

FORWARD  
LEARNING

EDUCATION & TRAINING

# FORWARD LEARNING

Understanding  
the educational  
process and  
its challenges

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Forward Learning empowering education

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## Chapter 1.

### **A TEACHERS ROLE AND RESPONSIBILITIES IN EDUCATION & TRAINING.**

As a teacher it is my duties to enable My class students to understand how to take responsibility for their own development and engagement in the learning processe. Some of the key methods used to doing so are to plann ahead with lessons and preparing teaching and learning activities that take into account the needs of the indivual learner as well as the group.

This maybe achieved in a number of ways for example you may have students or learners that may have learning difficulties suchas dyslexia or there maybe language or mediation barriers. It is our duty as learning providers to try to spot these situations when they arise and take appropriate action when neccessary .

My thoughts as a potential teacher I believe that the teacher has a responsibilty to take control of the class or teaching session by laying the ground rules from the offset in order to create a safe and respectful environent for all. Beyond that, teachers have many other roles to perform in the classroom a teacher will set the tone for the lesson and will nurture student individually and as well a group installing confidence and building a warm and safe evironment while keeping alert for any signs of trouble.

It Is also important that you create that likeabilty with in your student that they trust you as a mentor and role model.

Having said all of that it is important as an eductor we have to stick with the task at hand which is to get our learners to achieve there goals and objectives.

However with in the role of teacher trainer the individual my undertake different roles depending on the actual job, if they are to ensure that the students are learning

### **CASE NOTES TO SUPPORT MY WORK.**

Also case notes and research on this subject suggest that there is a 5 stage learning process suggested by the Gravells in 2014 which backs my thoughts. Within the role of teacher, there are responsibilities to accept if the teacher is to achieve the overarching aim of ensuring that their students are learning. If we follow the learning cycle suggested by Gravells (2014), then the teacher has responsibilities in each of the five stages of the learning cycle.

# Understanding The process of education And the rules

1. Identifying needs – the teacher or trainer is responsible for identifying the needs of the user, and the relevant organization. This is important as it enables planning that provides the learner with the most suitable path to success in their chosen subject.
  2. Planning learning – having identified needs there is a responsibility to put the correct plan in place, tailored for individual learning styles.
  3. Facilitating learning – this can be seen as the ‘teaching’ stage, and it is the responsibility of the teacher to facilitate learning using a variety of methods that will best engage the learners own learning style.
  4. Assessing learning – it is the responsibility of the teacher to regularly assess learner knowledge so that progress can be monitored and used to make decisions on future teaching.
  5. Evaluating learning – this can be carried out at any time and used to constantly review the effectiveness of the other stages.
- Admin – having to register learners
  - Logistics – having to provide resources
  - Teacher – having to teach or facilitate learning
  - Technician – making sure ICT equipment is working
  - Assessor – having to mark work

## Chapter2

### LEGALISATION, REGULATORY REQUIREMENTS AND CODES OF PRACTICE.

The legalization, regulatory requirement and code of practice apply to all types of learning and teaching & work environments they are the rules that have been put into place to protect you as the teacher and also provides guidelines to all teaching processes and regulate the standard material used within your working curriculum. Over a number of years we as teachers in many different acts that have been made into requirements and codes of practice in the teaching industry, these rules and regulations are there to also protect the learner or student physical and moral welfare while engaging in the learning process.

Legalization, and codes of practice that have a direct impact on the teaching industry, although we have to bring the laws into context of the teaching and learning sector you decide to work in. A great example would cater and the food and hygiene act which was put in place to protect consumers in the industry. We are bound to adhere to the laws in each sector of teaching.

Also impacting on the standards of teaching is the the health and safety act at work which was approved in 1974 this act was sole introduced to protect the welfare of the workers and the moral and physical welfare of the learner. The guidelines of this act state the it is the responsibility to ensure that all students are learning in a safe environment. Some of the ways we might achieve this goal is to conduct detailed risk assessments of the working environment ensuring there are no electrical defects and all equipment is safely installed and eradicating all hazards making it a safe environment for teaching in the classroom.

We also have a legal if not moral obligation to follow other statutory codes of practice that are relevant and may have an impact teaching for example.

## 1. Equality Act 2010

This act was brought in to secure the well being of all British citizens are treated equally in the work place. The key reasoning of this act is to keep the teachers and learners free from discrimination in the workplace and promote inclusion for everybody in the wider society. Example racial discrimination, sexual harassment is just two examples of what this act is for.

## 1. The Data Protection Act 2018

This act mainly covers any personnel data provided by any individual to any school college or work place and company this means all governing bodies handling private data will have to processed any data provided by an individual in accordance with laws set by the (GDPR)

It is our duty to collect all data in a lawfully and transparent manner and in a way that is fair where individuals are concerned. As teacher you will hold data and provisions given to you by your learns this information is private and it is covered by the data protection act and in order to share this information you are required by law to ask permission from the learner.

## 1. Human rights Act 1998

The Human Rights Act According to my research was set out in 1998 stating the fundamental rights and freedom of all UK citizens and what are entitled too. A few years later the rights that were demonstrated in the European convention on human rights (ECHR) where incorporated in British law. The human rights act was enforce in full as a mandatory law in the year 2000.

### Key points of the human rights act.

#### 1. You As an individual have the right to seek justice in British Court.

This section concentrates on the incorporation of the laws stating that if your human rights have been breached or violated in any manor in domestic law. You have the right to seek justice in the courts of Britain rather than taking your case to the European courts of human rights in Strasbourg france.

# Understanding The process of education And the rules

1. All public bodies are required to respect the rights of all British citizens.

This section of the act requires all public and government officials and authorities for example ( Courts, police, local authorizes, Hospitals and publically funded schools)This code of practice is there for the sole purpose of protecting your human rights.

1. All new Laws are compatible with Convent rights & Legislation.

This means that parliament will have to make sure that anything they propose as law in these matters will have to be compatible with the European conventional laws where possible. The courts have a duty to comply where necessary .

For supporting evidence you can download a full copy of the human rights act.

## 1. Freedom of information act 2000

The freedom of information act 2000 is there to provide the public with access to information held by those in authority. This is usually done in two ways,

Public authorities are obliged to publish and share certain information about their activities and members of the public have the right to question or request information from the public authorities for example the city council, hospitals and the police.

## 1. Healthy Safety Act

The food safety act has been put into place by the Government to ensure the quality of food hygiene in the united kingdom this was brought in legislation in 1984 and updated in 1990 although there are parts of the legislation still to be approved by parliament and are currently being updated. It is a statutory obligation by law for all individuals or organizations to adhere by the rules set out in this act to treat all food handled in a safe way.

All management and student workers are needed to be correctly qualified to handle food and it is mandortory that all food legislation is followed according to the food safety act 1990

This can be achieved by following the healthy and safety manual ( the good food guide ) this can be found on the city council website.

These are all acts that have a high impact on the way we teach. We as learning providers are obligated to understand these regulations and carry them out in the work environment to the best of our abilities given the circumstances and the type of teaching you plan to provide.

## Chapter 3

## **EQUALITY IN THE WORKPLACE.**

Equality in the workplace is about creating a safe environment for learners and students, Ensuring that all individuals have a fair and equal opportunity to make the most of their learning abilities and talents.

The Equality act recognizes the fact that all Uk citizens are treated equally in all works of life not just the education sector. This act was put into place to protect certain group of people with characteristics such as race, Disabilities, sexual orientation and or have experience discrimination in any other part of life.

Courts, schools, hospitals and police & fire brigade for example are bound to treat all individuals equally under the act.

Some of the examples that and individuals may face in the work place include discrimination because of race colour sexual orientation language or religion. Political opinions or other opinions nationally, Also social origins and place of birth section 8 of the Act also provides that everyone is entitled to equal protection of law without discrimination.

## **2. DIVERSITY IN WORKPLACE**

Diversity in the workplace means taking people into employment that may not necessarily come from the same background. The differences between these individuals maybe those of national origin or physical appearance, religion race or creed. Education, age & sexual orientation, gender are also included in good diversity practice.

Diversity training in the workplace generally states that there are more similarities between employees and learners than there are differences. However the fact that employees and learns share common attributes there are still cultural difference in existence.

Culture is defined as day to day set values and practiced traditions or beliefs a group share in general, whether due to age, race or ethnicity, religion or gender. Other factors that may contribute to work place diversity are cultural differences attributes to work styles and education or disabilities and sexual orientation.

## **HOW TO PROMOTE EQUALITY & DIVERSITY IN TO YOUR LEANERS**

We can promote equality & diversity in the workplace to employees and learners by following these key points.

1. Treating all staff and students & learners fairly
2. Creating an inclusive culture for all staff & students.
3. Ensure that equal access to opportunities to enable students to full understand and participate in learning process
4. Enable all staff and learners to develop their potential
5. Equipping staff and students with the skills to challenge inequality and discrimination in there work or study environment
6. Making sure that any learning materials do not discriminate against any individuals or groups
7. Ensure policies and procedures do not discriminate against any groups or individuals

## NEEDS OF LEARNERS & STUDENTS

### 1. Individual learning needs can include :

The individual needs of the students, Prior knowledge of language and cultural background also rates of learning amount of instructional time, and interests and attitude.

Identifying and meet student learner needs boost there morality and encourage them. In some case the learner will not be able to learn in a group environment.

So in many cases it is far more effective for the teacher to provide individual learning sessions for students. Individual learning goals and targets aim to improve students leaning abilities and achievements it then builds the student capacity to learn and grows their confidence to learn.

This gives the students motivation and makes them more active, participating more freely in the learning process.

### 1. It is important to identify and meet the needs why.

Because it your duty as a learning provider to make sure that you apply teaching methods that benefit the student and you get to know the student. As a teacher it's my duty to create a physiologically safe environment for all learners and students. Its up to us to determine each students readiness for learning. Identify multiple strengths and weakness access key points of the curriculum to increase engagement and success and successes in learning.

## Chapter 4

### SAFE LEARNING ENVIROMENT.

A safe learning environment is one where learners feel physically and emotionally comfortable they feel there needs are being meet as learners, they are protected by thoughtful teachers who are approachable and they fit in with the community members.

A safe learning environment focuses on the academic achievements and maintaining high standards fostering positive relationships amongst teachers and students, Thus encouraging parental and community involvement. This also helps resolving conflict and preventing violence between teachers and students and their peers alike. These are deemed important factors in creating and keeping a safe learning environment.

## **SUPPOTRIVE LEARNING ENVIROMENT.**

Most students and learners consider a safe and supportive environment to be one that embodies the idea of supportive learning in their approach to teaching. This attitude sense of support will only enhance their self-esteem, Combined with confidence in literacy skills helps students excel in pursuing there goals.

### **Building a strong classroom community.**

Adult education in the classroom has an important role in helping students to network and bond better. The classroom set provides students with the ability to make new friends and contact beyond their immediate community. Intentionally create networks in the classroom harness meaning engagement and supportive relationships.

- The use of students working in pairs encourages inclusive learning, small –groups and class activities are great for beginning on the first day of a class or session. This method help students get acquainted with each other. This will provide students with stability and ongoing opportunities to socialize with other students they might not normally socialize with.
- Supportive environment provides students with the opportunity to share their different backgrounds and cultures.
- Other methods of supportive learning amongst students and teacher are us of guest speakers, field trips, current events and discussion creating a connection between all learners and staff.

### **What is acceptable behavior**

From the student or leaner, teachers.

All student are required to give respect too all fellow learners at all times in the classroom. This behavior sometimes relates to how teachers and students interact with each other in an acceptable fashion, to conduct themselves in a no judgemental manner or discriminate against other learners.

### **What is unacceptable behavior.**

The bullying or harassment of any student or teacher is not accepted. Group victimization of any individual in a learning environment any behavior that is not wanted by the recipient.

## **THEORETICAL MICROTEACHING SESSION HEALTH AND SAFETY HANDWASH SESSION 30 minutes**

### **Introduction.**

1. Brief introduction from learners & tutors this helps to break the ice and identify you the teach and learners. 5 minute introduction.
2. Aims

My aim is to provide a session on practical hand washing this is more crucial to environments where diseases may spread and multiply, for example schools, care homes city council environments this also get ride of bad bacteria. All students will pass the session

### **1. Outcomes**

All Learns will have a good understanding why it is necessary to wash your hands regularly and the methods used in practice session this will tie in with health and safety legislation.

### **Examples.**

Why this is relevant to the student learning this course.

- Corona Virus.
- Staphylococcus
- Flu
- Bochelism

### **Micro-teaching Session**

Proper hand hygiene requires three components: 1) a proper protocol,

2) an appropriate hand washing or cleansing agent, and

3) compliance (execution at frequent enough interval to prevent infection).

## **Slide show.**

There are 7 key points the hand washing which have been Identified

Step 1: Wet Hands. Wet your hands and apply enough liquid soap to create a good lather. ...

Step 2: Rub Palms Together. ...

Step 3: Rub the Back of Hands. ...

Step 4: Interlink Your Fingers. ...

Step 5: Cup Your Fingers. ...

Step 6: Clean the Thumbs. ...

Step 7: Rub Palms with Your Fingers.

## **Questions to Ask Learners :**

- Why should you wash your hands correctly.
- What does this prevent
- When should you wash your hands

## **My 5 Moments for Hand Hygiene**

- before touching a patient,
- before clean/aseptic procedures,
- after body fluid exposure/ High risk,
- after touching a patient,
- after touching patient surroundings.



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