

Supporting Learners in the Lifelong Learning Sector

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There are many students of all ages and at all levels who drop out or who underachieve because of a failure of support. Teachers do not always fully appreciate the significance of the support they could give at different stages in the learning process and many interpret 'support' as something connected only with class teaching and assessment, or as referral to someone else e.g. for Key Skills. This book considers a broad range of support that learners may need from their tutors, from when they first make a choice of learning programme to their exit and progression to further learning or employment. It discusses what kind of support is appropriate as well as how and when. It raises issues of the professional responsibilities of teachers relating to competence to deal with different types of support, boundaries, effective referrals and working with sources of support within and outside the organisation. Strategies are suggested for communicating effectively, including listening skills, helping learners make their own decisions and defusing challenging situations. The place of equal opportunities and managing diversity in supporting learners is stressed along with the importance of creating a positive learning environment. In this book, a separate section looks at ways to manage problem behaviour from the withdrawn or negative learner to the disruptive learner or the bully. The theories of Maslow, Carl Rogers, Berne, Ellis and others are explained and examples given to show their relevance to supporting learners. The place of evaluation of support given is explored. Finally an appendix lists practical ideas for supporting learners in PCET.

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