

Teaching Training

Development Needs, Goals, and Action Plan

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In this assignment I will analyse the Roles and Responsibilities of a teacher with regard to the Teaching/Training Cycle. This will lead to concentrating on professional activities within the learning cycle. I will identify the professional confines that oversee a teacher's behavioural approach so as to abide by the professional code of conduct. Thus, it is of significance that I evaluate where the different roles of teacher stop.

Development Needs and Goals

According to Watkinson, Bickmore and Roper (2003), teachers play their role as mentor, counsellor, judge, friend, and other different roles for students and their extracurricular activities. With regard to the Training cycle, I have an Assessor's role. There is a majority of learners who have various learning needs and my role is to meet such needs. I need to have skills of assessment that will stimulate equality, diversity and inclusion. I can achieve this through conducting initial assessments that will assist me to find various needs of learners including inadequate writing and reading skills, disabilities, etc. I will have to find learning needs with potential barriers to learning in own specialist domain. For me and learners, this will make it easier to access and deliver learning, because based on the assessment needs that I will recognise, I must have knowledge and understanding the ways I will apply the different assessment techniques like formative and summative assessments to meet my goals. This approach may enhance the level of motivation to both the teacher and learner.

I will then connect this to my goal which is related to assessment for learning theories and principles of assessment and the application of assessment, like initial, formative and summative assessment in teaching and learning.

As a teacher, my goal is to carry out initial assessments which will assist me to find referral points against levels within the National Standards. When I find needs that need to be referred, I will have to provide the learner with information and guidance to where they are being referred.

According to Rose and Grosvenor (2013), evaluating varying learning techniques and considering motivation and previous experiences of learners assists find different teaching techniques that could be valuable throughout the programme. Programmes include visual, auditory and kinaesthetic (VAK) learning style that makes sure that learners have equal rights to learning and create the opportunity to re-assess what is already known while seeking to aims and objectives from a various angles (Wellington, 2006).

Action Plan

The initial assessment will facilitate me with some crucial detail to inform the plan, which will be retooled on a constant basis to observe the progress level of learner and explore any support needs.

Once the initial assessment has been completed, I will conduct a diagnostic assessment so that I address particular individual needs and support required. This approach may lead to the development of a comprehensive personal profile which will provide the source for an Individual Learning Plan (Burnham, 2008).

Being a teacher, I am a Planner, because I plan suitable, effective, rational and inclusive learning sessions that support equality and engage with diversity. It means that I should make a plan for the use of various teaching techniques which are consistent with the requirements of curriculum and meet the learners' needs. These include discussions among groups, questioning, etc (Burnham, 2008).

In view of the constant assessments, I have the responsibility for preparing the assessments in a manner that they effectively meet the learners' needs and promote equality, diversity and inclusion (Lowe and Pugh, 2006). So, it is necessary for me to employ various assessment methods including formative and summative assessments. These could be professional conversation, oral questioning, evidence of case studies, direct observation, etc. After that, I will have to meet my goal, understanding the theories and principles of assessment and its application.

With respect to my teaching area, formative assessment is intended to assist the learner become competent and meet set criteria of performance. This should be an ongoing process, where sessions take place on a regular basis. I am responsible for giving learners helpful feedback on their performance, which will stimulate them, mainly those that are hesitant about their capabilities. Summative assessment will be conducted at the end of the learning, giving feedback on learning achievements, perhaps a qualification, test or a completed Individual Learning Plan. (Lowe and Pugh, 2006)

Conclusion

Great teachers assist create great students. Indeed, an inspiring and knowledgeable teacher is the most crucial factor influencing student achievement, so it is important to pay close

attention to how organisations train and guide new as well as experienced teachers. However, it is important for teachers to have on-going and regular opportunities to learn from their own experiences. On-going professional development retains teachers up-to-date about new developments in research on how learners learn, emerging teaching methods for assessment, new curriculum resources, and much more. The best professional growth and development is continuous, experiential, collaborative, and attached to and derived from working with learners and comprehending their needs.

References

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