that a teacher knows their boundaries and does not over step their area of authority; in both of these examples a learner would need to be signposted to another professional.

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

There are many professionals that a teacher will need to work with within their role and the following three examples show the extent to which a teacher will need to be aware of potential learner issues.

Firstly, counsellors. Many larger educational facilities now have their own pastoral / counselling teams that are there to facilitate the overall wellbeing of learners in times of crisis. However, some smaller organisations may not have a trained counsellor on their staff team, but will have a clearly defined route of referral to recommended outside help. It is the teacher’s role to recognise when someone needs additional emotional support, but to ensure the teacher / learner boundary is not over stepped; there are other professionals trained to offer the extra support needed.

Secondly, probation officers. As part of an offender’s rehabilitation they may have been referred to a drug and alcohol rehabilitation centre. As a life skills teacher it may be within your role to teach basic money handling skills, home baking or employability skills. However, working with these kind of learners, you may have to provide reports to probation officers and discuss a learner’s behavioural adaptations. Unfortunately, within this kind of work, there are times when learners need to be referred on for more in-depth recovery work or, as a breach of their court orders through behavioural misconduct, they may be recalled to prison.

Finally, work placement co-ordinators. Many qualifications now require an element of practical in role training. This is often conducted through a placement with an external organisation that takes on a student to facilitate the practical element of their course. Trainee social workers may be placed as a support worker within leaving care services, trainee sports coaches may work alongside a physical education teacher in school, or someone on an agricultural course may be referred to the local farm to work the land. In each of these cases, the teacher will often provide a reference and even guide learners towards potential avenues for finding their work placement.

**Reflective conclusion.**

This reflection will be broken into three parts that each mirror the given parts above and focuses on what I have personally learnt from this assignment, and what changes or new approaches I will adopt in the future.

**Part 1** – Personally, this was a deeply informative area of the report writing process. Naively, I used to consider teaching to be the basic task of passing on knowledge or training someone in a given skill. Thankfully, with the research done around learner differences, Maslow’s Hierarchy of Needs and the implication of the level of care needed to set the culture with ice-breakers and ground rules, I now see the role as being deeply pastoral and about so much more than the topic taught; teaching is about the empowerment of lifelong success. In the future, I will seriously consider my approach to a new group and ask the relevant questions as to what kind of culture I need to set, how I can help the group to bond, and in what way can I inspire them in life beyond the learning environment.

**Part 2 –** This section has also been an eye-opener. I’ve taken this course as our church are currently considering the possibility of establishing a PRU within the grounds of the church complex; I’m hoping to gain the key insight into education necessary to make this a success. It’s clear that there is much more to consider than merely the space, availability of capital and the desire to help. Much more research needs to go into our proposed business model, our policies and procedures need some serious rethinking, and more training will be needed for all staff and volunteers involved.

**Part 3 –** Again another great illustration of the type of diversity of knowledge and experience needed within the teaching staff team. To understand all of the roles of potentially necessary professionals that will be needed to truly promote the wellbeing and success of individual learners is vast. Again, robust routes of referral, clearly defined professional boundaries and fully understood policies and procedures are necessary for the success of any teacher.

Finally, this assignment has discussed the roles, responsibilities and relationships in education and training. Furthermore, the written report has discussed at length, the various aspects that are covered within this area of education and specifically the teacher’s role. Moreover, I have personally been challenged to step up to the role of a teacher throughout the research element of writing this report and look forward to my future interactions with learners and other professionals.

**Reference list.**

Adran, Y. and Oes, G. (2008). Education for Sustainable Development and Global Citizenship A Common Understanding for Schools Information. [online] Available at: <https://hwb.gov.wales/api/storage/eaf467e6-30fe-45c9-93ef-cb30f31f1c90/common-understanding-for-school.pdf> [Accessed 5 Oct. 2020].

Bourdieu, P. Reflection, learning and education | infed.org. [online] Available at: <https://infed.org/mobi/reflection-learning-and-education/>.

Boyd, N. Intrinsic and Extrinsic Motivation in Education: Definition & Examples. Study.com. (2013). [online]. Available at: <https://study.com/academy/lesson/intrinsic-and-extrinsic-motivation-in-education-definition-examples.html>.

Department for Education. (2018). Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children Draft for consultation. [online] Available at: <https://consult.education.gov.uk/child-protection-safeguarding-and-family-law/working-together-to-safeguard-children-revisions-t/supporting_documents/Working%20Together%20to%20Safeguard%20Children.pdf>.

EWC. Code of Professional Conduct and Practice: For Registrants with the Education Workforce Council (EWC). [online). Available at: <https://moodle.adultlearning.wales/pluginfile.php/57999/mod_resource/content/1/EWC%20Code%20of%20Professional%20Conduct_E_Web.pdf>

Gravells, A. (2014). *Award in Education and Training.* Oxford University Press.

H.M. Government. (2018). Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children Draft for consultation. [online] Available at: <https://consult.education.gov.uk/child-protection-safeguarding-and-family-law/working-together-to-safeguard-children-revisions-t/supporting_documents/Working%20Together%20to%20Safeguard%20Children.pdf>.

Harford, S. Below the radar: low-level disruption in the country’s classrooms. (2014). [online] Available at: <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/379249/Below_20the_20radar_20-_20low-level_20disruption_20in_20the_20country_E2_80_99s_20classrooms.pdf>.

Health and Safety Executive (2019). Health and Safety at Work etc Act 1974 – legislation explained. [online] Hse.gov.uk. Available at: <https://www.hse.gov.uk/legislation/hswa.htm>.

Keeping Learners Safe: The role of local authorities, governing bodies and proprietors of independent schools under the Education Act 2002 Guidance. (n.d.). [online] Available at: <https://gov.wales/sites/default/files/publications/2018-11/keeping-learners-safe-the-role-of-local-authorities-governing-bodies-and-proprietors-of-independent-schools-under-the-education-act-2002.pdf> [Accessed 5 Oct. 2020].

Maslow, A.H. and Frager, R. (1987). Motivation and Personality. New Delhi: Person Education.

McLeod, S. (2020). Maslow’s Hierarchy of Needs. [online] Simply Psychology. Available at: <https://www.simplypsychology.org/maslow.html>.

Nain, B. (2013). Nain’s Porous Hierarchy of Needs: An Alternative to Maslow’s Hierarchy/Theory of Needs.

NEU. (n.d.). The Health and Safety Executive and its relationship with schools. [online] Available at: <https://neu.org.uk/advice/health-and-safety-executive-and-its-relationship-schools>.

Petty, L. (2014). Equality & Diversity In The Classroom - Tips for Teachers. [online] Available at: <https://www.highspeedtraining.co.uk/hub/classroom-equality-diversity/#:~:text=Equality%20and%20diversity%2C%20or%20multiculturalism> [Accessed 7 Oct. 2020].

T2 Group. (n.d.). The Seven Key Themes of ESDGC. [online] Available at: <http://www.t2group.co.uk/download/brochure/The%20Seven%20Key%20Themes%20of%20ESDGC.pdf>

TLG. (2019). TLG Education Centre Partnership Brochure 2019. Bradford.

www.elim.org.uk. (n.d.). Safeguarding. [online] Available at: <https://www.elim.org.uk/Articles/435374/Safeguarding.aspx> [Accessed 5 Oct. 2020].

www.ewc.wales. (n.d.). What is the EWC and what do we do? [online] Available at: <https://www.ewc.wales/site/index.php/en/about/what-is-the-ewc-and-what-do-we-do.html> [Accessed 5 Oct. 2020].

www.ewc.wales. (n.d.). Research blogs. [online] Available at: <https://www.ewc.wales/site/index.php/en/statistics-and-research/research-and-policy/research-blogs.html?highlight=WyJsYW5ndWFnZSIsImxhbmd1YWdlJyIsImN1bHR1cmUiLCInY3VsdHVyZSIsIndlbHNoIiwiJ3dlbHNoIiwiJ3dlbHNoJyJd> [Accessed 5 Oct. 2020].

www.tlg.org.uk. (n.d.). TLG - Education Centres. [online] Available at: <https://www.tlg.org.uk/your-church/education-centres> [Accessed 7 Oct. 2020].