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ROLE AND RESPONSIBILITIES OF A TEACHER IN THE LIFELONG LEARNING SECTOR

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Abstract. Teaching is quite challenging and demanding alongside with many other careers. The main role of every teacher is to involve and engage your students in learning activities. An appropriate level of language, appropriate terms understandable to your students will motivate them to learn more. The teaching and learning cycle can briefly include the following aspects: identifying needs – needs of your organization, needs of the students, your own need; planning learning – session plans, teaching and learning materials; facilitating learning – great number of approaches; assessing learning, quality assurance and evaluation – feedback from others, self assessment, evaluating the programme. In fact, you can accept different roles during your teaching career, have various responsibilities or duties. Your main responsibility will be your students and then other professionals with whom you need to liaise under certain circumstances, i.e. professional relationships and responsibilities to others.

Key words: teacher's roles, professional roles, responsibilities, equality, diversity.

Introduction

The current situation in the field of education has led to a renewed interest in the way of organizing the process of teaching and learning in the way that it will be suitable to all the participants. This article is an attempt to provide an overview of the aspects of successful teaching in the UK and Russia. Many researchers believe that integration of the awareness and knowledge of all the relevant legislation and codes of practice supports students, enhances learning, creates a warm environment, motivates them to learn and make them feel confident [1-3]. It is essential to comply with relevant laws and regulations. It is important for a teacher to keep up to date with all relevant legislations and codes of practice to satisfy high-level skills and knowledge, taking into account possible changes or updates. Moreover, it helps a teacher to “know” and understand his/her rights and rights of the students better, it helps to organize the process of teaching properly, based on mutual understanding and legal ground.

Key aspects of legislation, regulatory requirements and codes of practice relating to a teacher's own role and responsibilities

The following legislation, regulatory requirements and codes of practice can be generic and specific:

GENERIC (requirements of external bodies and regulators):

- Code of Professional Practice (2008) [4].
- Data Protection Act (1998) made provision for the regulation of the processing of information relating to individuals (obtaining, holding, use, disclosure of such information) [4].
- Health and Safety at Work etc Act (1974) [5].
- Freedom of Information Act.
- Data Protection (privacy) Laws in Russia (2005) [6].

SPECIFIC (depends upon the subject and environment within you teach):

- Health and Safety Regulations (1992) [7].
- Information Technology Codes of Practice relate to the use of computers in particular organization [8].

Legislation, Regulation or Code of Practice and impacts on teacher's role

Health and Safety at Work. Impact: secure building, adequate maintenance, drinking water available, duty of care to the learners, proper light, convenient and comfortable classrooms.

Freedom of Information Act. Impact: students have an opportunity to access to any documents referring to them.

Data Protection Act. Impact: personal data is stored securely and can be shared with those that really need it, only for professional purposes. This act allows to obtain, hold, use or disclose information relating to individuals. Information must be reviewed regularly.

Data Protection (privacy) Laws in Russia. Impact: it requires to protect personal data against unlawful or accidental access. Teachers are also not allowed to share personal information except the cases when required for professional purposes (for parents, heads of department, dean, rector...).

Code of Professional Practice (2008). Impact: teachers must take into consideration *professional integrity* (e.g. meet their professional responsibilities consistent with the Institute's professional values). Must at all times *respect* the rights of learners and colleagues in accordance with relevant legislation and organization requirements. Must take *reasonable care* to ensure the safety and welfare of learners and comply with relevant statutory provisions to support their well-being and development. Must provide evidence (*professional practice*) to the Institute that they have complied with the current Institute CPD (continuing professional development) policy and guidelines [8]. Must notify the Institute as soon as practicable after cautioning or conviction for a *criminal offence*. The Institute reserves the right to act on such information through its disciplinary process. Must be *responsible during Institute investigations*. Must be responsible to the Institute (act in accordance with the Institute's conditions of membership) [9].

Methodological framework

We are basing our research on individual approach to each student, taking into consideration principles of equality and diversity. Equality can be understood as follows – everyone being different has equal rights; diversity – valuing and respecting the difference in learners regardless of age, ability and/or circumstances, or any other individual characteristics they may have.

Understanding the concept of equality and diversity helps to provide relevant and appropriate access for the participation, development and advancement of all individuals and groups. During the classes teachers should:

- ✓ acknowledge people can be different because of their culture;
- ✓ use different calendar events to enhance teaching and learning;
- ✓ stimulate learners using all resources;
- ✓ not have favourite students;
- ✓ treat all learners with respect and dignity;
- ✓ use appropriate assessments and activities [9, 10].

The best way to promote equality and value diversity within a session is to design an activity which can involve all students. Usually this is a group of 12/13 students in the class. It is preferably to divide them into small groups (small groups have different students (foreigners, sometimes disable students) each is given a certain task. Such activity enables them to cooperate with each other, share the experience, find some interesting facts about each other, teaches them to be supportive.

To understand roles and responsibilities as teachers we concentrate on stages of teaching cycle. We'd like to emphasize roles and responsibilities in identifying and meeting needs of learners, the boundaries between the teaching role and the other professional roles, responsibilities in maintaining a safe and supportive environment.

Results and Discussion

Teacher's role and responsibilities in lifelong learning sector

Let us demonstrate (innumerate) teacher's roles and responsibilities in the frame of the stages of teaching cycle.

In the first stage (*initial assessment and identifying learner's needs*) the roles are: suitable atmosphere to ascertain who we are going to teach (interest, current skill), knowledge (how much they know). We should identify any particular student, self and organizational needs, learning styles, carry out

interviews. Hence, the responsibilities are: organize the room in the way that encourages the communication and helps to feel relaxed, be enthusiastic, positive, be dressed appropriately, respond to questions (but avoid giving out personal information), offer support (give information, guidance, refer learners to other people when necessary, help to arrange funding/grants).

In the second stage (*planning and designing of the course*) roles are: have a certain appropriate plan of teaching (when and what will be taught) with SMART objectives [9], prepare teaching and learning resources and activities. The responsibilities are: create a safe, positive and accessible learning environment for learners and visitors; work out the plan of the course or session based on up to date material and resources; cooperate with others; obtain the relevant syllabus or qualification handbook.

In the third stage (*the delivery of the course*) roles are: to establish ground rules, to use different teaching approaches to encourage and motivate learners, use icebreakers and energizers, promote equality and value diversity and also appropriate behaviour and respect. Responsibilities are: have qualification and enough experience to teach the subject, complete attendance records, follow the safeguarding requirements and legislations and codes of practice established in the place you teach, use authentic material, modern technologies and approaches in the process of teaching and learning, keep records of teaching (who has been taught, what has been taught), keep the working area clean and tidy.

In the fourth stage (*the recorded evaluation of the course*) roles are: organize assessment, evaluate the progress, find out how well the course was planned and delivered, evaluate if there is anything that needs perfection and improvement. Responsibilities are: give feedback to learners and identify the areas of development, mark the achievement of each learner, use different types of assessment methods (initial, formative, summative, formal/informal), share the experience with others, encourage ongoing feedback from students and others.

Before teaching it is necessary to identify the needs of learners by means of application forms, interviews/phone talk, properly organized icebreakers to remove the barriers or find the ways to overcome barriers, ascertain individual needs, learning styles, goals. The range of learner needs can be described by one of the acronyms SPICE where S stands for social, P – physical, I – intellectual, C – cultural, E – emotional. During teaching we should make eye contact, give feedback, looking for signs. After teaching (during assessment) different tests can be given.

Teacher's role and responsibilities in identifying and meeting needs of learners

Learning needs	How identified	How met
Dyslexia	Informal chat, enrolment forms, talks with parents, patient chart	Work on cream/light blue paper, use Arial, Trebuchet MS, Myriad Pro or Geneva. Use short sentences, give distinct instructions, avoid long explanation, use Active Voice instead of Passive Voice, and avoid double negation.
Hyperactivity	Informal chat, enrolment forms, talks with parents, patient chart	Relaxation exercises: "Fight", "Tortoise"; exercises on attention span: "Find mistakes", "Check yourself and your partner"; instructions must be distinct and short; avoid categorical bans; change the types of activities depending on learner tiredness.
English as a second language	Discussions, formal/informal chat, enrolment forms	Use authentic and up to date material, ICT, give SMART objectives of the course, motivate and inspire learners, identify an

		appropriate starting point for each student, ensure learners are on the right programme at the right level.
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The boundaries between the teaching role and the other professional roles

There are many boundaries of teaching. They are about realizing where our role as a teacher stops working within the limits of that role. We can name some of the boundaries we may encounter in relation to the teaching and learning cycle: *Senior managers*– organizational policies, procedures and administrative requirements; demands of paperwork and administration, meeting deadlines and targets; *Students* – capability of students to achieve; ability of students (lack of English); *IT professionals/senior managers* – lack of adequate equipment and access resources, e.g. photocopying; *Senior managers/dean* – inappropriate seating or working areas; lack of time to attend training events, standardization activities, continuing professional development (CPD) or meetings [9].

Points of referral to meet the needs of learners

Students' potential needs can be: housing problems, lack of resources, lack of support, limited basic skills such as three Rs (literacy, writing, arithmetic) and ICT, peer pressure, transport. Sometimes we feel we can deal with some of these ourselves, however it is more preferable to refer students to someone who can help (specialist or agency) much better to find out what is available internally within your organization or find an appropriate external organization to refer to. If it is internal it can be accommodation officers (if housing problems), councilors, health and welfare officers, student support staff, teachers (if peer pressure). If it is external it can be awarding organizations, motoring and transport organizations (if transport problems), health centers, slimming clubs, hospitals (if something is wrong with health).

If a learner has lack of basic knowledge you can advise him to attend additional course (on the basis of your university, college) which is tend to develop certain skills and help to enlarge the knowledge. This course is called *Remedial Education and Training*.

Conclusions and Recommendations

To gain greater insight into new regulations and legislations and also university policies or administrative requirements we would advise you to visit Belgorod State University Website [11].

Summary of teacher's responsibilities in relation to other professionals

Basic responsibilities in relation to other professionals can be listed as follows: *electricians* (know the norm and order), *security officers* (keep register, which can be useful to the fire warden), *accountant office* (submit, for example, travel expense report), *librarians* (return books on time, keep them in order), *dean's office and staff* (give necessary information about our students, exam results, student attendance, progress and achievements), *head of the department* (visit staff meetings, submit reports, design teaching plans, exam cards etc.).

Personal responsibilities in maintaining a safe and supportive environment

We think that the following items make the learner feel safe: table layout, general advice and guidance, modern technology and easy access, different resources, drinking water, etc.

It is necessary to organize a learning environment where students can feel safe, secure, confident and valued. At the beginning of each session and during the break open the window let air in; learners are allowed to have a bottle of water or a cup of tea/coffee during the session. In the middle of the session one of the students (or a teacher) is responsible for an exercise break (physical exercises). If it is too cold in the room (we have the so called cold season – Off Heating mode the students can put on their coats (usually they are not allowed to wear outdoor clothes when attending a class, but in this case they can have them on). A teacher should be aware that all resources are safe and functional; no cables on the floor, sockets work properly. So the first and the second level of needs (physiological and safety/security) are satisfied. Maslow introduced a Hierarchy of needs in 1954 in which these two levels are the basic [12]. Then comes recognition, self-esteem, and the highest level is self-actualization. To reach the highest level we must ensure that the learning environment we create meets students' first-level needs. This will enable them to feel safe and secure enough to learn and achieve what they wanted.

Ways to promote behaviour and respect for others

Positive behaviour patterns:

- dress code (both for teachers and students);
 - manner of expression: body language that includes facial expressions, eye contact, posture, gestures, voice and appearance;
 - be polite;
 - be positive;
 - be genuinely interested in the subject you teach;
 - make pauses when speaking, summarizing or giving feedback;
 - when questioning include all students, use open questions;
 - don't interrupt, don't be judgmental;
 - repeat or rephrase key points regularly;
 - don't embarrass students in front of their peer group;
 - don't write and speak at the same time.

Being a professional and successful teacher it is important to control your voice, gestures, behaviour. Exacting polite and respectful behavior exhibited by teachers helps to encourage good behaviour in students. Showing trust, honesty, politeness and consideration we are able to promote respect between students and make our communication more effective and cooperative.

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