Wider Professional Practice and Development in Education and Training

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Introduction

The study is about professional teaching and all the sectors related to it. To understand professional practice in the education sector one must have an overall context of professionalism and educational policies related to it (Timmins, 2017). To be a professional in the education sector the teacher must know how different factors like social, political, economic sectors influence our educational policymaking. He or she should also have the eagerness to learn on the course of a professional career. Throughout the reading, we will learn about being a complete professional in the education and teaching sector.

Task 01

1.1 Professionalism and dual professionalism

Professionalism can be described as a collective set of norms- conduct, aims or qualities that seems appropriate for a job role. Professionalism refers to a typical set of behaviours that suggest technical skills and knowledge that marks a person as a professional. Teaching well is also included in professionalism.

In teaching, professionalism should include not only values, knowledge or ideal behaviour but also the ability to teach well. Just having a degree in education does not make one competent of being a professional teacher. Professionals across the world maintain a set of standards in teaching. The teacher should be knowledgeable of the subject and should have the ability to understand his students. The teacher should have better communication skills so that he can transfer the learning to the receiver correctly. Professionalism in teaching includes virtues like honesty, dignity, responsibility, organizing that inspire the students to be so (Beaglehole, E., 1956). The teacher should be polite, supportive and approachable so that the students can express themselves. Teachers should understand the cultural diversity among students and act in a way that does not affect the environment of learning. The professionalism in training is consists of leadership, creativity and motivation that is mainly supported by the professional body over a career.

The perfect example of dual professionals as teachers and trainers. Dual professionalism refers to deep knowledge and understanding of the subject as well as expertise in teaching. Dual professionals are not only vocational specialists but also have expertise in teaching. They ensure the most outcome of the learners as they maintain and develop their expertise in both ends. Simply, dual professionals are the ones who have complete grasp over the subject and teaching of the subject. Therefore, he is a practitioner of the subject as well as a teacher. As it includes total subject specialism, teaching and learning and context of the matter, the demand for dual professionalism is increasing day by day in the education and training sectors.

Professionalism and dual professionalism helps organizations to meet their policies and procedures. They help in ensuring quality and standard. In this ever-changing world, it is necessary to continuously develop performance according to roles and responsibilities that are ensured by professionalism(Moore, 1969).

1.2 Ways in which professional values influence their practice in their area of specialism

Several ways help professionals increase expertise in their area of specialism by developing professional values. Number one is to meet the policies and procedures of the organizations. Every organization establishes several policies and develops procedures to maintain and increase performance. Professional values accelerate people to achieve and maintain those policies and procedures. Measuring competence is another way of influencing own practice. Professional can evaluate themselves according to the standards that increase specialism. Then there is the promotion of quality in teaching and learning. When professionals create a high benchmark for themselves in promoting quality, they provide service according to that level. Therefore, learners happen to get better quality of service. Overall, all of the values lead others to expect a higher standard from professionals that influence professionals to reach that. And to do so, professionals keep updating their skills and knowledge over the subject because as time passes, there always comes new things to light related to the area of expertise. There are also such ways like targeting for raising the personal level of standards, engaging in CPD opportunities to develop own practice in own area of specialism(Values in professional practice Stephen Pattison Roisin Pill Values in professional practice Radcliffe 200 £23.50 1857758188 1857758188 Ruth Taylor, 2019).

Task 02

2.1 Education policy being influenced by social, political and economic factors

Education policies are created to govern flawlessly the operations of our education system. Policies are used as goals to achieve. But several social, economic and political factors take part in changing or altering education policies as they greatly influence our socio-economic and political views.

In this twenty-first century, everything is changing. Our social values, understanding and perception are not as same as they were decades ago. As a result, there appear some changes in educational policymaking. Our social standards are rising day by day and to balance with this, policymakers need to add more contents. Such applies for the fact of addressing the difference in performance between minority groups, meet up with community composition and need. Education policy is often influenced by different opportunities for employment and training for youths. Sometimes used to promote local social initiatives. As a whole, ever-changing social factors change education policies greatly (Beaglehole, 2018).

Along with social factors, there are also some political factors liable to cause influence in education policy. During reconstitution of the policy, many recent national events influence policymaking. Economic growth caused by the workforce as well as productivity may also effect new educational policies. Different political agendas like community regeneration or business and skill development can provide massive influence also. Merging of a new union like EU can also affect policymaking.

Aside from these two, the economy also participates in changing or altering of new policies. Economic factors have a great influence on policymaking. When there is a change in local employment needs the best way to address it is to include it in education. Thus youths can be motivated to that direction. It is also helpful to encourage connection between commercial and business activities, changing workforce demographics or skill gaps in local sectors. We can understand the impact of economic influence if we consider globalization. We can see how the impact of globalization can alter our economic perspective. And by including it in education policymaking, we can make most of the workforce aware of the impact of globalization. The best way to address different social, political and economic changes is to include them in education policymaking.

2.2 Impact of current educational policies on curriculum and practice in own area of specialism

Changes in educational policies effects curriculum greatly. Whenever there is a new amendment in education policy, there has to be created a new curriculum to address the policy. The policymakers need to create a new framework to adjust it to the existing curriculum. There should be developed new programmes of study like how to teach it, how the students will receive it, method of teaching etc. in case of promoting vocational qualification, teachers should be equally qualified to teach so. To address a new policy, first, there needs to be maintained a standard of teaching level so that it can be evaluated whether they are compatible to teach so. It also impacts on raising school age, promoting wider skills.

Current educational policies change the existing curriculum. Thus creates a standard of qualifications that help individuals to improve their specialism and also assess the learning of their students. It helps in setting inspection standards and targets. Then creating a benchmark that helps to achieve required quality assurance and improvement. Above assertion indicates that current policies influence greatly on curriculum as well as in the area of own specialism (Hodkinson, P. and Hodkinson, H., 2003).

Task 03

3.1 The roles of stakeholders and external bodies in education and training.

Stakeholders mean all the parties related to the subject matter. The most important stakeholder is the learner. All education and training are focused on learners. In education, stakeholders can be categorized into two sectors. Internal stakeholders are people who are within the system like teachers, parents, students, internal staffs. They construct the main body in education. The external stakeholders are the ones like local government, trainers, suppliers, customers, employers(Anderson, L., Briggs, A.R. and Burton, N., 2019).

Teachers are the ones focusing on curriculum and building expertise among the students. They make routines to guide the students and make daily or weekly lesson plans to teach them effectively. Parents are the ones looking after their children's progression, take care of the cost. External stakeholders are more focused on subjects like finance, sponsorship of grants or marketing. They also maintain customer support, physical or human resources and other specialist kinds of stuff.

3.2 Explain how being accountable to stakeholders and external bodies impacts on organisations in education and training

Accountability to stakeholders means the responsibility of the teacher and governing body to other parties and vice-versa (Solbrekke and Sugrue, 2019).

Accountability of them to stakeholders assures arranging meetings periodically to discuss improvement. Teachers are accountable to share new policies and procedures, provide qualified and experienced staff to ensure quality. Maintaining national vocational standard is also another accountability fact to the stakeholders. There should also be maintained a committee that identifies the loopholes and closes them.

There will always be barriers but all have to come forward to overcome those and make a friendly environment for our students.

3.3 Importance of working in partnership with employers and other stakeholders in education and training

There are many opportunities in working with other employers and stakeholders rather than working single as it is impossible to co-ordinate everything.

Working in partnership helps to overcome the barrier to progression. Cooperating with other schools help to maintain standard quality and improve them (Schmoker, M.J., 1999). The students can have more comprehensive and consistent support from all. They can assist students in inventing general new ideas and initiative. Parents can associate with alternative learning routes like reporting on the progress of the learner. Projects like community learning can be held in association with the stakeholders. Overall working in partnership will enhance self-development.

As a teacher, I also try to do the same in my workplace. I make collaborative programmes to keep all the stakeholders in connection and provide support and enthusiasm. I keep contact with parents to open the gate for alternative learning routes. There are other two factors are to be considered which are colleagues and other professionals. I get most of the advice from them as I face problems to overcome them. Working with other professionals have benefitted me greatly. I can seek advice from qualified professionals. Other organizations provide different training and professional advice. By keeping a connection with them I get them easily. This states that if we can work with other teachers and stakeholders in partnership prior to placement, we can unlock a bunch of opportunities.

3.4 Impact of being accountable to stakeholders and external bodies on curriculum design, delivery and assessment in own area of specialism.

If the students are being accountable to the stakeholder then there would be an immense impact on their result outcome (Diamond, J.B. and Spillane, J.P., 2004). Teachers cannot just put courses on students. They would not attend the classes if they did not like it. So, teachers have to consider that. On the other hand, to have first-class, a student has to score sixty per cent number. Otherwise, they won't get it. Accountability assures delivery from both ends. External factors like funder's requirement is another factor that is to be considered. If one wants to get funding from external sources, they have to meet their criteria. Or else, the funding will not be available.

From the above-mentioned phrase, it can be said that accountability cuts both ends. It ensures the best outcome for every stakeholder.

Task 04

4.1 Explain key aspects of policies, codes of practice and guidelines of an organisation

Key aspects of policies are needed to be followed strictly by educational organizations. Below are several codes of practice discussed-

Health and Safety at work act 1974: according to this act, every employer must ensure the safety, health and welfare of their employees as far as it seems practicable. This means the safety of every employee under the employer is a liability to the employer (Legislation.gov.uk, 2020). This also applies to the people who are part of the process. Thus it includes students in an organization.

The SEN Disability Discrimination act 2001: this act focuses on people with disabilities. The act amends the previous 1995 act to cover every aspect of education. This act directs every public authority to promote equality of opportunity to the disabled person that includes schools too (Legislation.gov.uk, 2020).

The sex discrimination act 1975: the act is passed on the UK parliament that remedies discrimination between men and women regarding their sex or marital status. Employment and training, harassment and provision of goods and services are the ones this act concerned (Legislation.gov.uk, 2020).

Race Relations act 2000: though it is introduced in 2000, it came into effect in the year later. This act prohibits any kind of discrimination made based on racial context (Legislation.gov.uk, 2020). The act also promotes good race relationship.

Children's act 1989 and Families act 2014: this act enables councils to provide special educational care to children and young people who have disabilities from birth to age 25 (Legislation.gov.uk, 2020). The family act enables councils to provide potentials families with family welfare like education, adoption, child care etc.

Data protection act 1988: this act provides confidentiality to the private and personal data that an educational institution holds. This act restrains organizations to release personal information of employees and students (Legislation.gov.uk, 2020). If the organizations do not control sensitive information it can create serious personal problems. And leaking personal information is declared as criminal offence according to this law.

4.2 The impact of organizational requirements and expectations on curriculum practice in own area of specialism.

Organizational requirements like vision, goals, business performance plans, specific change initiatives have great impacts on curriculum practice in universities.

Organizational requirements like promoting equality and diversity refer to the government's drive to promote equality and reduce racial discrimination. In the university curriculum, promoting equality and diversity has great influence. It provides a full boardroom with different race and sexuality with equal participation. In consequence, there is an increasing amount of entrepreneur with ethnic backgrounds. In universities, there have been growing awarenesses like having diversity in staffing. They are taking different programmes and conferences to promote equality and diversity.

The complexity of expectation required from a business may differ between different stakeholders. In the case of universities, students nowadays prefer to have their course outlets being online. They prefer new developing technologies to conduct educational purposes. Businesses today also are becoming online-based because of changes.

Legal requirements also influence curriculum practice where most of the stakeholders have become more self-conscious over time. Teachers have to focus more not to affect other's boundaries(Managing your own expectations, 2016).

Task 05

5.1 Analysing the quality improvement and quality assurance arrangements of own organization

Quality improvement means following certain procedures to improve performance. The organizations follow formal approaches that evaluate existing performance and then focus on improving them.

Teachers make certain evaluation tests to understand the current level of performances and initiate new ways to improve those conditions. The businesses and university departments also perform the same way to increase productivity.

Department heads assign subordinates to evaluate the quality of respective departments and compare them with the benchmark (Sohail, M.S., Rajadurai, J. and Rahman, N.A.A., 2003). They make annual or certain periodical development review that helps in maintaining the highest performance.

5.2 Explaining the function of self-assessment and self-evaluation and the quality cycle

Self-assessment refers to a process designed and performed by a person selected from within the department to find out irrelevance. It helps in understanding the inside view of the business and compare performance with expected ones. To complete self-assessment the operator uses two functions-

Building a technical consensus operator selects a team for analysis and find out their relevant sections. then he conducts the operation to assess their performance on a consensual basis.

Classify severity and identify key drivers the operator uses the analytical framework and guide operation based on evidence. The operator compares evidence with the standard benchmark and finds differences. The operator analyses the evidence and evaluates their reliability. After analyzing them, the operator completes the review and show them upon request.

After completing self-assessment the operators evaluate the performance of subject within the team and evaluate them on a standard. For example, they create a scale from 1 to 10, 10 being the highest point of standard(Yan, 2019).

By doing so, they compare themselves and track down errors to solve them. This completes a total quality cycle of self-assessment and evaluation.

5.3 Evaluating a learning programme taking account of the quality maintenance of own organization

Evaluation of a learning programme can be completed in four steps

- Reaction
- Learning
- Feedback
- Results

First of all, to evaluate a programme one should focus on how the students are taking the lessons and instructor. The main purpose of a learning programme is to deliver knowledge to the learner. But students will not get any enthusiasm if they can't connect to the instructor. So, to launch a qualified learning programme, the evaluator should consider how the students are reacting to the teacher's approach. The programme can never be flawless without positive reaction of students towards course instructor.

After that one can do a formal or informal assessment to see how much the students are learning. This is a two-way method. The teacher can only provide teaching guideline but the students have to be interested in learning the outcomes also.

Then there comes the most important part, feedback. The instructor must get feedback from the students of the course to understand their depth of knowledge over the course. It can be formal or informal relying on the instructor. Feedback on learning can summarize the fact what part was done well or what part needs improvement. the process of feedback can be periodical or can be random depending on instructor and student's comfort zone.

Above mentioned three parts can help one evaluate the learning process and draw a complete picture of present situation and what to do to improve the quality of the programme(Amorós, P., Balsells, M., Buisan, M., Byrne, S. and Fuentes-Peláez, N., 2013).

5.4 Identifying areas for improvement in the learning programme taking account of the outcomes of an evaluation

Teachers can improve their teaching skills to improve overall learning programme. By focusing more on communication and taking feedback, teachers can make students more engaged in the lecture. When the teacher asks for feedback students tend to engage more in the learning procedure.

Gathering student opinions about the depth of quality of courses can improve the whole learning programme as the students might have a better understanding of the flaws of the courses.

Setting up of a benchmark to evaluate can be another factor to improve outcomes. Another way of improving a learning programme can be by setting up goals and targets during the process. Competition among the student of higher study can be used to improve the learning programme (Cook, 2018).

To improve the overall quality of the learning process, a teacher should be competent about his personal qualities. The teacher must have process skills as well as interpersonal skill to connect with the students more. Mottos such as "every child matter" can ensure equality and diversity into the class. Focusing on equally ensures flawless learning programme.

Conclusion

The whole writing focuses on how to be a complete professional in the educational and teaching sectors. Being a professional in the education sector is not as easy as it seems. It requires enriched knowledge over professionalism, open-mindedness as well as quality maintenance. To be a professional one has to maintain all the criteria there is, has to understand the social, political and personal standpoint of others. Today's students are the future administration of the country and building them up with great knowledge and understanding is the responsibility of teachers. Teachers have to provide their best output to and make an exemplary stand from what students can be inspired to be of best use for the country.

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