ASSIGNMENT 503 WIDER PROFESSIONAL PRACTISE AND DEVELOPMENT IN EDUCATION AND TRAINING

Task A

PMelville
Contents
Introduction ........................................................................................................................................ 3
Professionalism and dual professionalism ......................................................................................... 3
Professional values in ESOL and Literacy teaching .......................................................................... 5
Social factors influencing educational policy ...................................................................................... 7
Political factors influencing educational policy .................................................................................. 8
Economic factors influencing educational policy ................................................................................ 8
Organizational policies, codes of practice and guidelines ................................................................. 9
Conclusion ....................................................................................................................................... 9
Bibliography .................................................................................................................................... 10
Assignment 503 Wider professional practice and development in education and training

Task A Research report

Carry out research into wider professional practice and development in education and training.

Write a report in which you

a) define the concepts of professionalism and dual professionalism in education and training

b) explain ways in which professional values influence own practice area of specialism

c) explain ways in which the following factors influence educational policy:
   - social
   - political
   - economic

d) explain key aspects of the following in an organisation
   - policies
   - codes of practice
   - guidelines

Introduction

This report defines the concepts of professionalism and dual professionalism in education and training and explains ways in which professional values influence the author’s own practice area of specialism: ESOL. It briefly mentions Adult ESOL curriculum. This report also explores social, political and economic factors which influence educational policy. It then concludes by explaining the importance of setting out policies, guidelines and codes of practice in an educational organization.

Professionalism and dual professionalism

Historically, the term ‘profession’ has been applied to elite occupations within medicine, the church and law. The nature of professionalism was initially subjected to concerted attention by sociologists in the 1950s. The main approach at this point
focused on establishing the features that an occupation should have in order to be termed a profession. A typical list included such items as: the use of skills based on theoretical knowledge, education and training in those skills certified by examination, a code of professional conduct oriented towards the ‘public good' and a powerful professional organisation. (Millerson, 1964). Millerson’s model of professionalism shares similar views with O’ Houle (1980) on the skills associated with a professional and form an overall idea of what makes up the key components, in that skills based on theoretical knowledge are used which require a body of systematic and generalized knowledge. (Tummons, 2007)

According to (Hughes, 2000), professionalism reflects a lengthy period of training in the subject matter, that is, training in a body of abstract knowledge. Teaching, as an activity, has its own body of expert knowledge involving the nature of teaching and learning. This knowledge is enshrined in the professional standards for teachers introduced in 2007 by LLUK.

Professionalism within education can also be defined as a set of collectively held norms that regulate teaching according to values and practises. “(Craig and Fieschi 2007:2 in (Wilson, 2009). LLUK's (LLUK, 2007) professional standards for teachers, tutors and trainers in the lifelong learning sector explicitly state that practice is underpinned by a set of professional values. These values will be discussed at a later stage.

For teaching the code of conduct this is regulated by the IFL (Institute for Learning). The IfL, the professional body for teachers in the LLS, has developed a professional practice (IfL, 2008) which cites seven key 'behaviours'. The IfL's behaviours are as follows:
Behaviour 1: Professional integrity

Behaviour 2: Respect

Behaviour 3: Reasonable care

Behaviour 4: Professional practice (providing evidence of compliance with CPD requirements)

Behaviour 5: Criminal offence disclosure

Behaviour 6: Responsibility during Institute investigations

Behaviour 7: Responsibility

Teachers and trainers are also ‘dual professionals’; they are both vocational/subject specialists and teaching experts, committed to maintaining and developing their expertise in both aspects of their role to ensure the best outcomes for their learners.

The above models of professionalism identify the need for Continual Professional Development. CPD will help teachers to build on expertise and practise through reflective practise. A set of shared set of standards across the FE sector will ensure that learners receive consistent, quality teaching and learning experience as well as provide focus and motivation for CPD.

Professional values in ESOL and Literacy teaching
As already mentioned, dual professionalism can be defined as:

- Vocational or academic specialism, which may include experience as well as specialist qualifications
- Teaching and learning specialism, through ITT, QTLS, CPD etc
Literacy and ESOL teaching are separate areas of specialism with different traditions of theory, principle and teaching approaches. However, there are increasing numbers of multilingual people with literacy and language learning needs who do not fit neither ESOL nor literacy labels easily. These learners need teachers with a firm grounding in the teaching of both literacy and ESOL. LLUK’s (LLUK, 2007) professional standards for teachers, tutors and trainers in the lifelong learning sector are overarching and also apply to teachers of English (ESOL and Literacy)

The standards explicitly state that teaching practice is underpinned by a set of professional values. Domain A of these standards identifies what ‘teachers in the lifelong learning sector value’ as follows:

- All learners, their progress and development, their learning goals and aspirations and the experience they bring to their learning.
- Learning, its potential to benefit people emotionally, intellectually, socially and economically, and its contribution to community sustainability.
- Equality, diversity and inclusion in relation to learners, the workforce and the community.
- Reflection and evaluation of their own practice and their continuing professional development as teachers.
- Collaboration with other individuals, groups and/or organizations with a legitimate interest in the progress and development of learners.

Research studies, including Baynham et al (Baynham, 2007) have identified teacher expertise as one of the most crucial factors in effective ESOL practice. As mentioned previously, CPD is crucial to support teachers to develop the vision and skills fundamental to learners’ progress and success. ESOL and literacy teachers
constantly update their expertise and knowledge relating to research into literacy and ESOL as well as their knowledge of national policies.

ESOL and Literacy teachers take into account the range of learner backgrounds, histories, learning goals, preferences and cognitive styles through differentiation strategies and collaborative learning approaches. A professional ESOL and literacy teacher uses activities and resources which relate to learners’ life. An example is the use of authentic materials.

ESOL and Literacy teachers make links between English and other subjects by embedding the minimum core elements into teaching. This will also equip learners to use their literacy and language skills for further development in a variety of progression routes and ultimately lead to a change in the learners’ personal circumstances.

Diversity and inclusion are addressed through using the learners’ context and prior experiences as well as through using non-Eurocentric material which is free from any discriminatory language or cultural bias.

Social factors influencing educational policy
According to Lancaster University, unlike adult literacy, ESOL has never had a national agency dedicated to promoting its interests. (htt19). Bilingual learners were not addressed as a distinct group in the recommendations from the Moser report either. ESOL learners make up half of the learner population within Skills for Life. (htt19). This this situation has been acknowledged through the development of a separate curriculum for ESOL.

The opportunity to learn and having the access to the common language of the community is a precondition of full and equal participation in society and social
mobility. As John Healey, Minister for Adult Skills states in the Adult ESOL Curriculum foreword: “If Britain is to fulfil its aim of being an ethnically diverse and fully inclusive society, everyone should have the skills and participate and be successful at work, at home and as citizens. This means that good quality English language provision must be available to support people who have a first language other than English. We must also make sure that provision is suitable.” (2001, Adult ESOL core curriculum)

**Political factors influencing educational policy**

According to White, cited in (Grace, 1987), politics were kept out of education in the socio-economic context of the 1920s and 1930s, in which the political Right was fearful of socialists gaining control of the state. Teachers were granted autonomy in the classroom and the curriculum was seen to be controlled by teachers. Following the Second World War, the political Left critiqued the educational policy for failing to deliver social justice. (Young, 1971). As a result, the curriculum has become open to view and processes for external verification were put in place. (Avis, 1999)

The big drivers of ESOL policy are still public attitudes towards immigration and government expediency in managing these. Each new wave of immigration to the UK brings new challenges and opportunities.

**Economic factors influencing educational policy**

ESOL is vulnerable to the whims of policymakers and funders. Responsibility for funding post 16 learning in England is shared between the Department for Education (DfE) and the Department for Business, Innovation and Skills (BIS). (Department for Business, Inovation & Skills, n.d.) The FE sector is accountable to the tax payer and has to account for public spending. FE sector needs to guarantee high quality teaching and courses to help students into jobs or university. FE sector is therefore
responsible for creating a skilled workforce which will meet the employers’ needs and boost the economy. In November 2010, the Government announced cuts to ESOL funding and restrictions in fee remission for many ESOL students. These proposed changes threatened the education of adults from minority ethnic communities as well as teachers’ jobs. The Government also plans to implement further cuts by 24% in the education budget for 2015/2016.

Organizational policies, codes of practice and guidelines
Codes of practice, policies and guidance are supplementary to the above, outlined Government Regulations, setting out the procedures to be followed. CONEL College has formulated its own equal opportunities policy to combat discriminatory attitudes and practices whether these are expressed by individuals or through institutional practices. CONEL’s commitment to making sure that the learners are free of harm, mistreatment or abuse is expressed in the Safeguarding policy. Information about the learners which is held or processed by the college complies with the Data Protection Act, 2003. CONEL also supports the teachers’ CPD through a number of development training sessions.

Conclusion
The society is ever changing through migration and progress. Education has to adapt and look for new and innovative ways for adapting the learning environment. Education provision is regulated by policies which are also subject to constant change. A teacher is a dual-professional who must strive for excellence and also be familiar with policies and codes of conduct. The socio-economic and political context frames practices within lifelong learning. It shapes and impacts on qualification structures, models of assessment and the curriculum. The development and enhancement of skills is seen as pivotal to economic success and the wellbeing of
Bibliography
(n.d.). Retrieved from
http://www.lancaster.ac.uk/fass/doc_library/edres/hamilton_07_esol_policy_and_change.pdf