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Nicola Baird

Maximising the Impact of Teaching Assistants Rob Webster, Anthony Russell, Peter Blatchford, 2015-10-05 Teaching assistants are an integral part of classroom life, yet pioneering research by the authors has shown schools are not making the most of this valued resource. Evidence shows the more support pupils receive from TAs, the less academic progress they made. Yet the reason for this has little to do with TAs. It is decisions made about them by school leaders and teachers that best explain this provocative finding. The fully updated second edition of this book draws on the experiences of schools that have put this guidance into action via the Maximising the Impact of Teaching Assistants programme. Revised to reflect the latest research evidence and changes within education, including the 2014 SEND Code of Practice, this book will help school leaders and teachers in primary and secondary settings to rethink the role, purpose and contribution of TAs, and add real value to what can be achieved in classrooms. Setting out a field-tested process, structured around a coherent and empirically sound conceptual framework, this book: helps school leaders review, reform and reenergise their TA workforce provides practical strategies to implement in the classroom illustrates key points with new case studies provides photocopiable templates and resources to support decision-making and action. Maximising the Impact of Teaching Assistants provides much-needed and evidence-informed guidance on how to unleash the huge potential of TAs, and is essential reading for all school leaders.

<u>Learning to Teach in the Secondary School</u> Susan Capel, Marilyn Leask, 2003-09-02 Designed to support student secondary school teachers through the school-based element of their initial training courses, this new edition of a best-selling text includes reworked tasks for individual use and revised sections on growth and development, moral development and values, special educational needs and assessment. There is also a new chapter on ICT. Units include: *the student teacher's role *planning lessons and schemes of work *motivating pupils *teaching and learning styles *assessment and recording *working as part of a team. With general updating throughout in the light of developments in legislation, the book will continue to be the standard for secondary teachers in training.

Rfr School Support Consult Pkg Varios Artistas, Various, 2000-11-01

Achieving Outstanding Classroom Support in Your Secondary School Jill Morgan, Cheryl Jones, Sioned Booth-Coates, 2015-12-14 Achieving Outstanding Classroom Support in Your Secondary School shows how secondary school teachers and other school staff can work with Teaching Assistants to ensure that classroom support is maximised and an optimum working relationship is developed. Based on research taken directly from the classroom, all recommendations and guidelines explored in this book are based on the findings of those who have consulted Teaching Assistants about their work, in order to better understand the dynamics of classrooms where at least one of the adults present is supporting the other, directly or indirectly. Topics studied include: Understanding the roles and responsibilities of the Teaching Assistant What the research tells us about Teaching Assistants How to plan before the lesson How to involve the Teaching Assistant in the lesson How to provide feedback and advocacy for the Teaching Assistant after the lesson This accessible text provides a highly supportive framework to prompt teachers to be proactive and plan ahead for effective use of their Teaching Assistants in the classroom and will be of interest to all secondary teachers, SENCOs, heads of departments and school managers.

Working with Support in the Classroom Anne Campbell, Gavin Fairbairn, 2005-04-23 Looks at the roles of teachers' assistants in the classroom.

Collection Management for School Libraries Joy McGregor, Ken Dillon, James Henri, 2003 Co-published with Charles Sturt University Centre for Information Studies Whole School IT Development, 1991

Promoting and Delivering School-To-School Support for Special Educational Needs Rita Cheminais, 2016-04-27 Recent changes to education policy have brought about a new emphasis on promoting school-to-school support and school-led improvement, in order to ensure that all pupils, including those with SEN, achieve their optimum potential. SENCOs, often in the role of Specialist Leaders of Education (SLE), now undertake coaching, mentoring and the delivery of training to ensure that trainee, newly qualified and experienced teachers and teaching assistants have the practical skills to effectively meet the needs of pupils with SEN. In her trademark down-to-earth style, Rita Cheminais shows SENCOs how to respond to and enhance this exciting and pivotal new role by: Explaining the new school-to-school support and school-led improvement context that many SENCOs will be working in; Clarifying the role of the outstanding SENCO, as a Specialist Leader of Education; Maximising on the best practice arising from the effective use of the pupil premium and the 'Achievement for All' initiative; Confirming OFSTED's expectations for SEND in the revised inspection schedule for schools and academies; Describing how best to monitor, evaluate and validate best practice in school-to-school support. Packed with time-saving, photocopiable resources, examples of best practice and further activities for reflection, this practical book will enable the SENCO to respond to the current agenda, particularly in performing the role of a Specialist Leader of Education, disseminating SEN expertise across schools. Promoting and Delivering School-to-School Support for Special Educational Needswill be essential reading for all outstanding and aspiring outstanding SENCOs working in the early years, primary, secondary and special phases of education, academies and Pupil Referral Units.

Dataproof Your School Richard Selfridge, James Pembroke, 2022-02-12 Your how-to accessible guide on how to use data to support your students and your school. Supporting Ict Min Wilkie, Doug Dickinson, Tricia Neal, 2009-01 Schools understand how important it is to incorporate Information and Communications Technology (ICT) into every subject if they want to deliver the curriculum in as accessible and exciting a way as possible. The book focuses on aspects of ICT that Teaching Assistants (TAs) use in supporting learning across the curriculum and gives an overview of ICT as a subject, addressing some of the current issues. It includes advice on: using ICT to support writing and the acquisition of literacy skills; helping children to present information successfully, including the use of graphics, sound and cameras; supporting and developing electronic communication; ideas for working with control aspects of ICT; how ICT can enable children with SEN to access the curriculum. The book suggests suitable games and packages to use to support various subjects, and also show how the TA can develop personal ICT skills that will support professional activities - such as record-keeping and presenting information to colleagues. Examples from actual work done by TAs in schools are used throughout the book, and it is applicable to both Early Years and Primary settings. Anyone studying for a Foundation Degree, or working towards HLTA status, will find the book meets their needs. Min Wilkie is Programme Leader for the Foundation Degree in Educational Studies for Teaching Assistants at the University of Leicester. Tricia Neal is an independent consultant and teaches ICT to Foundation Degree students at the University of Leicester. Doug Dickinson is an independent ICT consultant and Lecturer at the

University of Leicester, where he teaches ICT to Foundation Degree students.

Setting Up and Running a School Library Nicola Baird,1994 Diagrams and practical examples from teachers' experiences around the world illustrate the advice given. Shows how to choose books, a room and resources. Explains how to establish a simple classification and cataloguing system. Shows how to encourage active teacher and student involvement. Explains how to make the most of limited resources. Ideal for teachers and others who are not trained librarians.

<u>Text-book of School and Class Management: Theory and practice</u> Felix Arnold, 1908

Using SIS Curriculum Manager ,2005

Handbook for Education Professionals University of Bristol, School of Education, 2019-08-05 The guide is an essential resource for trainee teachers working towards the Teachers' Standards for qualified teacher status (QTS). It also helps newly qualified teachers (NQTs) and more experienced teachers have an 'understanding of, and always act within, the statutory frameworks which set out their professional duties and responsibilities' Teachers' Standards. Higher Level Teaching Assistants (HLTAs) and Teaching Assistants (TAs) working towards HLTA status will find the guide invaluable in developing knowledge of how 'other frameworks that support the development and well-being of children and young people impact upon their practice' HTLA Professional Standards.

Essential Documents for School Libraries Colleen MacDonell,2010-09-17 This techno-savvy, print-ready, book and CD contains essential documents for school libraries at the preschool, elementary, middle school, and high school levels, including the latest Web 2.0 tools and technology resources. Many school librarians face similar inquiries, such as students confused about writing citations, teachers seeking a quick way to plan a research unit, parents seeking advice on getting their child to read, or a volunteer needing instruction on shelving books. All are valid and urgent questions requiring immediate responses. In today's digital world, answering these questions is both easier and more complicated. While the plethora of online applications allows easier sharing of documents, the latest technologies have also raised new issues and added new complications. The second edition of Essential Documents for School Libraries provides practical written and online solutions to common challenges in school libraries. Integrating traditional and electronic means of communication, this book provides invaluable sample documents backed up by a carefully reasoned approach and practical guidelines for the strategic management of any school library. These essential documents not only improve your ability to work with teachers and students, but also help you use your library to build a positive school culture.

School Boards Stationery Office, The, 1989-12-31

Developing the ICT Capable School Steve Kennewell, John Parkinson, Howard Tanner, 2002-01-04 This book helps readers to improve the development of ICT capability through understanding the factors at work in whole school contexts. Based on research that examined schools' approaches to the development of pupils' ICT capability and identified the factors which lead to success, it provides practical advice, but with clear justifications in terms of well-researched principles and illustrations. It covers issues specific to both primary and secondary phases of education together with a range of common concerns and will be of use to practitioners and school staff involved in planning and delivering ICT training. This title will therefore provide readers with: Greater understanding or personal ICT capability Knowledge of effective management, teaching methods and co-ordination strategies for ICT Understanding of the importance of a whole school approach

A Guide to Book Lists and Bibliographies for the Use of School Librarians Wilfred Leonard Saunders, School Library Association, 1961

Organizing Information in School Libraries Cynthia Houston, 2015-12-07 Covering both classification and cataloging principles as well as procedures relevant to school libraries, this book provides a teaching kit for a course on this critical subject that includes content and practice exercises. A valuable resource for instructors in LIS programs who teach courses in cataloguing with an emphasis on school libraries, this textbook explains the nuts and bolts of classification and cataloging as well as the functionality of integrated library systems and how these systems critically serve the mission of the school. Author Cynthia Houston covers Web 2.0 and the social networking features of these systems as well as examining in detail the principles and procedures for subject classification using Sears subject headings or Dewey Decimal Classification using the Sears tool. This teaching tool kit addresses the cataloging of print materials, audiovisual materials, and electronic materials separately—but all within the specific context of the school library. It supplies a number of examples and exercises to reinforce the key concepts and skills as well as to demonstrate the real-world applications of learning concepts and procedures. Based directly on Houston's extensive experience in teaching classification and cataloging courses, the included content and practice exercises enable instructors to use this book for content, for instruction, and for providing student feedback.

Reference Skills for the School Librarian Ann Marlow Riedling Ph.D., Cynthia Houston, 2019-10-21 Designed for courses that prepare LIS students for school librarianship, this title teaches basic reference processes, sources, services, and skills and provides authentic school library reference scenarios and exercises. This fourth edition of Reference Skills for the School Librarian: Tools and Tips acknowledges the vital importance of reference skills in school libraries. It focuses on new reference skills for school librarians and includes more online materials such as Webliographies and a glossary. Teaching reference skills and providing reference services to students and staff in schools are extremely important tasks and are required of librarians on a regular basis. Aimed at pre-service and inservice school librarians, this book covers all types of reference materials including almanacs, dictionaries, encyclopedias, atlases, and other standard information sources, giving extra emphasis to the online sources to which students increasingly turn. This edition addresses more online reference resources than previous editions and offers practical suggestions for use in K-12 student instruction.

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