

Teaching roles, responsibilities, relationships and boundaries

This handout will cover:

- Teaching roles and responsibilities
- The teaching, learning and assessment cycle
- Boundaries of teaching
- Working with other professionals
- Reading list
- Website list

Teaching roles and responsibilities

Your main role as a teacher will be to manage and facilitate the learning process. This will be by teaching your subject in a way which actively involves and engages your learners. This might be in the workplace, in a college, or another training or educational environment. However, it's not just about the *teaching*, it's about the *learning* that takes place as a result. You can teach as much as you wish, but if learning is not taking place then your teaching has not been successful.

Teaching roles might include:

- 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

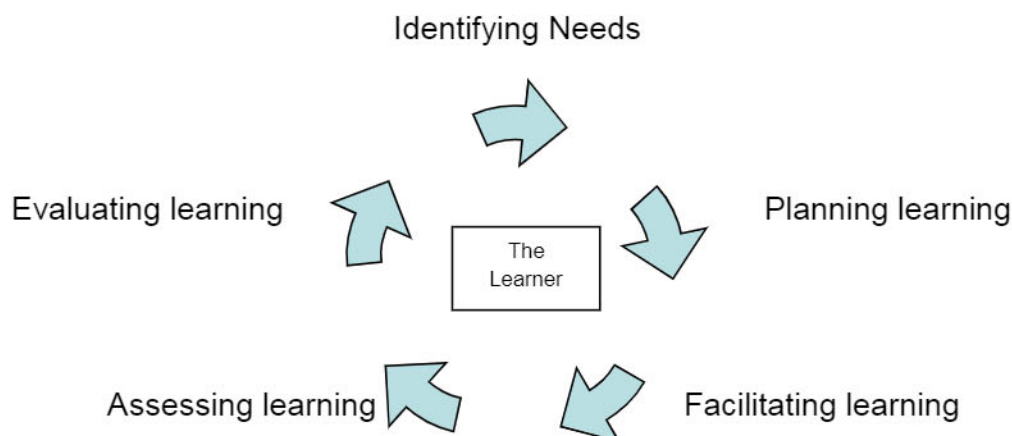
Teaching responsibilities might include:

- 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)

If you belong a professional association or body, they may have a code of practice which you will need to follow.

The teaching, learning and assessment cycle

Your role will cover aspects of the teaching, learning and assessment cycle, which should have the learner at the centre of everything you do:



Your role might follow the cycle, with all aspects focusing on the learner, and will briefly involve:

- identifying needs – finding out what your organisations, your own, and your potential learners' needs are, finding out why learners are taking the programme and what their expectations are, carrying out initial and diagnostic assessments, agreeing individual learning plans, ensuring learners are capable of achieving their goals and progressing to their chosen destination
- planning learning – preparing schemes of work, session plans and materials to ensure you cover the requirements of the programme, liaising with others
- facilitating learning – teaching, training and facilitating learning using a variety of approaches, activities and resources to motivate, engage and inspire learners
- assessing learning – checking your learners have gained the necessary skills, knowledge and understanding at all stages throughout their time with you, using formal and informal types and methods of assessment
- evaluating learning – obtaining feedback from others, reflecting on your role, and all aspects involved with the learning process in order to make improvements.

Obtaining feedback from others, and evaluating your practice can also take place after each stage of the cycle. Running throughout the cycle is quality assurance. This is a system of monitoring all aspects which occur with learners from when they commence the course through to their completion.

Boundaries of teaching

Boundaries are about knowing where your role as a teacher stops. Try not to get personally involved with your learners. Always remain professional and act with integrity and impartiality. Boundaries are also the challenges you might face as a teacher.

Examples of challenges include:

- demands from managers e.g. to meet targets and deadlines
- expectations of learners
- learners who first language is not English
- the ability of your learners to achieve
- paperwork and administrative requirements
- a lack of time and/or resources.

There are two aspects to boundaries for teachers and trainers: boundaries between your teaching or training role and other professional roles, and other aspects you are *bound by* which might hinder or challenge your role.

- Professional boundaries are those within which you need to work and it's important not to overstep these, for example, by not becoming too personal or friendly with your learners. Boundaries are about knowing where your role as a teacher or trainer stops. You should be able to work within the limits of that role, but know that it's okay to ask for help. Don't try to take on too much, or carry out something which is part of someone else's role.
- Other boundaries include the things you are bound by, for example, policies and procedures, the amount of administrative work you are expected to complete, or a lack of funding or resources. These boundaries can often be interpreted as the negative aspects of your roles and responsibilities. However, these are a necessary part of your role, for example, the amount of documentation you need to maintain for audit purposes.

Throughout your teaching career, you should always act professionally. This is about having the correct skills, knowledge and understanding to perform your role, and carrying out that role with the right attitudes, values, behaviours and beliefs.

Working with other professionals

At some point you will need to liaise with others, for example, administrative staff, caretakers, other teachers, managers, parents, guardians, inspectors and employers etc.

You should always act professionally and never let any personal issues affect you. Your organisation might be inspected by Ofsted, and/or by external quality assurers

from awarding organisations. You might attend external events, therefore you are representing your organisation and must give a professional impression. You should always be polite and professional and treat others with respect.

You will need to find out who the people are at your organisation who you will work with, and how you can contact them. It would also be useful to understand a little about their job role and how they can support you, and how you can support them. However, don't feel you need to support them too much by carrying out aspects of their role for them, otherwise you might be blurring the boundary between your professional roles.

Examples of working with other professionals might include:

- attending team meetings and contributing towards issues under discussion
- communicating with administrative staff to ensure that your learners have been registered with the relevant awarding organisation
- getting handouts photocopied by the relevant department to ensure they are ready in time
- liaising with an internal quality assurer to enable them to sample your work, and/or an external quality assurer from an awarding organisation
- liaising with learning support staff to address particular learner needs
- liaising with the caretaker to ensure the room and/or building is open when you start and secure when you leave
- team teaching or co-tutoring with other members of staff i.e. planning who will do what and when.

Reading list

Curzon LB & Tummons J (2013) *Teaching in Further Education* (7th Edn) London Bloomsbury

Duckworth V (2014) *How to be a Brilliant FE Teacher* Oxon Routledge

Gravells A (2017) *Principles and Practices of Teaching and Training* London Learning Matters SAGE

Gravells A (2014) *The Award in Education and Training* (Revised) London Learning Matters SAGE

Gravells A (2013) *Passing Assessments for the Award in Education and Training* London Learning Matters SAGE

Gravells A & Simpson S (2014) *The Certificate in Education and Training* London Learning Matters SAGE

Gravells A & Simpson S (2014) *Passing Assessments for the Certificate in Education and Training* London Learning Matters SAGE

Petty G (2009) *Teaching Today: A practical guide* (4th Edn) Cheltenham Nelson Thornes

Pleasance S (2016) *Wider Professional Practice in Education and Training* London SAGE Publications Ltd

Website list

FE Advice – www.feadvice.org.uk

Ofqual – www.ofqual.gov.uk

Ofsted – www.ofsted.gov.uk

Society for Education and Training (SET) Code of Practice - <https://tinyurl.com/m23e9p4>