

Primary

National Strategy

The effective use of support to
promote positive behaviour and
regular attendance

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The effective use of support to promote positive behaviour and regular attendance

This session will take a minimum of 75 minutes.

It is aimed at developing teachers' skills in managing the support provided by other adults who work with them in class. In the main, these will be teaching assistants (TAs), so this term is used throughout these notes, although on some occasions the role might be taken by a learning mentor.

Objectives

For participants to:

- explore the nature of support in the classroom
- explore how support can be used when working with children who need additional help to develop their social, emotional and behavioural skills, or to improve their attendance
- develop an understanding of the structures and skills required when supporting a colleague and children in the classroom
- explore methods of communication and joint planning

Resources

- OHTs 1.1–1.7
- Handouts 1.1–1.12
- Flipchart and marker pens

Linked sessions

This session links to the following general sessions in the Primary National Strategy behaviour and attendance professional development materials.

- *Working with colleagues on behaviour issues* (1732-2005PD5-EN)
- *Focusing on solutions: a positive approach to managing behaviour* (1733-2005PD5-EN)

This session also links to the following specific sessions in the behaviour and attendance professional development materials.

- *Attendance and punctuality* (1736-2005PD5-EN)
- *Relationships in the classroom* (1744-2005PD5-EN)
- *Classroom communication* (1746-2005PD5-EN)
- *Working with individuals* (1749-2005PD5-EN).

You could use this session in tandem with *The effective management of teaching assistants to raise standards in literacy and mathematics* (DfES 1447-2005 G).

You may want to use this session if school self-evaluation, using the Primary National Strategy materials *School self-evaluation: behaviour and attendance* (1732-2005CD0-EN), has shown that relevant aspects of school organisational factors and the management and deployment of resources, pupil support systems, and staff development and support are areas the school wants to address.

For schools who are using the materials *Excellence and Enjoyment: social and emotional aspects of learning* (DfES 0110-2005), you will be able to make links between this session and the work you may be doing through the small-group activities (the Silver set materials).

If you are using this session with a whole-school staff group, it will be important to be aware of linked materials that some colleagues may have used, for example: *Teaching assistant file: induction training for teaching assistants in primary schools* (DfES 0626-2002); *Self study materials for supply teachers* (DfES 0260-2002); *Behaviour in the classroom: a course for newly qualified teachers* (DfES 0030-2004); *Introductory training for school support staff* (DfES 0613-2004).

You will want to establish in particular how the induction training materials for TAs have been used and how familiar staff are with its key messages on the role of TAs, partnership working and communication. If there is a high degree of familiarity you may want to omit the sections of the session that cover these areas.

Session outline

Introduction	5 minutes
Exploring the role of TAs	20 minutes
Models of TA deployment in the classroom	15 minutes
Developing the range of support roles	20 minutes
Effective teamwork – communication and planning	10 minutes
Conclusion	5 minutes

Information for presenters

This session is based on the following underlying principles.

- Regular attendance and positive behaviour are integral to effective learning.
- TAs have an important professional role in supporting teaching and learning.
- The TA role can be wide and varied including support for the whole class, small groups and individual children.
- It is important that colleagues have a shared and consistent understanding of the TA role.
- TAs can play a key part in the development of children's social, emotional and behavioural skills.
- Effective management of TAs can have a positive outcome on the learning experiences of children.
- Participants may well already have some or all of the knowledge and/or skills to be covered in this session and need to draw on each other's experience.
- Where possible we are trying to take a solution-focused approach so will be asking participants to reflect on what is already working for them and how to develop it, rather than on what is not working.

Introduction

5 minutes

Start by showing **OHTs 1.1** and **1.2**, to share with the group the objectives of the session and the principles which underpin it.

OHT 1.1

Objectives

For participants to:

- explore the nature of support in the classroom
- explore how support can be used when working with children who need additional help to develop their social, emotional and behavioural skills, or to improve their attendance
- develop an understanding of the structures and skills required when supporting a colleague and children in the classroom
- explore methods of communication and joint planning

OHT 1.2

Principles

- Regular attendance and good behaviour are integral to effective learning
- TAs have an important professional role in supporting teaching and learning
- The TA role can be wide and varied including support for the whole class, small groups and individual children
- It is important that colleagues have a shared and consistent understanding of the TA role
- TAs can play a key part in the development of children's social, emotional and behavioural skills
- Effective management of TAs can have a positive outcome on the learning experiences of children
- Participants need to draw on each other's experience and knowledge
- It is important to have a solution-focused approach

Exploring the role of TAs

20 minutes

In this section participants will consider the nature and scope of the TA role in supporting behaviour and attendance.



Activity 1: What is the TA's role?

(5 minutes)

The purpose of this activity is to encourage teaching staff to reflect on and share with colleagues the range of tasks undertaken by TAs in their classrooms. The activity should demonstrate the breadth of the role and potential for development. Give each participant a copy of **handout 1.1** and ask them to identify an aspect of recent practice for each category.

Handout 1.1

Handout 1.1: What is the TA's role?

Write down one task in each of the following areas that the TA who works with you has been involved in recently.

Support for behaviour _____

Support for attendance _____

Support for children's health/welfare _____

Support for the curriculum _____

Support for planning _____

Support for administration _____

Support for resources _____

Support for assessment and record keeping _____

Support for me (the teacher) _____

Support for parents and carers _____

Support in reinforcing school policies _____

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Activity 2: Analysing the TA role

(15 minutes)

In groups of three to five, participants should share their responses and consider the discussion points given on **OHT 1.3**.

OHT 1.3

The TA role - some discussion points

- Did you find it easy to think of examples for each type of support given on handout 1.1?
- Do you think that some of the areas of support listed are more important than others?
- What proportion of the TA's time is allocated to each aspect of the role?
- What factors influence the balance and spread of the TA's role?
- Are there any areas of role development that you might want to consider?

The aim of this activity is to support a sharing of views about role expectations. It is likely that in any school, individual teachers will interpret the TA role in different ways. It is important therefore to explore these interpretations early on in the session, in order to reflect on a whole-school approach and consistency of practice.

Allow 10 minutes for group discussion followed by a 5-minute feedback session involving the whole group. It may be helpful to record key points on a flipchart.

Models of TA deployment in the classroom

15 minutes



Activity 3: A typology of support

(15 minutes)

Introduce this section by pointing out that there are many different approaches and models of TA deployment. A number of examples are provided on **handout 1.2**, which can be used as a basis for discussion. It should be emphasised that this typology includes exaggerated examples to stimulate discussion and to demonstrate the range of interpretations of the role. It should also be emphasised that teacher/TA partnerships will usually reflect aspects of several of the examples rather than just one.

Handout 1.2

Handout 1.2: Models of TA support page 1 of 3

The Minder

- Works almost exclusively with one child.
- Always sits next to the child.
- Does not work with others as it diverts their attention away from the child.
- Forms a strong and supportive relationship with the child.
- Can be inclined to complete work for the child rather than encourage independence skills.
- Sometimes the child becomes over-dependent on the TA.
- Role is almost exclusively related to special educational needs (SEN). This role may have been imposed on the TA by the teacher or manager.

The Specialist

- Has a specialism or particular talent in one or more areas of the curriculum.
- Works flexibly across year groups and classes.
- Complements the balance of expertise and skills in the teaching team.
- Contributes to the planning of the subject.
- Is perceived by children and staff as a specialist in their field.
- The teacher may feel uncomfortable about their own lack of specialist knowledge in this area.

The Outsider

- Is not involved in lesson planning.
- Is unsure of what to do in the classroom.
- Does not have their presence acknowledged by the teacher.
- May feel disempowered – unsure of the TA role and responsibilities.
- The teacher may feel uncomfortable about sharing their room with another adult.
- Children reject the TA's offers of help, preferring to check things with the teacher.

Handout 1.2 page 2 of 3

The Partner

- Feels comfortable working with the teacher.
- Has a shared understanding of role and responsibilities.
- Is involved in planning.
- Takes initiative under the direction of the teacher.
- Has opportunities to use strengths.
- Feels like a team member.
- Children perceive the TA as a significant adult.

The Freelancer

- Has a very clear idea of the role, although this may not be shared by colleagues.
- Trusts own judgement above collaboration with the teacher.
- May be skilled, enthusiastic and dynamic but these attributes need to be channelled for a more focused approach.
- There is a danger of the teacher feeling undermined.
- Children may feel confused if the TA's instructions are not in line with those of the teacher.

The Coach

- Has a very clear understanding of classroom dynamics.
- Works in a discreet but very positive way.
- Complements the role of the classroom manager (teacher).
- Develops relationships with and supports all children.
- Sees their role as supporting the teacher and the curriculum, as well as the children.
- Notices when children are disengaged, upset or unhappy.

Handout 1.2 page 3 of 3

The Echo

- Sees the role as one of reflecting and interpreting the teacher's instructions.
- May be perceived by children and teachers as weak and ineffectual.
- Can lack initiative.
- Children may stop listening to the teacher and become dependent on the TA for 'clarification'.
- The teacher can feel undermined when the TA points out to children that the teacher's instructions haven't been followed.

Ask participants to work in pairs to discuss the examples, identifying the strengths and issues associated with each. You should try to steer the discussions away from individual anecdotes but focus on the *management* of support colleagues. Participants should consider the implications for their own practice and the areas for further development. It is important to reflect on the perspectives of both TA and teacher when discussing these models, and to acknowledge that styles of working grow out of interactions *between* teachers and TAs rather than from one or other of the role partners.

Ask participants to give feedback from their paired discussions and identify common areas for development in their management of support staff. You could record these on a flipchart. You might want to provide participants with a copy of **handout 1.3**, which offers a series of reflective questions to help review practice.

Handout 1.3

<p>Handout 1.3: Reviewing models of deployment page 1 of 2</p> <ul style="list-style-type: none"> • How are TAs involved in planning? • Do you remember to welcome and introduce to the children TAs who are not regularly in your classroom? • How are the skills that the TA brings to the classroom recognised and used? • How do you model and demonstrate respect for the TA to the children? • What changes could be made to improve the way that support is deployed? <p><small>© Crown copyright 2005 1753-2005PD5-EN The effective use of support to promote positive behaviour and regular attendance Primary National Strategy</small></p> <p style="text-align: right;">31</p>	<p>Handout 1.3 page 2 of 2</p> <ul style="list-style-type: none"> • What three steps could you take to achieve the above and develop the working relationship between you and the TA who works with you? <hr/> <hr/> <hr/> <hr/> <p><small>© Crown copyright 2005 1753-2005PD5-EN The effective use of support to promote positive behaviour and regular attendance Primary National Strategy</small></p> <p style="text-align: right;">32</p>
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Developing the range of support roles

20 minutes



Activity 4: Considering case studies

(15 minutes)

In this part of the session participants will explore a range of different ways in which TAs can provide support on behaviour and attendance issues.

Explain to participants that they are going to work in groups to consider case studies that provide examples of different forms of TA support.

OHT 1.4 summarises the focus of each of the case studies.

OHT 1.4

- Group support to enhance children's self-confidence and emotional well-being
- Supporting attendance
- Supporting children and parents and carers at secondary school transfer
- Supporting the whole class
- Teaching class rules by modelling

Ask participants to think about their own class context and the needs of the children they teach and choose a focus area from the OHT that is relevant to those needs. They should then form groups with others who have chosen the same focus. (If necessary, intervene to ensure that the groups are roughly equal.)

Based on the chosen focus of each group, give them a copy of the relevant case study (**handouts 1.4–1.9**).

Handout 1.4

Handout 1.4: Group support to enhance children's self-confidence and emotional well-being page 1 of 2

In your weekly year group team meeting, a colleague raised concerns about the behaviour of a child in her class. Thomas was quite shy and withdrawn and was very reluctant to attempt any task or activity that was unfamiliar to him. He hung back on the fringes of any group work and never put his hand up when she asked for volunteers. He found it difficult to accept praise and constantly put himself down. Thomas had no apparent learning difficulties but was becoming increasingly isolated and an underachiever.

This generated discussion about other children in the year group who shared similar characteristics. The TA who works with you, Usha, observed that, although they were very different, both Preet and Charlotte seemed unhappy at school. Preet seemed reluctant to talk to adults when she was visibly upset while Charlotte was clingy towards adults and sought their attention, but both refused to try new things for fear of failure. In the other two classes, Gareth and Davina were also identified by their teachers as low in self-confidence. Gareth had minor hearing loss and found it hard to work in groups, whereas Davina worried constantly about her weight and physical appearance and had troubled relationships with other girls.

There was a general agreement that the particular needs of some children like Thomas, Preet, Charlotte, Gareth and Davina were sometimes overlooked in class and in the playground because their behaviour was not particularly disruptive. You realise that these are the children that it is quite difficult to talk about during parents' evening because you do not know them very well. One of your colleagues suggests that these children might benefit from a small lunchtime club aimed at promoting their emotional well-being and resilience through encouraging group identity and introducing some emotionally 'safe' cooperation activities that might help to inject extra fun into their school lives. If their self-confidence was raised in this way, it might have a knock-on effect in the classroom and playground. Usha expresses genuine interest in setting this up and managing it and you therefore ask her to carry out the following:

- Find out about other similar initiatives such as the effective after-school clubs run by the National Pyramid Trust.
- Put together a draft proposal outlining the aims and objectives of the project.
- Suggest a draft programme of activities and resource implications.

Two weeks later, Usha presents her ideas very confidently at the year group meeting and, following discussion, it is agreed to trial the project for a term. The TA will be allocated time each week to prepare for the 'Sunshine Club', which will run on Mondays. The headteacher suggests that the club be held during the last 30 minutes of lunchtime and the first 30 minutes of the afternoon session.

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Handout 1.4 page 2 of 2

Points for reflection

- What skills would Usha need to fulfil this role?
- What specialist training might she need?
- What support might she need in order to make the project successful?
- How will you know whether the project is successful?
- How might this project be introduced to the parents and carers of the children involved?
- What other issues would it be important to consider before introducing such a project?
- How, if successful, might this practice become part of what the school offers?

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Handout 1.5

Handout 1.5: Supporting attendance page 1 of 2

Karl has recently had a period of irregular attendance at school and in lessons. This is unusual as, previously, he had a good attendance record. Karl is of average attainment although reluctant in some social situations. Mark, the TA who works with you, has built up a good relationship with Karl over a period of time although this has been in a general classroom context. Some progress has been made and you observe that Karl occasionally seeks out Mark for support. You now feel that Karl needs further individual input to support him to increase his daily attendance and to remain in lessons when he does attend. Initially to aid you in devising a more systematic and structured plan for Karl, you ask Mark to observe and assess Karl's pattern of attendance over a period of three weeks. In your discussion with Mark you outline the following key areas to focus on.

- Are there issues at home that are affecting Karl's attendance?
- Is there a pattern to Karl's irregular attendance at school?
- Is there a pattern to Karl's attendance in his lessons?
- What are the triggers to Karl truanting from lessons?
- What are Karl's feelings about school generally? Is he worried about anything at school?

From the observation and assessment undertaken you have further information to formulate a support programme and to set some realistic targets for Karl. Mark reports the following:

- Karl's mother has recently had a new baby. The baby has been unwell and has needed to spend time at the hospital for treatment. Karl is worried and confused by this.
- Karl is usually absent on days his mother and the baby are at the hospital.
- There are times in lessons when Karl finds himself worried and unable to cope.

After a joint home visit with Mark you ask for his suggestions for supporting Karl. Together you set out an agreed programme of support with Mark as the key worker. This support involves:

- one-to-one sessions with Karl at the beginning and end of the day on Mondays and Fridays to talk through any concerns he might have;
- additional specified times during each day when Mark will check and track Karl's progress;
- a personal diary for Karl in which he is encouraged write down how his day has gone;
- a 'star chart' illustrating his attendance and progress towards targets;
- a 'well done' telephone call to Karl's mother that Mark will make at the end of each week.

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Points for reflection

- What other aspects of support for Karl might you deploy Mark to undertake?
- Who else might be able to offer support for Karl and his family?
- What arrangements would you make to monitor and review Karl's progress and manage the support programme?
- What further training, if any, would be needed for Mark to undertake this support role, and how might this take place?
- How might this practice be extended across the school?

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Handout 1.6

Handout 1.6: Supporting children and parents and carers at secondary school transfer page 1 of 2

Kerry-Ann is a child of Gypsy/Traveller heritage whose family has been housed for a number of years. She is the eldest child in the family and has three younger brothers who also attend her school. Apart from this family, there are no other Traveller children on roll. Although her parents did not register her for school until the age of six and a half (after much involvement and support from the Traveller Education Service) Kerry-Ann has attended regularly since, with only occasional absences. The relationship between home and school is generally good. Pauline, the TA who works with you, knows Kerry-Ann's mother quite well as they live in the same small village.

At the beginning of the year, the Year 6 pupils in your class were given an information pack about secondary transfer and parents and carers were invited to attend open evenings at the three secondary schools in the area before indicating their preference. Kerry-Ann did not return the form and, when questioned, tells you that she hasn't been to any of the visits and that she wasn't allowed to go to secondary school because her parents didn't want her mixing with the 'big lads'. They were also worried that she would start smoking and taking drugs. She added that her mum's health wasn't too good and she needed to be around to help with the little ones at home. When you ask Kerry-Ann how she feels about this, she is loyal to her parents and says it doesn't really bother her although she'll miss her friends.

When Kerry-Ann's mother comes to collect the children after school, you approach her and engage in conversation, adding a reminder about the need to return the preference form. She seems flustered and says that she must have lost it.

You talk this over with the TA and agree that she will visit Kerry-Ann's mother at home, taking another information pack with her. The TA has a son and a daughter who attend the local secondary school and she would, therefore, be in a good position to reassure and offer first-hand experience.

During the visit, the TA uses good active listening skills and identifies the following issues.

- Kerry-Ann's father left school at the age of ten and her mother spent three very unhappy years at secondary school, where she was bullied regularly.
- Kerry-Ann's father has said that he refuses to put his daughter in danger and that he would move the family away from the area if the authorities put pressure on him to send Kerry-Ann to secondary school.
- When Kerry-Ann heard what her father said, she apparently cried and begged her parents to let her transfer with her friends.

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- Kerry-Ann's mother wants her daughter to have a good education and thinks that she might be able to persuade her husband to allow Kerry-Ann to transfer to the local school, which is within walking distance.

Pauline acknowledged these concerns and gently explained that it would be important to indicate the preferred school at this stage as places were limited and the alternative schools were a bus ride away. The preference form was signed and returned to school by Pauline. After discussion, you agree that Pauline will proceed as follows.

- Contact the Traveller Education Service for advice and to borrow the DfES video for Traveller parents.
- Contact the local secondary school and arrange to accompany Kerry-Ann and her parents on a preliminary visit. Ask the school to make clear what the school will offer to Kerry-Ann.
- Ask the secondary school to reassure Kerry-Ann's parents that she will be in a safe environment by explaining their anti-bullying policy and offering a named member of staff and telephone number for the parents to use if they don't understand anything or feel concerned.
- Personally deliver and explain any further correspondence about transfer arrangements.
- Attend part of the two-day induction programme at the secondary school and give feedback to Kerry-Ann's parents.
- Offer the parents personal advice and guidance on purchasing uniform and equipment.

Points for reflection

- What skills would Pauline need to fulfil this role?
- What further training, if any, would be needed for Pauline to undertake this support role and how might this be achieved?
- What skills would you need to generate and facilitate this partnership approach?
- Could this aspect of the TA role be developed and extended in any way?

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Handout 1.7

Handout 1.7: Supporting the development of social, emotional and behavioural skills through coaching page 1 of 2

You are becoming increasingly concerned by the behaviour of four boys in your class. They are all high achievers and very competitive as a group. They sit together at a table that they share with two high-achieving girls. You always adopt a differentiated approach to your teaching and ensure that this group is given sufficiently challenging work and extended or open-ended tasks. However, the two girls often complain about the boys, saying that they won't let them join in with group work tasks or that they refuse to share equipment fairly. If one of the girls is absent from school, the other will refuse to sit on her own at the table with the boys.

Recently you have noticed that the boys laugh unkindly when other children provide incorrect answers or make mistakes. Whenever you ask the class a question, they will groan and say 'That's so easy!' and this is beginning to deter others from putting their hands up. They have become rough and boisterous when moving around the school, often rushing and pushing others in order to be the first to reach the door or to collect equipment. They engage in loud banter and put-downs among themselves and have even started to challenge some of the instructions you give them. In the playground they enjoy play fighting and occasionally small children have been hurt by their actions. When reprimanded, they show little respect for the lunchtime staff and seem to be unaware of the effect their behaviour is having on their peers.

Your initial response was to rearrange the seating plan, but the boys continued to call out and were often out of their seats to talk to one another. Myra, the TA who works with you, is interested in the social and emotional aspects of learning and has recently attended a one-day course. She asks you if she could take the four boys out of the classroom for one session a week, to work with them on developing social, emotional and behavioural skills (particularly empathy, recognising emotions in others and interpersonal sensitivity). The boys have a good working relationship with Myra and she manages their behaviour assertively. Unsure what else to do, you agree to give her idea a try.

Myra is given a small budget to purchase suitable learning resources including books, photocopiable worksheets and games. She carries out an audit in the library to identify suitable fiction books and is allocated preparation time. Together, you prepare and plan a ten-week programme of activities including role-play, social stories, drama, team-building, creative writing, poetry and discussion work. The boys are keen to participate in the new 'Creative Skills Workshop' and the session is timetabled to take place when the rest of the class is finishing off work set during the week.

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Points for reflection

- What skills would Myra need to fulfil this role?
- What specialist training might Myra need?
- What support might Myra need in order to make the project successful?
- How will you know whether the project is successful?
- How might this project be introduced to the parents and carers of the children involved?
- What other issues would be important to consider before introducing such a project?
- How, if successful, might this practice be generalised or extended to become part of what the school offers?

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Handout 1.8

Handout 1.8: Supporting the whole class page 1 of 2

There are two children with special educational needs in your class who you feel would benefit from additional challenges. Christopher has recently been diagnosed with Asperger's syndrome and Winston has attention deficit/hyperactivity disorder (ADHD). Both boys have been doing reasonably well over the year with individual support from Mrs Taylor, the TA who works with you, although you feel a fresh impetus to set new challenges and new targets would spur them on still further with their development. They are often viewed as 'the most difficult pupils in the class' but you find that you probably spend less time individually with them than with the other children.

Both children are, in the main, included in all lesson activities, with work differentiated to their needs and with individual support, but you feel that other strategies could be considered to support their social development and independent learning skills by drawing them further into whole-class activities. You have recently attended courses on working with children with Asperger's syndrome and ADHD and feel that you gained further insight into the range of strategies that could be employed in the classroom.

The children have annual reviews approaching and you feel that this would be a suitable time for you, as their class teacher, to spend a good part of the lesson giving them your individual attention and reviewing their progress.

Mrs Taylor is a very able TA who contributes significantly to the overall development of all the children – not only the individual children with special needs that she is often assigned to, but also groups of children. She is well respected by the whole class and you include her whenever possible in lesson planning and seek out her feedback and opinions on a daily basis. You have enormous confidence in her abilities and her professionalism.

She has never had the responsibility for leading the whole class while you work with individual children, although she has covered the class for you for brief periods of time. There have been many occasions when she has shared the lesson input on a team-teaching basis under your supervision.

You discuss fully with Mrs Taylor your idea that she might lead the class while you give some pupils individual attention. She is very enthusiastic about doing this and feels that it is a natural development of her role and skills. She says that it might be a step towards gaining the confidence to work for Higher Level Teaching Assistant status.

To ensure the success of this development consider:

- how you would plan for a teaching assistant-led lesson;
- how you would structure the lesson to support Mrs Taylor;
- any concerns that Mrs Taylor might have.

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Points for reflection

- How might you develop this approach in your own classroom?
- Consider a step-by-step approach to build the confidence and skills of your TAs – what might the steps be?
- Which children in your class would benefit from greater individual support from you as the teacher rather than from your TA?
- What further training and support would your TA require?
- How might this be delivered?
- How would you monitor the learning and teaching in a shared approach to classroom delivery such as the one in the case study?

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Handout 1.9

Handout 1.9: Teaching classroom rules by modelling page 1 of 2

It is almost the end of your first term with your lively Year 1 class and you are still experiencing some difficulty in establishing a clear understanding of the 'golden rules' that you have agreed with the class. This surprises you, as you have never had trouble in communicating your expectations before. The rules were introduced and discussed with the children during the first week of term as a result of work to agree a 'class charter'. Although you regularly use verbal prompts and rule reminders and display the rules prominently in the classroom, several children in the class do not seem to understand or follow them appropriately. You have also noticed that John, the TA who works with you, is having some difficulty in managing this lack of cooperation in the classroom. He confesses to you that he feels that the children lack respect for him.

You realise that there will be a need to re-establish your expectations at the beginning of the new term and you want to address the issue that John has raised with you. Together, you explore some different ways in which to approach this. You have established a close working relationship with John and he is happy to operate flexibly in the classroom. You identify the following three key issues that need to be considered.

- Some of the children may have difficulty in understanding or processing the language that is currently used.
- Some of the children may not know what the expected behaviour actually looks like.
- Some of the children perceive that it is not John's job to comment on their behaviour.

It is decided therefore that you may have to actively teach and coach the golden rules in a more structured and visual way. The golden rules are as follows.

- ✓ Concentrate on your work
- ✓ Be polite
- ✓ Be a good friend
- ✓ Follow instructions
- ✓ Be kind and truthful

You decide to address this by adopting a modelling technique in which you and John reintroduce one golden rule a day during the first week of the new term by exploring the language and teaching the rule through a series of role-plays. Together you plan and rehearse the scenarios to be used.

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At the beginning of each session, one golden rule is displayed prominently. You then deliver your rehearsed role-plays, taking it in turns to lead the session. In some scenarios, you play the part of the teacher; in others you become the pupil, and in some, both you and John act out the role of children. Sometimes, you each hold a glove puppet and act out the dialogue through these. Each scenario lasts a few minutes, after which both characters explain to the children what they did and how they felt. The session continues with a whole-class discussion in which children are invited to think of other ways to illustrate the target behaviour. At the end of the session, John tells the class that he is going to be the golden rule detective for the rest of the day. He tells the children that he will be looking for clues or signs that the children have understood the rule by listening to them and watching their behaviour. He gives out stickers to children who demonstrate the rule.

Points for reflection

- What are the benefits of adopting a team approach?
- What skills would you and John need to fulfil this role?
- In what other ways could modelling techniques be incorporated into your teaching methods?

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Ask groups to read the case study they have been given and then discuss the points for reflection listed at the end.

Give the groups 10 minutes for this part of the task and then ask them to choose two or three good practice points from their discussion, to give as feedback to the whole group. These points should focus on the teacher's role in managing the partnership with the TA or in supporting the development of the TA's professional skills. Presenters might also invite feedback on how the TA can support the development of teachers' professional skills.



Activity 5: A team approach to developing professional skills

(5 minutes)

Ask participants to work in pairs to identify some of the ways they could support the professional development of TAs they work with, in relation to the range of roles they have considered in the previous activity.

Take feedback. Distribute **handout 1.10** and ask participants to add to it other ideas suggested by the group.

Handout 1.10

Handout 1.10: identifying professional development opportunities

Below is a list of possible professional development opportunities. You might use it with a TA to link skills they want or need to learn with the relevant type of opportunity.

Type of opportunity	Skills to be developed
Attendance at long or short courses	
Online learning	
Being part of a network	
Involvement in whole-staff school-based continuing professional development (CPD)	
Classroom observation of teacher	
Shadowing another TA/mentor	
Joint planning meetings	
Joint delivery and review	

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Draw out the following points.

- TAs may already have engaged in substantial professional development, and it is important for teachers to recognise this and know what has been covered (for example, in induction training, subject specialisms, Higher Level Teaching Assistant qualifications).
- Some of the most effective professional development approaches involve joint training for the teacher and TA who work together.
- The continuing professional development of TAs will consist of a number of planned approaches including individual attendance on long and short courses, involvement in whole-school training events, meetings with key members of staff and ongoing in-school training programmes.
- Some of the most effective approaches are likely to be opportunities for the TA to observe others, to plan and deliver learning jointly with a teacher, then to review together how it went and what was learned.

Effective teamwork – communication and planning

10 minutes



Activity 6: Communication and planning

(10 minutes)

In this part of the session, participants are encouraged to explore methods of joint planning and effective communication between teachers and TAs. Point out that it is particularly important in relation to behaviour and attendance that children have effective communication and partnership modelled for them by the adults who work together in their classroom.

Use the points shown on **OHT 1.5** to emphasise that TAs can play a vital role in contributing knowledge and informing planning.

OHT 1.5

Why TAs can play a vital role in contributing knowledge and informing planning

TAs may have:

- a wider view of the child's learning experiences and relationships
- more opportunities to observe children closely across a range of teaching and learning contexts
- close working relationships with children
- a good understanding of a particular child's needs
- a history of supporting the child over a period of time
- knowledge of the family and home circumstances
- a good knowledge of the child's home culture

Point out that through this knowledge and experience a skilled TA is well placed to identify individual children's strengths and talents, their preferred learning style, what motivates and interests them, problematic hot-spots, early signs of psychological discomfort and effective strategies for managing their behaviour. A reactive model of deployment, where TAs are expected to respond to and address support needs as they arise in the classroom, without prior planning or opportunities to give feedback on their observations, fails to recognise the important contribution that they can make. A partnership approach takes account of the different contributions each person can make and adapts policies and practice to enable effective communication.

Show **OHT 1.6** to promote discussion about the features of effective partnership.

OHT 1.6

What are the features of a partnership approach in the classroom?

- All parties recognise and appreciate the benefits of working in partnership
- Effective communication is a two-way process where both partners feel able to make a valued contribution
- Time is allocated for planning meetings, briefings and updates, and reviews
- Systems are reviewed to identify ways of making the partnership arrangements work

Give out **handout 1.11** and ask participants, working in small groups, to consider or identify a number of potential barriers to communication and collaborative planning and to suggest solutions by sharing good practice and imaginative thinking.

Handout 1.11

Handout 1.11: Issues in communication and collaborative planning

Some common issues	Possible solutions
One TA may support a number of different teachers.	
The TA's contracted hours do not extend beyond the school day.	
A TA may feel reluctant to contribute due to their perceived lack of knowledge and skills.	

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Conclusion

5 minutes

Use **OHT 1.7** to summarise the key points from the session.

OHT 1.7

Summary

The aim of this session was for participants to:

- explore the nature of support in the classroom
- explore how support can be used when working with children with behaviour and attendance issues
- develop an understanding of the structures and skills required when supporting a colleague and children in the classroom
- explore methods of communication and joint planning

Offer participants the opportunity to take a couple of minutes to reflect on the session and the personal learning they have gained. They could share their thoughts with a partner and/or you could take brief feedback if time is available.

Handout 1.12

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Post-session activities

If you are using this session in school with all teachers, identify with the group some activities which will help everyone to apply the learning from the session to their own situation or classroom. Some suggested ideas are given below. Make time, when you next meet to focus as a group on promoting positive behaviour, for people to talk about the activities they undertook and what they learned.

- Work through some of the material from the session jointly with TAs, either in teacher/TA pairs, year-group teams or as a whole staff.
- Agree one idea from the session (for example, from activity 6) which might help develop partnership working in your class. Discuss this with the TAs who work with you. As you put the idea into practice, keep a tabletop diary in the staff room in which to note issues and obstacles. On each page mark out the top third to describe the obstacle and challenge staff to fill the other two-thirds with positive problem-solving ideas and potential solutions.
- Identify a member of staff or small group to act as researchers and gather further ideas and examples of other schools' use of support staff to promote positive behaviour and regular attendance. Involve TAs as part of the research group.
- Discuss with the TA who works with you a new role they might take in relation to behaviour or attendance. Together identify any new skills they might need to develop in order to undertake that role. Match these with the most appropriate professional development opportunities, using *handout 1.10* as a guide
- Conduct a survey of support staff perceptions about their deployment and role in school in promoting positive behaviour and regular attendance. As a staff group, discuss the outcomes and any steps you might take in the light of this feedback.
- Arrange with a colleague in school to observe in each other's classrooms when you have a TA working with you. The observer should give feedback on the aspects of practice they saw which helped develop positive behaviour and positive attitudes to learning. Then share these with the whole staff.
- Identify one or two children in your class who would benefit from greater individual support from you as the teacher rather than from the TA who works with you. Work with this TA to plan a team-teaching approach that will enable you to spend some one-to-one time with these children. Together review how this went and what were the benefits, obstacles and professional development issues.
- Identify with the TA team in school the special skills they have in relation to behaviour and attendance that they can share with one another and/or with the teaching staff.

Objectives

For participants to:

- explore the nature of support in the classroom
- explore how support can be used when working with children who need additional help to develop their social, emotional and behavioural skills, or to improve their attendance
- develop an understanding of the structures and skills required when supporting a colleague and children in the classroom
- explore methods of communication and joint planning

Principles

- Regular attendance and good behaviour are integral to effective learning
- TAs have an important professional role in supporting teaching and learning
- The TA role can be wide and varied including support for the whole class, small groups and individual children
- It is important that colleagues have a shared and consistent understanding of the TA role
- TAs can play a key part in the development of children's social, emotional and behavioural skills
- Effective management of TAs can have a positive outcome on the learning experiences of children
- Participants need to draw on each other's experience and knowledge
- It is important to have a solution-focused approach

The TA role – some discussion points

- Did you find it easy to think of examples for each type of support given on handout 1.1?
- Do you think that some of the areas of support listed are more important than others?
- What proportion of the TA's time is allocated to each aspect of the role?
- What factors influence the balance and spread of the TA's role?
- Are there any areas of role development that you might want to consider?

- Group support to enhance children's self-confidence and emotional well-being
- Supporting attendance
- Supporting children and parents and carers at secondary school transfer
- Supporting the whole class
- Teaching class rules by modelling

Why TAs can play a vital role in contributing knowledge and informing planning

TAs may have:

- a wider view of the child's learning experiences and relationships
- more opportunities to observe children closely across a range of teaching and learning contexts
- close working relationships with children
- a good understanding of a particular child's needs
- a history of supporting the child over a period of time
- knowledge of the family and home circumstances
- a good knowledge of the child's home culture

What are the features of a partnership approach in the classroom?

- All parties recognise and appreciate the benefits of working in partnership
- Effective communication is a two-way process where both partners feel able to make a valued contribution
- Time is allocated for planning meetings, briefings and updates, and reviews
- Systems are reviewed to identify ways of making the partnership arrangements work

Summary

The aim of this session was for participants to:

- explore the nature of support in the classroom
- explore how support can be used when working with children with behaviour and attendance issues
- develop an understanding of the structures and skills required when supporting a colleague and children in the classroom
- explore methods of communication and joint planning

Handout 1.1: What is the TA's role?

Write down one task in each of the following areas that the TA who works with you has been involved in recently.

Support for behaviour _____

Support for attendance _____

Support for children's health/welfare _____

Support for the curriculum _____

Support for planning _____

Support for administration _____

Support for resources _____

Support for assessment and record keeping _____

Support for me (the teacher) _____

Support for parents and carers _____

Support in reinforcing school policies _____

The Minder

- Works almost exclusively with one child.
- Always sits next to the child.
- Does not work with others as it diverts their attention away from the child.
- Forms a strong and supportive relationship with the child.
- Can be inclined to complete work 'for' the child rather than encourage independence skills.
- Sometimes the child becomes over-dependent on the TA.
- Role is almost exclusively related to special educational needs (SEN). This role may have been imposed on the TA by the teacher or manager.

The Specialist

- Has a specialism or particular talent in one or more areas of the curriculum.
- Works flexibly across year groups and classes.
- Complements the balance of expertise and skills in the teaching team.
- Contributes to the planning of the subject.
- Is perceived by children and staff as a specialist in their field.
- The teacher may feel uncomfortable about their own lack of specialist knowledge in this area.

The Outsider

- Is not involved in lesson planning.
- Is unsure of what to do in the classroom.
- Does not have their presence acknowledged by the teacher.
- May feel disempowered – unsure of the TA role and responsibilities.
- The teacher may feel uncomfortable about sharing their room with another adult.
- Children reject the TA's offers of help, preferring to check things with the teacher.

The Partner

- Feels comfortable working with the teacher.
- Has a shared understanding of role and responsibilities.
- Is involved in planning.
- Takes initiative under the direction of the teacher.
- Has opportunities to use strengths.
- Feels like a team member.
- Children perceive the TA as a significant adult.

The Freelancer

- Has a very clear idea of the role, although this may not be shared by colleagues.
- Trusts own judgement above collaboration with the teacher.
- May be skilled, enthusiastic and dynamic but these attributes need to be channelled for a more focused approach.
- There is a danger of the teacher feeling undermined.
- Children may feel confused if the TA's instructions are not in line with those of the teacher.

The Coach

- Has a very clear understanding of classroom dynamics.
- Works in a discreet but very positive way.
- Complements the role of the classroom manager (teacher).
- Develops relationships with and supports all children.
- Sees their role as supporting the teacher and the curriculum, as well as the children.
- Notices when children are disengaged, upset or unhappy.

The Echo

- Sees the role as one of reflecting and interpreting the teacher's instructions.
- May be perceived by children and teachers as weak and ineffectual.
- Can lack initiative.
- Children may stop listening to the teacher and become dependent on the TA for 'clarification'.
- The teacher can feel undermined when the TA points out to children that the teacher's instructions haven't been followed.

Handout 1.3: Reviewing models of deployment page 1 of 2

- How are TAs involved in planning?
- Do you remember to welcome and introduce to the children TAs who are not regularly in your classroom?
- How are the skills that the TA brings to the classroom recognised and used?
- How do you model and demonstrate respect for the TA to the children?
- What changes could be made to improve the way that support is deployed?

Handout 1.3

page 2 of 2

- What three steps could you take to achieve the above and develop the working relationship between you and the TA who works with you?

Handout 1.4: Group support to enhance children's self-confidence and emotional well-being

page 1 of 2

In your weekly year group team meeting, a colleague raised concerns about the behaviour of a child in her class. Thomas was quite shy and withdrawn and was very reluctant to attempt any task or activity that was unfamiliar to him. He hung back on the fringes of any group work and never put his hand up when she asked for volunteers. He found it difficult to accept praise and constantly put himself down. Thomas had no apparent learning difficulties but was becoming increasingly isolated and an underachiever.

This generated discussion about other children in the year group who shared similar characteristics. The TA who works with you, Usha, observed that, although they were very different, both Preea and Charlotte seemed unhappy at school. Preea seemed reluctant to talk to adults when she was visibly upset while Charlotte was clingy towards adults and sought their attention, but both refused to try new things for fear of failure. In the other two classes, Gareth and Davina were also identified by their teachers as low in self-confidence. Gareth had minor hearing loss and found it hard to work in groups, whereas Davina worried constantly about her weight and physical appearance and had troubled relationships with other girls.

There was a general agreement that the particular needs of some children like Thomas, Preea, Charlotte, Gareth and Davina were sometimes overlooked in class and in the playground because their behaviour was not particularly disruptive. You realise that these are the children that it is quite difficult to talk about during parents' evening because you do not know them very well. One of your colleagues suggests that these children might benefit from a small lunchtime club aimed at promoting their emotional well-being and resilience through encouraging group identity and introducing some emotionally 'safe' cooperation activities that might help to inject extra fun into their school lives. If their self-confidence was raised in this way, it might have a knock-on effect in the classroom and playground. Usha expresses genuine interest in setting this up and managing it and you therefore ask her to carry out the following.

- Find out about other similar initiatives such as the effective after-school clubs run by the National Pyramid Trust.
- Put together a draft proposal outlining the aims and objectives of the project.
- Suggest a draft programme of activities and resource implications.

Two weeks later, Usha presents her ideas very confidently at the year group meeting and, following discussion, it is agreed to trial the project for a term. The TA will be allocated time each week to prepare for the 'Sunshine Club', which will run on Mondays. The headteacher suggests that the club be held during the last 30 minutes of lunchtime and the first 30 minutes of the afternoon session.

Points for reflection

- What skills would Usha need to fulfil this role?
- What specialist training might she need?
- What support might she need in order to make the project successful?
- How will you know whether the project is successful?
- How might this project be introduced to the parents and carers of the children involved?
- What other issues would it be important to consider before introducing such a project?
- How, if successful, might this practice become part of what the school offers?

Karl has recently had a period of irregular attendance at school and in lessons. This is unusual as, previously, he had a good attendance record. Karl is of average attainment although reticent in some social situations. Mark, the TA who works with you, has built up a good relationship with Karl over a period of time although this has been in a general classroom context. Some progress has been made and you observe that Karl occasionally seeks out Mark for support. You now feel that Karl needs further individual input to support him to increase his daily attendance and to remain in lessons when he does attend. Initially, to aid you in devising a more systematic and structured plan for Karl, you ask Mark to observe and assess Karl's pattern of attendance over a period of three weeks. In your discussion with Mark you outline the following key areas to focus on.

- Are there issues at home that are affecting Karl's attendance?
- Is there a pattern to Karl's irregular attendance at school?
- Is there a pattern to Karl's attendance in his lessons?
- What are the triggers to Karl truanting from lessons?
- What are Karl's feelings about school generally? Is he worried about anything at school?

From the observation and assessment undertaken you have further information to formulate a support programme and to set some realistic targets for Karl. Mark reports the following.

- Karl's mother has recently had a new baby. The baby has been unwell and has needed to spend time at the hospital for treatment. Karl is worried and confused by this.
- Karl is usually absent on days his mother and the baby are at the hospital.
- There are times in lessons when Karl finds himself worried and unable to cope.

After a joint home visit with Mark you ask for his suggestions for supporting Karl. Together you set out an agreed programme of support with Mark as the key worker. This support involves:

- one-to-one sessions with Karl at the beginning and end of the day on Mondays and Fridays to talk through any concerns he might have;
- additional specified times during each day when Mark will check and track Karl's progress;
- a personal daily diary for Karl in which he is encouraged write down how his day has gone;
- a 'star chart' illustrating his attendance and progress towards targets;
- a 'well done' telephone call to Karl's mother that Mark will make at the end of each week.

Points for reflection

- What other aspects of support for Karl might you deploy Mark to undertake?
- Who else might be able to offer support for Karl and his family?
- What arrangements would you make to monitor and review Karl's progress and manage the support programme?
- What further training, if any, would be needed for Mark to undertake this support role, and how might this take place?
- How might this practice be extended across the school?

Handout 1.6: Supporting children and parents and carers at secondary school transfer

page 1 of 2

Kerry-Ann is a child of Gypsy/Traveller heritage whose family has been housed for a number of years. She is the eldest child in the family and has three younger brothers who also attend your school. Apart from this family, there are no other Traveller children on roll. Although her parents did not register her for school until the age of six and a half (after much involvement and support from the Traveller Education Service) Kerry-Ann has attended regularly since, with only occasional absences. The relationship between home and school is generally good. Pauline, the TA who works with you, knows Kerry-Ann's mother quite well as they live in the same small village.

At the beginning of the year, the Year 6 pupils in your class were given an information pack about secondary transfer and parents and carers were invited to attend open evenings at the three secondary schools in the area before indicating their preference. Kerry-Ann did not return the form and, when questioned, tells you that she hasn't been to any of the visits and that she wasn't allowed to go to secondary school because her parents didn't want her mixing with the 'big lads'. They were also worried that she would start smoking and taking drugs. She added that her mum's health wasn't too good and she needed to be around to help with the little ones at home. When you ask Kerry-Ann how she feels about this, she is loyal to her parents and says it doesn't really bother her although she'll miss her friends.

When Kerry-Ann's mother comes to collect the children after school, you approach her and engage in conversation, adding a reminder about the need to return the preference form. She seems flustered and says that she must have lost it.

You talk this over with the TA and agree that she will visit Kerry-Ann's mother at home, taking another information pack with her. The TA has a son and a daughter who attend the local secondary school and she would, therefore, be in a good position to reassure and offer first-hand experience.

During the visit, the TA uses good active listening skills and identifies the following issues.

- Kerry-Ann's father left school at the age of ten and her mother spent three very unhappy years at secondary school, where she was bullied regularly.
- Kerry-Ann's father has said that he refuses to put his daughter in danger and that he would move the family away from the area if the authorities put pressure on him to send Kerry-Ann to secondary school.
- When Kerry-Ann heard what her father said, she apparently cried and begged her parents to let her transfer with her friends.

- Kerry-Ann's mother wants her daughter to have a good education and thinks that she might be able to persuade her husband to allow Kerry-Ann to transfer to the local school, which is within walking distance.

Pauline acknowledged these concerns and gently explained that it would be important to indicate the preferred school at this stage as places were limited and the alternative schools were a bus ride away. The preference form was signed and returned to school by Pauline. After discussion, you agree that Pauline will proceed as follows.

- Contact the Traveller Education Service for advice and to borrow the DfES video for Traveller parents.
- Contact the local secondary school and arrange to accompany Kerry-Ann and her parents on a preliminary visit. Ask the school to make clear what the school will offer to Kerry-Ann.
- Ask the secondary school to reassure Kerry-Ann's parents that she will be in a safe environment by explaining their anti-bullying policy and offering a named member of staff and telephone number for the parents to use if they don't understand anything or feel concerned.
- Personally deliver and explain any further correspondence about transfer arrangements.
- Attend part of the two-day induction programme at the secondary school and give feedback to Kerry-Ann's parents.
- Offer the parents personal advice and guidance on purchasing uniform and equipment.

Points for reflection

- What skills would Pauline need to fulfil this role?
- What further training, if any, would be needed for Pauline to undertake this support role and how might this be achieved?
- What skills would you need to generate and facilitate this partnership approach?
- Could this aspect of the TA role be developed and extended in any way?

Handout 1.7: Supporting the development of social, emotional and behavioural skills through coaching page 1 of 2

You are becoming increasingly concerned by the behaviour of four boys in your class. They are all high achievers and very competitive as a group. They sit together at a table that they share with two high-achieving girls. You always adopt a differentiated approach to your teaching and ensure that this group is given sufficiently challenging work and extended or open-ended tasks. However, the two girls often complain about the boys, saying that they won't let them join in with group work tasks or that they refuse to share equipment fairly. If one of the girls is absent from school, the other will refuse to sit on her own at the table with the boys.

Recently, you have noticed that the boys laugh unkindly when other children provide incorrect answers or make mistakes. Whenever you ask the class a question, they will groan and say 'That's so easy!' and this is beginning to deter others from putting their hands up. They have become rough and boisterous when moving around the school, often rushing and pushing others in order to be the first to reach the door or to collect equipment. They engage in loud banter and put-downs among themselves and have even started to challenge some of the instructions you give them. In the playground they enjoy play fighting and occasionally small children have been hurt by their actions. When reprimanded, they show little respect for the lunchtime staff and seem to be unaware of the effect their behaviour is having on their peers.

Your initial response was to rearrange the seating plan, but the boys continued to call out and were often out of their seats to talk to one another. Myra, the TA who works with you, is interested in the social and emotional aspects of learning and has recently attended a one-day course. She asks you if she could take the four boys out of the classroom for one session a week, to work with them on developing social, emotional and behavioural skills (particularly empathy, recognising emotions in others and interpersonal sensitivity). The boys have a good working relationship with Myra and she manages their behaviour assertively. Unsure what else to do, you agree to give her idea a try.

Myra is given a small budget to purchase suitable learning resources including books, photocopiable worksheets and games. She carries out an audit in the library to identify suitable fiction books and is allocated preparation time. Together, you prepare and plan a ten-week programme of activities including role-play, social stories, drama, team-building, creative writing, poetry and discussion work. The boys are keen to participate in the new 'Creative Skills Workshop' and the session is timetabled to take place when the rest of the class is finishing off work set during the week.

Points for reflection

- What skills would Myra need to fulfil this role?
- What specialist training might Myra need?
- What support might Myra need in order to make the project successful?
- How will you know whether the project is successful?
- How might this project be introduced to the parents and carers of the children involved?
- What other issues would be important to consider before introducing such a project?
- How, if successful, might this practice be generalised or extended to become part of what the school offers?

There are two children with special educational needs in your class who you feel would benefit from additional challenges. Christopher has recently been diagnosed with Asperger's syndrome and Winston has attention deficit hyperactivity disorder (ADHD). Both boys have been doing reasonably well over the year with individual support from Mrs Taylor, the TA who works with you, although you feel a fresh impetus to set new challenges and new targets would spur them on still further with their development. They are often viewed as 'the most difficult pupils in the class' but you find that you probably spend less time individually with them than with the other children.

Both children are, in the main, included in all lesson activities, with work differentiated to their needs and with individual support, but you feel that other strategies could be considered to support their social development and independent learning skills by drawing them further into whole-class activities. You have recently attended courses on working with children with Asperger's syndrome and ADHD and feel that you gained further insight into the range of strategies that could be employed in the classroom.

The children have annual reviews approaching and you feel that this would be a suitable time for you, as their class teacher, to spend a good part of the lesson giving them your individual attention and reviewing their progress.

Mrs Taylor is a very able TA who contributes significantly to the overall development of all the children – not only the individual children with special needs that she is often assigned to, but also groups of children. She is well respected by the whole class and you include her whenever possible in lesson planning and seek out her feedback and opinions on a daily basis. You have enormous confidence in her abilities and her professionalism.

She has never had the responsibility for leading the whole class while you work with individual children, although she has covered the class for you for brief periods of time. There have been many occasions when she has shared the lesson input on a team-teaching basis under your supervision.

You discuss fully with Mrs Taylor your idea that she might lead the class while you give some pupils individual attention. She is very enthusiastic about doing this and feels that it is a natural development of her role and skills. She says that it might be a step towards gaining the confidence to work for Higher Level Teaching Assistant status.

To ensure the success of this development consider:

- how you would plan for a teaching assistant-led lesson;
- how you would structure the lesson to support Mrs Taylor;
- any concerns that Mrs Taylor might have.

Points for reflection

- How might you develop this approach in your own classroom?
- Consider a step-by-step approach to build the confidence and skills of your TAs – what might the steps be?
- Which children in your class would benefit from greater individual support from you as the teacher rather than from your TA?
- What further training and support would your TA require?
- How might this be delivered?
- How would you monitor the learning and teaching in a shared approach to classroom delivery, such as the one in the case study?

It is almost the end of your first term with your lively Year 1 class and you are still experiencing some difficulty in establishing a clear understanding of the 'golden rules' that you have agreed with the class. This surprises you, as you have never had trouble in communicating your expectations before. The rules were introduced and discussed with the children during the first week of term as a result of work to agree a 'class charter'. Although you regularly use verbal prompts and rule reminders and display the rules prominently in the classroom, several children in the class do not seem to understand or follow them appropriately. You have also noticed that John, the TA who works with you, is having some difficulty in managing this lack of cooperation in the classroom. He confesses to you that he feels that the children lack respect for him.

You realise that there will be a need to re-establish your expectations at the beginning of the new term and you want to address the issue that John has raised with you. Together, you explore some different ways in which to approach this. You have established a close working relationship with John and he is happy to operate flexibly in the classroom. You identify the following three key issues that need to be considered.

- Some of the children may have difficulty in understanding or processing the language that is currently used.
- Some of the children may not know what the expected behaviour actually looks like.
- Some of the children perceive that it is not John's job to comment on their behaviour.

It is decided therefore that you may have to actively teach and coach the golden rules in a more structured and visual way. The golden rules are as follows.

- ✓ Concentrate on your work
- ✓ Be polite
- ✓ Be a good friend
- ✓ Follow instructions
- ✓ Be kind and truthful

You decide to address this by adopting a modelling technique in which you and John reintroduce one golden rule a day during the first week of the new term by exploring the language and teaching the rule through a series of role-plays. Together you plan and rehearse the scenarios to be used.

At the beginning of each session, one golden rule is displayed prominently. You then deliver your rehearsed role-plays, taking it in turns to lead the session. In some scenarios, you play the part of the teacher, in others you become the pupil, and in some, both you and John act out the role of children. Sometimes, you each hold a glove puppet and act out the dialogue through these. Each scenario lasts a few minutes, after which both characters explain to the children what they did and how they felt. The session continues with a whole-class discussion in which children are invited to think of other ways to illustrate the target behaviour. At the end of the session, John tells the class that he is going to be the golden rule detective for the rest of the day. He tells the children that he will be looking for clues or signs that the children have understood the rule by listening to them and watching their behaviour. He gives out stickers to children who demonstrate the rule.

Points for reflection

- What are the benefits of adopting a team approach?
- What skills would you and John need to fulfil this role?
- In what other ways could modelling techniques be incorporated into your teaching methods?

Handout 1.10: Identifying professional development opportunities

Below is a list of possible professional development opportunities. You might use it with a TA to link skills they want or need to learn with the relevant type of opportunity.

Type of opportunity	Skills to be developed
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Online learning	
Being part of a network	
Involvement in whole-staff school-based continuing professional development (CPD)	
Classroom observation of teacher	
Shadowing another TA/mentor	
Joint planning meetings	
Joint delivery and review	

Handout 1.11: Issues in communication and collaborative planning

Some common issues	Possible solutions
One TA may support a number of different teachers.	
The TA's contracted hours do not extend beyond the school day.	
A TA may feel reluctant to contribute due to their perceived lack of knowledge and skills.	

Handout 1.12: Key points for action from this session

What do I want to do in my classroom or school to develop my practice?

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How will I do this?

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What is my timescale for this to happen?

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How will I know that I have been successful?

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Do I need to involve anyone else in enabling this to happen?

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