

**Unit 4: Wider Professional Practice and Development in Education and Training**

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## Unit 4: Wider Professional Practice and Development in Education and Training

### Task A: Individual Report

#### 1. Introduction

Since the area of education is always changing, teachers themselves need to grow professionally. Expanding the scope of one's professional practise and education is one approach (WPPD). Workshops, conferences, and even web-based lessons are all examples. Its definition is "the selection of CPD activities and the practitioners' participation in those activities' planning, design, execution, and assessment. The goal is to encourage long-term CPD and help practitioners drive practise changes" (Avis, 2018). Simply said, it is a means through which teachers may further their education and expertise over time.

##### 1.1 Professionalism and Dual-Professionalism

Education professionals disagree strongly on the merits of dual professionalism and other definitions of professionalism. Dual professionalism refers to the inclination of educators to operate in both formal and informal contexts, while professionalism refers to the ethical norms and values to which educators are held. Professionalism is not a new idea; it dates back millennia. The Latin root of the English word "professional" is "professa," which means "to proclaim" or "to approve." Professionalism in education has deep roots that may be traced all the way back to classical Greece. All three of the great philosophers of Western education—Socrates, Plato, and Aristotle—acknowledged the value of doing one's job professionally. John Dewey, writing in the early 20th century, was the first to propose the idea of dual professions. According to Dewey, educators' primary responsibility is to further their own growth as professionals and human beings. He thought that instructors should encourage critical thinking and the application of classroom material in real-world contexts. The phrase "dual professionalism" refers to the growing practise of educators working in both conventional and less conventional contexts (Avis, 2018). It includes not just traditional classroom instruction but also extracurricular activities and private tutoring. The trend towards dualistic professionalism may be traced to the rising desire for educators who are comfortable in both traditional classrooms and more relaxed situations.

The principles of professionalism and dual professionalism have not lost their relevance in the academic world. Many educators place a premium on continuing their own education and growth. In today's society, however, educators encounter several obstacles that make it difficult for them to advance in their careers and as individuals. The constant evolution of technology is one of the greatest obstacles that educators must overcome. New gadgets and technological advancements are being made all the time. The best way for educators to make advantage of technological tools is for them to be up-to-date on the latest developments. They should also consider the implications of these shifts on the pupils they teach. As a society's expectations rise, educators face new challenges in the classroom. The expectations put on the educational system increase in tandem with the complexity of the world. Many formerly human-performed duties are increasingly being carried out automatically by machines. This emphasises the need of educators becoming proficient in the use of digital tools in the classroom. Adapting to new situations is a third difficulty educators face. The world is always evolving; therefore, educators must be flexible. They should try out different approaches to teaching and modify their lessons as needed to match the requirements of their pupils (Avis et al., 2018).

### **1.2 Influence of Professional Values**

One's "professional values" are the characteristics and abilities that make them effective in their chosen field. Values held by professionals in a certain area include those that contribute to the achievement of the organization's objectives in that field. Teaching is a profession that is affected by professional norms (Caricati, 2014). Professional values are useful in a wide variety of contexts, including but not limited to ensuring that teachers understand their roles and responsibilities, fostering an environment where students are encouraged to behave well, fostering an environment where teachers are committed to doing their best work, valuing and embracing diversity in the classroom, and effectively leading small and large groups of students (Chang, 2019). A teacher's own beliefs may shape the way they instruct. Educational processes and rules are optimised for student learning by using professional ideals. As long as educators are held accountable for their actions, organisations may accomplish their missions (Donmez et al., 2016). Competence audits let educators evaluate their students' levels of knowledge, ability, and quality, which is crucial for a successful education. The teaching profession may benefit from the use of professional values.

## 2. Factors influencing Current Educational Policy

Curriculum and practise are profoundly affected by the current educational policy in the United Kingdom. The National Curriculum is the most important shift in educational policy in recent memory. The quality of education and the preparation of educators have been profoundly affected by this. The National Curriculum specifies in detail what should be covered at each grade of elementary school. Because of this, education has become more uniform, with a concentrate on the basics like English and Math. The development of academies and state schools is another significant shift in educational policy during the last several decades. These new educational models are not constrained by the standard American curriculum and are free to create their own (Benbow and Lee, 2019).

Moving on, the British government's involvement in schools is a hotly contested topic. It has been debated whether the federal government or subnational governments should be responsible for ensuring that all children have access to a high-quality education. The importance of standardised assessments in the classroom was also emphasised.

### 2.1 Social, Political and Economic Factors influencing Current Educational Policy

#### Social Factors

There are a number of ways in which social influences might impact educational policy. Polls may reveal, for instance, that the vast majority of people think it's important to make certain changes to the educational system. A political solution to the problem may be prompted by this. The educational system may be another target of social movements' efforts to alter policies (Brookfield, 2005). One effect of the civil rights movement was to push for federal budget increases and integration rules in schools. Changes in the population, for instance, might prompt educators to rethink lesson plans. For instance, if a community's demographics change from mostly white to multiracial, the local school system may adjust its curricula to accommodate the needs and interests of its newly varied student body (Garrett, et al., 2018).

#### Political Factors

It is also possible for political considerations to impact educational policies. If a politician wants to win over people, they may, for instance, hold educational events. They may guarantee

more funding for schools or improved academic performance. The goals of education may also be seen differently by the various political factions (Cerbian et al., 2020). When it comes to public education, for instance, Democrats could advocate for more money, while Republicans might favour education vouchers.

### **Economic Factors**

The government advocates for a shift in educational policy based on an analysis of local labour market conditions. Changing educational policy may be necessary if the number of available jobs in the nation increases. In light of shifting international priorities and expanding corporate competence, the government will adjust its policies accordingly (Chen et al., 2012). To determine what policy adjustments are necessary, the government must first identify the key industries for the nation. When it comes to reducing unemployment, the government takes different approaches in various regions. Investors need to see that the country's industry and education system are viable options for their money (Chang, 2019).

Economic factors can also play a role in shaping education policy. Economic factors, such as budget cuts or changes in funding sources, can also lead to changes in curriculum (Cooc, 2019). For example, during periods of economic recession, governments may cut back on funding for education. This can lead to larger class sizes, fewer resources for teachers and students, and cuts to programs like arts and music.

### **2.2 Impact of Current Educational Policies On Curriculum and Practice**

The quality of services provided to students in the field of psychology is influenced by the laws, curriculum, and individual practises that are now in existence. As an example, the effects of policy and practise on the teaching of psychology are discussed as below:

- Establishing a Foundational Curriculum Framework Existing psychological policies aid in the development of innovative methods of teaching psychology to students. Having regulations in place is crucial for educators because student conduct evolves over time. Policies now in existence will be used to inform the development of a curriculum for the study of psychology (Grapragasem, 2014).
- Psychology course curriculum development will benefit from existing policies, according to study plans. An academic programme in psychology will be developed in accordance

with current schooling regulations. The school starting age will be elevated to pique students' interest in psychology and motivate them to succeed (Loi, 2004).

- To assist pupils, improve their reading, writing, and arithmetic abilities, the psychology instructor will apply statistical approaches in a PowerPoint presentation.
- Teachers should raise the bar on the quality of vocational education now that their pupils are prepared to study independently (Loi, 2004).
- Every student should study to improve at something, not only to acquire a job, as discussed in the section "Getting Ready for a Job" (Grapragasem, 2014).

### 3. Case Study Report

#### 3.1 The Role of Stakeholders and External Bodies

Teachers need to think about those who will be influenced by their lessons when they create their lesson plans. There are many people that have a vested interest in the outcome of this debate, including the students, parents, faculty, and the general public. Curricular decisions may also be influenced by organisations outside of schools, such as accrediting authorities and government entities in charge of education (Daniels et al., 2019). Students, parents, educators, and the larger community all have a vested interest in the success of their school.

The target audience for educational resources is, of course, students. Since they will be the ones really absorbing the information, their preferences should be taken into consideration while the curriculum is crafted. As an example, if the course material is excessively difficult, some students may grow discouraged and quit. However, if classes are too simple, students may lose interest (Hodgson and Spours, 2014). Finding a happy medium between too little and too much exercise may be a challenge when arranging classes and activities.

Secondly, the parents of a student are another crucial constituency. They have high expectations for their children's academic performance and strong beliefs about what should be taught in schools. Some parents, for instance, think that their children should not be exposed to topics like sexuality education and evolution because they go against their own personal values and morals in the classroom (Griffioen, 2019). Similarly, several parents complained that they didn't feel like their kids were learning enough, and they wanted a more challenging curriculum.

Thirdly, the administration includes the headmaster, who is in charge of making sure all pupils have a safe and supportive learning environment and the resources to achieve. They need to have a firm grasp of instructional fundamentals in order to be successful. They need to be able to judge the effectiveness of classroom instructors and allocate resources accordingly.

Finally, everyone in town is curious about the lessons being taught. The parents want their kids to get the most out of the school's resources. Having locals review and approve lessons is an option in certain districts.

### **3.2 Stakeholders and External Bodies Impacts On the Organisation in Education and Training**

In the realm of education, several parties have various responsibilities and report to various authorities. The following are the primary functions of external reporting, as well as their respective justifications:

- Everyone has a role to play in seeing that the student's requirements are fulfilled so that they may succeed. Participants are tasked with achieving learning objectives established by the organisation (Chang, 2019). The organization's primary focus is on identifying and satisfying the requirements of its student body. Achieving academic success is the responsibility of each individual student, but if they all pull their weight, everyone will succeed. Staff with education and training experience and certifications may have a significant impact in assisting institutions and students in achieving their objectives. Those with more life experience are given more responsibility in educational and training programmes.
- External authorities, such as the government and regulators, establish new policies and procedures that help everyone work towards their objectives more efficiently. When it comes to the impact they have on schools, government officials and regulators should be held accountable (Ozer, 2007).
- Stakeholders have a responsibility to ensure reports are easy to understand. Reporting is another responsibility placed on their shoulders. The report ought to be accessible and helpful to all readers. A concise report may be understood by anybody concerned in academics. It is their responsibility to provide students with access to a variety of programmes that have been approved at the national level. Managers in the fields of education administration and



marketing seek to enhance the effectiveness of educational institutions by developing and implementing innovative new programmes. These materials are at pupils' reach. Finally, the responsibility of stakeholders rests on the possibility that students will continue to work with the school or other businesses after graduation, or that they will be hired by those businesses. Facilitating access to internships and other work-related experiences.

### **3.3 Importance to Work in Partnership with Employers and Other Stakeholders in Education and Training**

Collaboration with a broad variety of external organisations and stakeholders is essential in the fields of training and education (Chang, 2019). The following are some of the reasons why partnerships amongst education stakeholders are crucial:

- By working together, we can reduce spending on ineffective initiatives while simultaneously boosting the usage of those that do. The educator will have a deeper comprehension of the pedagogical requirements for success. It is everyone's responsibility to verify the authenticity of credentials.
- If employees are able to work together, there will be more chances for them to be evaluated at work. Workers' performance evaluations will be simplified with the help of education and training. Both the evaluation and the outcomes of the partnership will be analysed to see where improvements may be made (Lu, 2007).
- To ensure that educational and training programmes are tailored to the requirements of their students, it is essential that all parties involved pool their resources.
- Using a more adaptable approach to the classroom benefits both students and educators.
- Stakeholders may use the report to showcase the development of learners and update other stakeholders on their progress. To improve things, reports must inform many individuals about available resources and their impact.

### **3.4 Impact of Being Accountable to Stakeholders and External Bodies On Curriculum Design, Delivery and Assessment**

Having a system of external accountability is vital for every business, but particularly so for companies operating in the education and training industry. Organizations are more likely to run efficiently and successfully if they are held responsible to external entities and stakeholders. It's a safeguard against harm to the company as a whole. In this article, we'll discuss the

consequences for your training and education programme of having to answer to outside groups and individuals. The term "external accountability" is the method through which a business is held responsible to outside parties such as shareholders and regulatory agencies (Field, 2000). Accountability to financial organisations, government agencies, and accrediting organisations are all part of this. Responsibility also includes answering to constituents like parents and students.

Organizations' efficacy and efficiency may be improved with the aid of external accountability. It also aids in keeping the company safe from harm (Makover, 2018). One way in which an organisation might lose its financing is if it fails to provide enough accountability to its funding body. Accountability to outside parties is crucial for a number of reasons. In the first place, it makes sure that businesses are running smoothly and efficiently. Meaning they have a better chance of succeeding in what they set out to do. In addition to reducing internal threats, external responsibility helps to prevent external ones (Griffioen, 2019). For instance, if a group is not transparent about its financial source, it might lose that source of support. Lastly, trust between the company and its stakeholders may be strengthened via external accountability. This is because it demonstrates the group's commitment to being forthright about its operations.

For firms, developing a training programme is a challenging endeavour. Organizations that want to create high-quality curriculum should listen to all relevant parties and adhere to externally imposed laws and regulations (Naagarazan, 2017). Then, pupils should be given it, and their results analysed to determine the instruction's validity and reliability. The following entities are responsible for creating educational programmes:

- Prioritizing the interests of those with a vested interest in the outcome of the curriculum development process. Having responsible stakeholders is important because it helps ensure that the learning programme is successful for everyone involved (Ozer, 2007).
- Customized programmes are designed to meet the specific requirements of each individual student. Accountability rests with stakeholders since it is they who may tailor course content to meet their specific requirements.
- Qualifications that reflect occupational requirements are used to determine student needs when stakeholders are responsible for making that determination. They will keep their abilities in mind while they organise lessons and instruct pupils.

- When stakeholders and external organisations are involved in developing a curriculum, an individual's practical skillset benefits. They may put their abilities to good use and develop further.
- Students will gain an appreciation for the ways in which modern technology is employed to enhance the educational experience and shape curricula (Ye, 2018).

## 5. Quality of Organisations

### 5.1 Quality Improvement and Quality Assurance Arrangements of Organisation

The official method for determining the overall efficacy of educational and training programmes is called quality improvement (QI). This highlights potential improvement areas. Enhancing quality requires strategic forethought. The teacher's plan is where they get to show off their new and improved teaching talents and techniques. The time frame for the short-term strategy may be anything from six months to a year (Grapragasem, 2014). Secondly, an organisation may increase the standard of its educational offerings by pooling the expertise of its many constituencies, including the teaching staff, the administrative staff, and the quality assurance specialists. Thirdly, monitoring workers' actions inside the company and providing them with constructive feedback makes it far simpler to consistently provide high-quality results.

Moving on, improvements in performance are the result of quality assurance efforts (QA). The Quality Assurance Agency (QAA) evaluates the effectiveness of the UK's educational system in a way that:

- Organizations may construct course files accurately based on what student's desire to ensure that the teaching is excellent.
- Effective educational programmes need thorough document verification and assessment. There is a possibility that this occurs every six months (Loi, 2004).
- Examining the effectiveness of a program's curriculum as a teaching tool is one of the steps taken by administrators after a course has concluded, as part of a process known as "course review (Chompucot, 2011).

## 5.2 Function of Self-Assessment and Self-Evaluation and The Quality Cycle

Self-assessment is an evaluation method that may be used to gauge how far advanced in a training course an organisation is. One cannot talk about self-assessment without also discussing self-evaluation. It is possible to assess your own progress and the effects of a training programme via self-evaluation. On the other hand, the "quality cycle" refers to a method for correcting learning programmes and performances and ensuring that they are always evolving for the better in order to boost students' abilities and knowledge (Chompucot, 2011). This approach takes many measures to enhance the performance.

Self-assessment and evaluation are the foundations upon which course evaluations are constructed. A student's education may be evaluated by observing the changes that occur as a consequence of participating in a particular academic programme. As an example of a session that might demonstrate the effectiveness of the learning programme informally, consider the acquisition of working knowledge. Self-evaluation is something that students may accomplish by engaging in activities outside of the classroom (Grapragasem, 2014). However, when student input is included in, the quality cycle functions as intended. Organizations may quickly gauge the success of a training programme by soliciting student opinions. A good learning environment at a company will provide a space where employees may learn without fear of reprisal.

## 5.3 Learning Programme Taking Account of the Quality Maintenance

To ensure that students acquire the skills and information they need, "any learning programme must adhere to rigors criteria" (Donmez et al., 2016). It is the responsibility of educational institutions to accommodate the diverse demands of their student body. Identifying the quality and efficacy of one's organization's training initiatives is essential. This is a comprehensive catalogue of the many means through which businesses assess their training initiatives:

- Organizations may begin assessing the efficacy of their training initiatives by conducting learner surveys. Through online and face-to-face questionnaires and interviews, the organisation will gather information from educators and students. Next, we'll utilise this data to assess the course (Chompucot, 2011).
- The organisation selects a subset of the population to interview in order to get insight into how its training programme is received. As soon as a training programme begins, businesses begin

monitoring and assessing student progress in order to formulate an appropriate training strategy and determine the appropriate training level.

- Organizations may gauge the success of a learning programme by collecting and analysing both formal and informal feedback from students. Organizations may benefit from employee interviews, surveys, and other forms of formal feedback to better understand their operations. Conversations, debates, and online sessions are all examples of informal feedback (Loi, 2004).

#### **5.4 Areas for Improvement in The Learning Programme**

Since it has such a direct bearing on student outcomes, every institution should make improving the quality of teaching and learning a top priority. The quality of education can be enhanced in a number of ways, but only a select few are likely to have a significant impact.

- First and foremost, make sure that educators have access to ongoing training. To improve instruction, it's important to conduct regular evaluations of teachers and use the results to inform and assist them. Having teachers take part in lesson planning and having them take time to do so is a priority.
- Active participation by students is essential to their academic success. The following are some ways that VET institutions can raise student involvement in learning (i) Making sure there is a safe, welcoming, and respectful atmosphere is a top priority in, (ii) using active learning strategies, such as collaborative learning, to get students engaged in the material, and (iii) give students a chance to use their knowledge in practical situations.

#### **Conclusion**

Educators need to keep learning and growing in their profession if they want to be successful. One approach is to provide opportunities for professional practise and growth. Workshops, conferences, and online courses are just few examples of WPPD's numerous guises. It's a crucial method of fostering long-term CPD and providing assistance to practitioners as they steer the ship of practise forwards with enhanced quality. Workshops, conferences, and even online classes are all examples of this. Educators need opportunities for broad professional practise and growth if they are to keep up with developments in their fields and refine teaching methods.

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