

This training opportunity has been developed by HLTA North in collaboration with Judith Robson, MBE, Stockton on Tees Local Authority and John Abbott, HLTA North Senior Assessor.

Its aim is to support the progression of support staff and to extend their skills when designing and delivering teaching and learning activities,

**This is an ideal opportunity to work towards preparation and assessment for Higher Level Teaching Assistant Status.**

Russell, Webster and Blatchford [2012] suggest that Teaching Assistants are often deployed in roles of a pedagogical nature without the necessary support to develop the required skills.

These sessions will look more closely at those skills and allow for the opportunity to discuss best practice, develop skills and consider how our own personal behaviours impact on our work with children and young people.

In completing this course participants will be able to see the link between the knowledge gained and the skills required to demonstrate that they are meeting the 33 standards for HLTA

*Upon completion of this course participants will be able to move directly towards preparation for HLTA providing that their role in school allows them to meet the required standards*

Each session will conclude with a gap task. This task aims to support the learner in applying the knowledge gained, and demonstrate their learning in the school and classroom. Learners will feedback at the beginning of the following session

**Task one** – Case study to consider one child with SEN or eligibility for pupil premium. To evaluate the range of policies both statutory and non-statutory which support the school in developing the learner.

**Task two** – Develop and prepare a learning resource along with a lesson plan for its use, which will support the progress of the learner described in the case study

**Task three** – identify and analyse a set of school data relating to a learner, a class or cohort of learners and plan the next steps for this learner/s

**Task four** - select and apply a collaborative learning strategy and evaluate its support for progress and learning

**Task five** - record and evaluate your own and a colleagues questions in one lesson. Consider the contribution that questions are able to make to the development of learning and independence

Delegates may choose to apply these tasks to the same learner/s and develop them as a piece of action research



## Developing Practice

Development Opportunity for teaching assistants working towards Higher Level Teaching Assistant Status



## **Developing Practice to Improve Outcomes – A development programme for Teaching Assistants**

This series of six sessions will offer teaching assistants the opportunity to engage in professional development and develop their knowledge and skills required to meet the standards for HLTA. Candidates will not be required to go forward for HLTA assessment but will be given the appropriate support should they choose to continue. The course is aimed at those teaching assistants who are or would like to be involved in the planning and delivery of learning activities, for groups or whole classes. The sessions will cover a range of strategies to develop practice and improve pedagogical skills. Each session will conclude with a gap task to support and develop learning

*Throughout the programme there will be an opportunity to:*

- Be inspired to implement new learning in the classroom
- Develop your learning through collaborative group work
- Share learning with other TAs

*Your learning will be supported by:*

- A Local Authority Workforce Development Officer and/or HLTA North partners
- High quality resources and materials
- A learning Journal

## **Session One: Professional Attributes, Knowledge and Understanding**

Participants will be introduced to the programme and consider their personal approach to teaching and learning. They will consider a range of statutory and non-statutory guidance and how that impacts on day to day practice.

## **Session Two: Planning and Expectations**

Participants will consider the planning cycle from long through to short term planning and reflect on the importance of key information which may be included and contribute to the lessons overall. They will look closely at resources and how to select appropriate materials to motivate and inspire learning

## **Session Three: Monitoring, Assessment and Reporting**

This session builds on the learning from the previous session and learners will explore a variety of assessment techniques. They will look at summative and formative assessment, its place in the classroom and across the school, and how that supports planning and progress

## **Session Four: What the Theory says**

In this session we will identify a range of theories and theorists and consider how they might impact on, or influence, our practice. Delegates will then utilise the six hat thinking to support discussion and debate around how these theories might influence our choice of grouping, both in and out of the classroom

## **Session Five: Questioning – why, when, how**

The theme of this session will be to focus on our use of questions and their purpose. We will consider the types of questions we ask, why we ask them, and what we hope to achieve. The learning will be developed to consider how questioning and grouping of learners can support appropriate differentiation and inclusion

## **Session Six: Bringing the Learning Together**

An evaluation of the benefits of the models and strategies introduced,, and the learning from gap tasks. Delegates will be introduced to the HLTA assessment process and be given the opportunity to see how the learning can support them in demonstrating that they meet the standards. There will be an opportunity to sit the HLTA maths and English test for those who do not have the necessary qualification to access preparation