



Evaluation of Relationship between Teacher and Learner

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1. Introduction

The basis of my action research is to evaluate the importance of relationships between the learner and the teacher and show how consistency in this relationship can produce better and consistent learning outcomes.

Carr and Kemmis (1986) describe action research as being about:

- *the improvement of practice;*
- *the improvement of the understanding of practice;*
- *the improvement of the situation in which the practice takes place*

The Improvement of practice

In the summer of every year the organisation holds a planning meeting. Tutors are assigned a class of learners for the year. The tutor is responsible for the whole class, curriculum and assessment from September until July of the following year.

At the start of the planning meeting for this year, the organisation had decided to make changes. Instead of assigning tutors a class for the whole year, the unit manager had decided to recognise areas of expertise and assign tutor's areas of curriculum rather than one singular class. For me, this meant that I would be delivering the safeguarding unit of every level 2 and 3 qualification for classroom assistants across the year. 6 classes in total. In theory, this seemed like an excellent plan, the learners would be getting the best of every tutors area of knowledge meaning that the value of each qualification gained was of greater value. In practice, it has not quite worked.

The Improvement of Understanding Practice

When teaching it is important to take into account the different learning styles of each individual learner, this is a process that takes time, planning and effort. The processes of reflection for the teacher is also an important aspect. It is the foundation for building future lessons and identifying professional development needs.

The improvement of the situation in which the practice takes place

During this action research I will interview both teachers and learners to gain their views on their current experiences. I will also be analysing the statistics from previous satisfaction surveys and comparing them to recent surveys as well as the analysis of grades between 2011 and 2012. In doing this I will show the responsible parties evidence that underlines the needs to improve current teaching practice.

Following the analysis of grades from the learners it is essential that action research is to take place in order to make changes and improve the outcomes of those affected.

The model for action research has been one that has constantly developed over the years. When researching the model of which this action research should be carried out, I realised that my area for research was quite complex. With this in mind, I have decided to use the basis for action research that is the most simple and prevalent.

The sequence for this action research will be as follows,

Planning

Action

Monitoring

Reflection

This model is often shown as a circle. As a circle has not beginning or end, one can presume that you may start the sequence at any point.

Kemmis and McTaggart (1988, 5): believe that ' Action research is a form of collective self-reflective enquiry undertaken by participants in social situations in order to improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices and the situations in which these practices are carried out'

For the purposes of this research my sequence begins at reflection.

Reflection

After consistent reflection, the new model of teaching the curriculum in my organisation has failed. The learners grades are dropping from those of previous years and the satisfaction surveys of learners compared to previous years is not as complimentary.

Planning

I have planned to prove to those who planned this model of teaching that it is not working for the learners or the teachers involved. I have planned to interview those learners that are directly involved and undertake a questionnaire to gauge their responses. I have planned to interview the teachers involved and undertake a questionnaire to gauge their responses. I will also analyse results of previous learner satisfaction surveys compared to recent surveys and compare the grades from last years assessments to those of this year.

Action

Once I have gained the responses from the learners and analysed the statistics I will make recommendations to improve practice.

Monitoring

If action is implemented, new or previous models will be monitored for effectiveness.

The process will then continue as the implementation develops.

2. Literature Review

According to Tomlinson (1996) 'The aim is not for students to simply take part in further education but to be actively included and fully engaged in their learning. At the heart of our thinking lies the idea of match or fit between how the learner learns best, what they need and want to learn and what is required from the FE Sector, the college and teachers for successful learning to take place'.

The foundation for any learning is knowing your learners, their learning styles and what 'fits best' for them. This is a process that takes great time and effort.

Over many years, research and practice has been scrutinised to ensure the best possible outcomes for adult learners.

There are many theories and methods to learning, each exploring different avenues. Each theory and method can inform teaching practice.

Facilitation Theory;

Rodgers 1995 and Laird 1985 have developed the theory that students will learn better when the educator is acting as the facilitator. This occurs when an atmosphere is created by where learners feel comfortable to try new ideas and are not threatened by external factors. The theory suggests that adults have a natural eagerness to learn, that there is some resistance and unpleasantness of giving up what one believes to be true and the most significant learning occurs when one changes ones concept of one's self. Facilitative learners are expected to;

- Take responsibility for their own learning
- Provide input to lessons and bring their own experiences
- Ensure that reflection is prevalent in their learning, any weaknesses should be used as a tool for improvement.

To aid facilitative learning, teachers are expected to;

- Be less protective of their constructs and beliefs
- Be able to listen to their learners and take their feelings on board\
- Concentrate on their relationships with learners and emphasise this as equally as the course content
- Take both negative and positive feedback from learners and use this as an area for reflection.

The VARK Modalities

According to Gravells A 2010 et al 'Using different teaching methods, combined with learner activities, will help reach the different learning styles that you are teaching'.

When teaching, it is important that you account for the learning styles of all your students.

Flemming and Mills (1992) suggested 4 different learning modalities that seemed to reflect the experiences of students and teachers. The 4 learning styles make up the acronym VARK, and are as follows;

V = Visual

Visual learners learn best through seeing. Visual learners pay close attention to detail and often sit near the front of the classroom as they like to observe. Visual learners like pictures, graphs, maps and charts. Visual learners like symbolisation.

A = Aural/Auditory

Aural learners, learn best through listening. An aural learner depends on speaking and listening. Aural learners may struggle with written information or instruction. Aural learners ascertain meaning by listening to tones and pitches in the voice. Aural learners learn best when they have heard a piece of information that they can recite

R= Reading/Writing

Reading and writing learners learn best through research. Reading and writing learners enjoy reading information from books, websites and other written media and normally enjoy assignment and written based assessment.

K = Kinaesthetic

Some kinaesthetic learners struggle to listen, read or write and would rather get on with the practical side of their work. Kinaesthetic learners can sometimes be known as do-er's and enjoy the practical elements of learning. Kinaesthetic learners particularly excel during observations of work rather than academically based.

Proponents say that teachers should assess individual learners learning styles and adapt their methods to fit the needs of the students.

The theory and learning styles suggest that knowing your learners, achieves better learning outcomes.

Every course starts with a robust induction programme, this process encompasses initial assessment that gains the learning needs of each individual learner, it ensures that the programme you are inducting learner on is the best one for them, it is an opportunity to discuss any additional needs and requests, an opportunity to discover students learning styles and the basis of setting goals for learners to achieve throughout the programme.

The induction process is the key element in starting a relationship with your learners. It helps the teacher to design the programme ahead and think about what they will deliver.

This process requires commitment to the learners and is the foundation for future learning. It is a process that takes time and that is built upon through the teaching year.

In view of the recent development at my organisations, I argue that the foundations of this process are compromised if teachers are only able to teach a class for one half term (6 weeks). I argue that the quality of teaching will not be of value if the teachers are not able to build that relationship with the learners in such a short space of time.

Additional to this I believe that the teacher is compromised in their role and not able to properly develop.

Reflection is a paramount aspect of teaching. Reflecting on what you have delivered informs future practice, researching and developing as a teacher is important to me. By delivering a varied programme with different aspects of a syllabus I am forced to research different methodologies and explore new areas of early years and childcare. Only concentrating on one aspect of a curriculum limits my development.

Gravells A (2008) has explored the EDAR method that I draw upon during reflection.

EDAR is to;

Experience an event, Describe what has happened to yourself, Analyse why it has happened and Revise for future lessons.

Applying this has helped me to discover my strengths and weaknesses and build upon these through many professional development events. I believe that by concentrating on one core area, I am being deprived of professional development opportunities and not being able to broaden my skills as a professional.

As this research develops I will use the views of learners and teachers as well as statistical information. To protect the opinions of those and the statistics of those I will not use any names throughout this research.

To protect the individuals that took part in this research paper I will follow the 8 principles of the Data Protection Act 1998.

These are;

- Data may only be used for the specific purposes for which it was collected.
- Data must not be disclosed to other parties without the [consent](#) of the individual whom it is about, unless there is legislation or other overriding legitimate reason to share the information (for example, the prevention or detection of crime). It is an offence for Other Parties to obtain this personal data without authorisation.
- Individuals have a right of access to the information held about them, subject to certain exceptions (for example, information held for the prevention or detection of crime).

- Personal information may be kept for no longer than is necessary and must be kept up to date.
- Personal information may not be sent outside the [European Economic Area](#) unless the individual whom it is about has consented or adequate protection is in place, for example by the use of a prescribed form of contract to govern the transmission of the data.
- Subject to some exceptions for organisations that only do very simple processing, and for domestic use, all entities that process personal information must [register](#) with the [Information Commissioner's Office](#).
- The departments of a company that are holding personal information are required to have adequate security measures in place. Those include technical measures (such as firewalls) and organisational measures (such as staff training).
- Subjects have the right to have *factually incorrect* information corrected

3. Methodology

With the permission of the organisation, I have researched the benefits of continuity of relationships and the impacts on learning for the students and looked at how professional development may be compromised for teachers by only teaching one area of the curriculum.

I have undertaken a question led forum with a cross section of learners. I have also asked another section of learners to complete questionnaires. I have analysed these against previous years satisfaction surveys.

I have interviewed a cross section of tutors and have asked the remaining tutors to complete questionnaires.

I have asked tutors to analyse their learner's grades and compare them to previous years in order to see the detriment this may have had.

When researching and analysing information, you can use two forms of data. These are quantitative and qualitative.

Quantitative data is usually defined by numbers and letters. For example, you may ask learners at the start of a course, how confident they are with the subject on a scale of 1 to 10 and again at the end of a course. You are then able to compare the two numbers and show that confidence has increased or decreased.

Qualitative data is more associated with the feelings of the learner rather than a fixed number, for example, you may ask the learner if they feel confident and why? At the start and end of the course, enabling the learner to give an open ended answer.

With both forms of data, there are advantages and disadvantages.

The advantages of quantitative data is that there are statistics to analyse, you are able to measure through numbers areas of improvement or failing. For example, 80% of learners passed a level 3 in 2011 and 75% passed a level 3 in 2012. There is a clear drop in number to see. On the other hand, quantitative research only shows a figure, rather than the actual meaning.

The advantages of qualitative research shows the actual heart of the research and enables the researcher to gain the true views of the subject. For example, 'I do not feel that the model of teaching is beneficial'. The disadvantage to qualitative data is that the comments or feelings of a subject are open to the interpretation of the researcher.

To give an accurate evaluation of the learners and teachers needs I have used both forms of data collection.

4. Results

By completing fixed question, questionnaires and analysing assessments from last year to this year you see a quantitative result, there is a clear decrease in number, this is a good reason to undertake a research project.

The forums that were undertaken give a qualitative result, I am able to try to understand the heart of why the assessment grades have fallen and understand the true meaning. By completing both forms of research I am then able to compare and marry the two.

Satisfaction Survey Results 2010/11

I have taken 5 questions from the survey that would be relevant to this action research, the results of the questions for 2010/11 are as follows. The results are from learners who had a continuous teacher for the whole course?

Question	Amount of learners	Learners returned questions	Yes	No
1. Were you happy with the support that you received from your tutor?	16	16	15	1
2. Did you feel that the course was explained to you during the induction period?	16	16	16	0
3. Did your course meet your learning needs and styles?	16	16	14	2
4. Did you receive regular tutorials?	16	16	16	0
5. Did your tutor set target learning goals that were achievable?	16	16	15	1
Satisfaction Percentage			95%	5%
Comments included; 'We were supported all the way, the tutor was brilliant, we were shown the real practical aspects of what our job would involve' 'I will definitely be coming back to do my level 3, the support package was amazing, I really got to know my tutor, he was really nice and explained things how I understand them' 'There was a good mix of lessons, some assignments and some other written pieces of work to do, there were also observations that helped me pass, I thought it would just be all written work but it wasn't' 'Please can we have that tutor again for our level 3, brilliant, I am confident I would pass with his support'				

The Satisfaction survey is not due to take place until July of 2012, in an open forum I asked these questions to 10 learners, 5 level 2 learners and 5 level 3 learners.

Question	Amount of learners	Level 2 Yes	Level 2 No	Level 3 Yes	Level 3 No
1. Were you happy with the support that you received from your tutor?	10	3	2	1	4
2. Did you feel that the course was explained to you during the induction period?	10	3	2	2	3
3. Did your course meet your learning needs and styles?	10	2	3	2	3
4. Did you receive regular tutorials?	10	2	3	2	3
5. Did your tutor set target learning goals that were achievable?	10	2	3	1	4
Satisfaction Results		60%	40%	30%	70%
<p>Comments Included</p> <p>'I have said yes to support because the tutor was really nice and tried but I suppose I had more support on my level 2'</p> <p>'The course wasn't really explained, the first bit was, then the second bit by the next tutor, I didn't really know what was coming'</p> <p>'The goals were achievable, to be honest a bit to achievable, but that's ok by me'</p>					

As you can see the satisfaction of the learners from this year's courses are lower than those of last years. The students that had progressed from level 2, particularly had noticed changes in the style of teaching and agreed that they had preferred the previous year.

Questionnaire Results

Aside from the open forum I also completed a questionnaire with 10 learners. 5 level 2 and 5 level 3.

Question	Amount of	Level 2	Level 2	Level 2	Level 2
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	learners	definitely	Sometimes	No	not sure
1. Have you enjoyed having a variety of tutors?	5	1	1	3	0
2. Have all the teachers given you equal support?	5	0	1	4	0
3. Have all the teachers met your learning style?	5	0	2	2	1
4. Have you enjoyed a variety of activities?	5	1	3	1	0
5. Would you prefer a fixed tutor?	5	4	0	0	1

Question	Amount of learners	Level 3 definitely	Level 3 Sometimes	Level 3 No	Level 3 not sure
1. Have you enjoyed having a variety of tutors?	5	0	1	4	0
2. Have all the teachers given you equal support?	5	0	1	4	0
3. Have all the teachers met your learning style?	5	0	1	4	0
4. Have you enjoyed a variety of activities?	5	0	2	3	0
5. Would you prefer a fixed tutor?	5	5	0	0	0

Qualitative comments included;

Level 2;

'Its ok, I quite like a bit of variety, I can see how having one tutor could help though'

'I have felt a bit rushed, if my assessments have ran over I have not had any feedback in person from my old tutor'

Level 3

'I much preferred it last year, I knew where I was up to, I have had less tutorials this year and I do feel a bit rushed'

'Just when you're getting used to one, they give you another, please can we keep ***, we like him'

Results Conclusion

What became clear from both the forum and the questionnaires is that the level 2 learners, who had not previously learnt with us seemed to find the course 'Ok', the reoccurring comments that arose were that they didn't feel settled. Some of the learners were returning to education after many years and agreed that as their confidence was building with a teacher, they had to start all over again.

The level 3 learners who were returning agreed that they had preferred a fixed teacher, they all agreed that they would benefit from more regular tutorials and clearer pathways throughout the course. They had also agreed that they struggled to form relationships with the tutor and that there were no consistency in teaching styles.

The Teachers

The views of the learners are clear to see, majority of those learning with the organisation, especially the level 3 learners prefer a fixed tutor and would benefit from consistency. I decided to put the questions to the teachers to see how they felt. In a tutor meeting., here are the quantitative results;

Question	Amount of Teachers	Yes	No
1. Were you happy with level of support you gave to your class?	8	2	6
2. Did you explain the course to your learners?	8	4	4
3. Did you incorporate all the classes learning styles?	8	1	7
4. Did you hold regular tutorials?	8	5	3
5. Did you set your learners clear targets?	8	6	2

Qualitative comments from teachers included;

'There was no point in explaining the course in full, I wasn't delivering it all, I can't explain how another tutor will deliver'

Child Development 2011	80%	20%	75%	25%	82%	18%	70%	30%
Child Development 2012	60%	40%	65%	35%	75%	25%	75%	25%
Safeguarding 2011	90%	10%	75%	25%	85%	15%	50%	50%
Safeguarding 2012	70%	30%	60%	40%	75%	25%	40%	60%

As you can see from the results above, the learner's grades have dropped in percentage to C or below after having a fixed tutor in 2011 to no fixed tutor in 2012. This gives a quantitative result of the model of teaching used.

6. Recommendations

The results of the data collected and analysed is clear. The analysis of data showing the decrease in assessments passed (Quantitative) married with the views and opinions of those involved (Qualitative) shows the current model for teaching in this organisation is of detriment to the learners. The research has also shown that this model is of detriment to the teachers. To improve the learner experience, I recommend that teachers are given a fixed class for the period of a qualification. This will enable learners to build a relationship with the teacher and enable them to flourish in their qualification. By ensuring that teachers are given a full cycle of teaching, they will be enabled to evaluate students learning styles and incorporate these into lessons and assessment models that will be of benefit to the learners. The non-crossover in teachers will also enable time to complete better planned tutorials that will also benefit the learners experience, as feedback will be given on a face to face basis as well as written. Learners will get opportunity to ask questions and challenge.

The enablement of teaching a full qualification will give the teacher the opportunity to assess their own developmental needs through reflection. If a teacher has a weak area, or lack of knowledge in a certain area, there is opportunity to identify a need for professional development. This is a very important aspect of teaching, especially for those who are working towards qualified teacher status. Without the opportunity for professional development, teachers are not able to better themselves and progress; this could lead to low self-esteem that could be of detriment to the learners.

I am suggesting to my employers that teachers are able to take learners through a full qualification cycle.

Results

Using the methodologies I have chosen I am able to analyse the information and conclude my results.

Satisfaction Surveys

The difference in the satisfaction surveys from 2011 to 2012 show a real difference in the levels of satisfaction from the service users.

In 2011 95% of learners were completely satisfied with the course that they signed up to. Majority of learners felt that they received full support from their tutors and that the course was properly explained to them. Majority of the learners received full and satisfactory tutorials and were satisfied with the goals that they were set.

In 2012, pre satisfaction survey, the questions were presented to level 2 and level 3 learners in a forum style. Majority of learners were not satisfied so far with the support that they received, nor were they satisfied that their learning styles were incorporated into the lessons. They also were not satisfied with the tutorials and goal setting.

The comments from the forum were varied but gave a clear message. The level 2 learners felt a little rushed at times and were not happy with the lack of interaction when a new tutor was appointed. They felt that they should have some over lap period between assessments as tutors were not able

to discuss face to face with learners feedback from assessments at the end of a unit as they had started with a new class.

Level 3 learners who had returned from a level 2 felt that their confidence on the course was less than that when they were completing a level 2. They felt that the relationships with their tutors were rushed and that their personal learning styles were not met as well as they had been on the level 2. Some of the learners did use the term generic.

Questionnaire Results

The questionnaire results were a mirror of the satisfaction survey forum. Learners felt that they were not explained to properly, they felt that they had been rushed and not a lot of time had been put into their course. Learners felt that the tutors were nice but some did comment that they missed the personal touches that they have had on previous courses. Learners have indicated that they would benefit from a fixed tutor and some stated that this would help build their confidence levels. Learners also stated that the activities and assessments had not been as varied as they had been in previous years.

Satisfaction Survey Questions for Tutors

The satisfaction survey forum was undertaken with tutors, tutors were asked to be honest and compare their answers to courses that they had taught in the past. Teachers claimed that they were not happy at the level of support that they had offered the learners, stating that they felt not enough time was given to get to know the learners. They felt that they would be wasting time trying to gauge the learning styles of the learners as they had to get the unit taught and assessed. They also stated that they did not have enough time to explain the course in full and that they didn't feel confident in doing so as they were not sure of how other tutors delivered sections and didn't want to lead the learners astray.

The Questionnaire

The questionnaire results mirrored the satisfaction survey. The teacher stated that they would benefit from a fixed class where they are able to build up relationships with the learners and confidently incorporate all the learning styles.

Further Developments

At the start of this action research I set out to discover if learners in my organisation preferred a fixed teacher, what I also discovered is that teachers also preferred a fixed class. Additional to this, I discovered that teachers who were teaching designated units felt that their professional development needs would not become as prevalent as they would be if they were teaching mixed units.

According to Ecclestone (1995) 'People might also want – or need – reflection because they seek interest, inspiration, cultural breadth, critical analysis and reasoning, social insight and awareness, challenge and critique, or to create new knowledge'

Teachers who attended the forum argued that, by teaching one unit, that they are comfortable with or 'expert' at, there was no challenge to their teaching practice and therefore, no amount of reflective practice could help them to identify professional development needs.

In my organisation, as part of the conditions of your employment, you must be a member of the Institute for Learning (IfL), The ethos behind the IfL is that by recording your professional development activities you should be 'maintaining, improving and broadening relevant knowledge and skills in your subject specialism and your teaching and training, so that it has a positive impact on practice and the learner experience'

By not being challenged as professionals to teach a wide programme, the teachers believe that they will not be able to log the 30 hours professional development as required by the IfL, therefore forfeiting their professional development needs and possibly their IfL memberships.

7. Conclusion

What I found

At the start of this action research I set out to discover the benefits for learners to have a fixed teacher rather than different teachers delivering specialist units. Through personal and statistical research, I believe that I have achieved this.

The learners enjoy the relationship with the teacher and see this as an integral part of the course. They benefit from the consistency in delivery style and the consistency of assessment and feedback. The learners who had returned from previous qualifications had noticed changes in the style of teaching and preferred previous methods of teaching and assessment, new learners had said that they didn't feel that the courses were personal to them.

Teachers who took part said that they had preferred a fixed class, they felt that they didn't get enough time to get to know the learners and incorporate different learning styles into their lessons. They also felt that their assessments were rushed and that not enough 1:1 time was spent with individual learners.

What also came from this research is that teachers did not feel that they could reflect on their practice as well as they had done in previous years, they felt that being in their 'Comfort Zone' would be of detriment to future practice as they didn't feel challenged enough. This would be of detriment as they would not be able to identify and professional development needs and stay within the guidelines and ethos of the Institute for Learning.

Conclusion

B.F. Skinner was an American Behavioural Theorist, he believed that 'behavior is maintained from one condition to another through similar or same consequences across these situations. In short, behaviors are causal factors that are influenced by the consequences. His contribution to the understanding of behavior influenced many other scientists to explain social behavior and contingencies'.

Central to Skinner's belief was the reinforcement concept. Skinner believed that behavior was controlled by positive, negative and continuous reinforcement.

Positive reinforcement is the consistent and clear rewards and praise for behavior that has taken place. This could be in the form of an assessment feedback, stating what is positive about the assessment and giving guidelines to improve, ultimately rewarding the learner with a pass and further praise.

Negative reinforcement is the removal of a stimulus to the learner, or the removal of an avoidance, for example, moving two learners who are distracting each other in order to maintain awareness.

Continuous reinforcement is the constant delivery of reinforcement for an action, for example, when assessments are observed, constant reinforcement is given to build the learners confidence.

Skinner's theory can be applied to education. I believe that Skinner's reinforcement theory works best when you know your learners and can identify their strengths and weaknesses. Positive targets can be applied to help the learner improve their weak areas, and positive reinforcement can be applied to maintain and build upon their strengths. Consistent teaching ensures that teachers get to know their learners, their styles, their personalities and what they are good at.

Skinner's theory has had great impact on the education of all ages. His research into education as influenced education psychology.

Skinner believed that education had two purposes, (1) to teach repertoires of both verbal and nonverbal behavior; and (2) to encourage students to display an interest in instruction.

He endeavored to bring students' behavior under the control of the environment by reinforcing it only when particular stimuli were present. Because he believed that human behavior could be affected by small consequences, something as simple as "the opportunity to move forward after completing one stage of an activity" could prove reinforcing (Skinner, 1961). Skinner favored active learning in the sense that students were not merely passive recipients of information doled out by teachers. He was convinced that a student had to take action; "to acquire behavior, the student must engage in behavior" (Skinner, 1961)

In his research, Skinner discovered that teachers had not been given enough understanding of teaching and learning. He recorded failings such as;

The use of adverse techniques, producing undesirable emotional effects

The reliance of telling and explaining rather than the learners experiencing.

Failings in adapting tasks to the learners levels of understanding

Not providing enough positive reinforcement

Three of the above statements can be linked to what the teachers have stated in the research, teachers were not able to give full experiences due to time restraints. Teachers did not feel that they had enough time to get to know the learning styles of the students, therefore assessments may have not been at the level of understanding, positive feedback was not given as much as the teachers did not have enough time to gauge the strengths and weaknesses of learners.

Skinner Believed that students learn better when;

1. Teachers clearly specify the action or performance and the student is to learn to do.
2. Teachers break down the task into small achievable steps, going from simple to complex.
3. Teachers let the student perform each step, reinforcing correct actions.
4. Teachers adjust so that the student is always successful until finally the goal is reached.
5. Teachers transfer to intermittent reinforcement to maintain the student's performance

Implementing the above takes time and it is clear that teachers need to know their learners in order to do so.

As important to the learners the teachers developmental needs are crucial as this directly affects the learners when teaching. If teachers are able to research new methods and gain new skills and knowledge from professional development activities then this will clearly benefit the learner. Both parties need to be motivated in order for learning to take place.

Skinner said that 'Teachers must learn how to teach ... they need only to be taught more effective ways of teaching'

This is a quote that I believe to be true. By challenging yourself to deliver a varied programme, you are extending your own skills and knowledge that can be passed to your learners.

The views, opinions and statistics prove that learners and teachers both benefit from consistent relationships that can be built upon over time.

The findings of this research have been presented to unit leaders who are considering opinions to inform future planning.

The Future

I have always believed that the day you stop learning is the day you die. I have always applied this theory to my teaching practice. Just because you are teaching does not mean that you, as a professional has to stop learning. By completing this action research I have highlighted my own strong needs for professional development. When I was informed of the new teaching model, I was excited to be able to teach a single branch of a subject that I was passionate about. This being safeguarding. In practice, the reality was different. Safeguarding is driven by law, although changes are made, the premise of safeguarding remains the same. Teaching this subject on a loop, started to become monotonous and on reflection I felt less and less challenged by my role, this gave me a basis for this action research.

By completing this research I have shown that the need for professional development is paramount. All of the teachers involved enjoy learning as much as the students. They enjoy the challenges of something new and enjoy teaching a varied programme that makes them think what their weaknesses are.

As a result of this research I can confidently say that my strengths in teaching are that of learning. I have discovered that I thrive from professional development opportunities and discovering new areas of knowledge. I have also discovered that another of my main strengths lies in reflection. To re quote Ecclestone (1995) believed 'People might also want – or need – reflection because they seek interest, inspiration, cultural breadth, critical analysis and reasoning, social insight and awareness, challenge and critique, or to create new knowledge'

This is a quote that will remain with me throughout my teaching practice. I will continue to reflect and I will use this as a tool to develop further throughout my teaching career.

This action research has also inspired me to develop my skills and knowledge further, I am currently applying to complete a BA Hons in Teaching and Professional Development. This will enable me to develop my skills as a teacher and progress my career further, possibly in 16 plus institutions.

Completion of this action research has highlighted the need for continuity in my organisation. As a result of a more in depth research into the learner's needs and wants, the organisation will be paying more attention to individual evaluations of service rather than generic blanket questionnaires and surveys. This will enable teachers and the organisation to action courses that tailored more to the needs of the individual learner.

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