

### Effective practices

1

Deploy TAs in ways that enable all pupils to access high-quality teaching

- Ensure all pupils have access to high quality teaching with their class teacher.
- Equip TAs with a range of scaffolding strategies appropriate to the age, subject, and specific individual needs of pupils they work with.
- Support teachers and TAs to identify practices which go against this and engage in effective alternatives.

2

Deploy TAs to scaffold learning and to develop pupils' independence

- Ensure all pupils have access to high quality teaching with their class teacher.
- Remove scaffolds over time to promote independent learning, with teachers supporting TAs to make those judgements.
- Teachers and TAs understand 'least support first'.

3

Deploy TAs to deliver well-chosen, evidence based, structured interventions where appropriate

- Reflect on the purpose and engage with the evidence base before deploying TAs to deliver structured interventions.
- Monitor progress to be sure the benefit of the intervention outweighs time away from the classroom.
- Teachers and TAs engage in bridging practices to connect learning between interventions and the classroom.

### Effective implementation

4

Prepare and train staff around effective TA deployment

- The role of the TA should be clear for all in the school.
- Through professional development, enable TAs to be effective in these roles and teachers to work effectively with TAs.
- Teachers and TAs should coordinate to ensure they are prepared for their day to day roles.

5

Engage all staff in the process of implementing effective TA deployment

- TA deployment is overseen by the Senior Leadership Team, who are aware of implementation challenges.
- Engage and align the school community to build a shared understanding of good TA practice.
- Deployment decisions are deliberate and contribute to school priorities and context.

# Using C It To Support Teaching

**Paul Chin**



## **Using C It To Support Teaching:**

**Using C&IT to Support Teaching** Paul Chin,2004-04 Written in a refreshingly accessible style this book dispels common myths surrounding technology and offers pragmatic solutions that can be easily used or adapted to provide tangible benefits in the support of traditional teaching , **Using C & IT to Support Teaching** Paul Chin,2004 Information and Communication Technology is part of everyday life including education For teachers however keeping up to date with the various technologies that help support the learning process can be challenging This book meets those challenges by highlighting the benefits of ICT in teaching and learning and providing practical advice and real examples from a wide range of subject disciplines Writing in a refreshingly accessible style the author dispels common myths surrounding technology and offers pragmatic solutions that can be easily used or adapted covering the use of overhead projectors and PowerPoint handouts videos and slides interactive whiteboards electronic information resources and e learning This book demonstrates that with a little thought and preparation technology can provide tangible benefits in the support of traditional teaching and will be essential reading for teachers lecturers staff developers and students in further and higher education **Learning by Effective Utilization of Technologies: Facilitating Intercultural Understanding** R. Mizoguchi,P. Dillenbourg,Z. Zhu,2006-11-15 Based on the theme of the use of computers for supporting collaborative learning this book includes contributions that aim to bridge both research tracks the one focusing on interactions and the other on contents the pedagogical use of digital portfolios both for promoting individual reflections and for scaffolding group interactions

**Special Education in Contemporary Society** Richard M. Gargiulo,2012 Special Education in Contemporary Society An Introduction to Exceptionality is designed for use by preservice and inservice teachers who will teach students with special needs in the general classroom The text provides a rare glimpse into the lives of persons with exceptionalities including their families and teachers Focusing on human exceptionalities across the life span the text employs a traditional organization beginning with four foundations chapters that introduce teachers to special education followed by 10 categorical chapters each on a different disability Each categorical chapter features sections on transition cultural diversity technology instructional strategies and family considerations *Special Education in Contemporary Society* Richard M. M. Gargiulo,Richard M. Gargiulo - Professor Emeritus,Emily C. Bouck,2019-12-05 Special Education in Contemporary Society An Introduction to Exceptionality offers a comprehensive engaging and readable introduction to the dynamic field of special education Grounded in research and updated to reflect the most current thinking and standards of the field this book provides students with the knowledge skills attitudes and beliefs that are crucial to constructing learning environments that allow all students to reach their full potential Authors Richard M Gargiulo and Emily C Bouck encourage a deep awareness and understanding of the human side of special education providing students with a look into the lives of exceptional students and their families as well as the teachers that work with exceptional persons throughout their lives The Seventh

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Richard Laishley,1886     **New England Journal of Education** ,1915     The Cumulative Book Index ,1930     *California. Court of Appeal (1st Appellate District). Records and Briefs* California (State).,     **Documentation Abstracts** ,1996  
*Subject-matter Index of Patents Applied for and Patents Granted* Great Britain. Patent Office,1882     Herald of Gospel Liberty ,1910     **Educational Survey** University of Northern Colorado,1920     Acts and Resolves Passed by the General Court Massachusetts,1890     **The North Carolina Teacher** ,1924     *Acts and Resolves Passed by the General Court of Massachusetts* Massachusetts,1889     **Pennsylvania School Journal** ,1921

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