
Overview

Who is this unit for?

This unit is for those who support pupils during learning activities planned by the teacher.

What is this unit about?

This unit is about the support provided to the teacher and pupils to ensure effective teaching and learning. It involves identifying what you need to do to support planned learning activities and promote independent learning, providing the agreed support and giving feedback to the teacher about progress made by the pupils.

The learning activities may be for individual pupils, groups of pupils, or the whole class and may be delivered in the absence of the teacher, e.g. when providing cover supervision or working with pupils outside of the classroom.

The learning activities may be delivered in the classroom or any setting where teaching and learning takes place such as field studies, educational visits, extended hours provision and study support arrangements.

Teaching and learning activities should take place under the direction and supervision of a qualified teacher in accordance with arrangements made by the headteacher of the school.

This unit contains two elements:

1. Support learning activities
2. Promote independent learning

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Support pupils' learning activities

Performance criteria

You must be able to:

Support learning activities

- P1 clarify and confirm:
 - P1.1 the teaching and learning objectives of the activities
 - P1.2 your role in supporting pupils engaged in the learning activities and how this relates to the teacher's role
- P2 obtain and use teaching and learning resources relevant to:
 - P2.1 the teaching and learning objectives of the activities
 - P2.2 the age and stage of development of the pupils with whom you are working
- P3 provide levels of individual attention, reassurance and help with learning tasks as appropriate to pupils' needs
- P4 provide support as needed to promote pupils' learning
- P5 make yourself available and easy for pupils to approach for support when needed
- P6 use praise, commentary and assistance to encourage pupils to stay on task and complete the learning tasks
- P7 quickly and effectively deal with any disruptions to the learning process in accordance with the school's behaviour policy
- P8 monitor the pupils' response to the learning activities and, where appropriate, modify or adapt the activities to achieve the intended learning outcomes
- P9 respond to contingencies and spontaneous learning opportunities to actively engage pupils' interest and reinforce learning
- P10 take appropriate action to resolve any problems in supporting pupils during learning activities
- P11 provide feedback to relevant people on pupils' participation and progress

Promote independent learning

You must be able to:

- P12 provide information, advice and opportunities for pupils to choose and make decisions about their own learning
- P13 give positive encouragement, feedback and praise to reinforce and sustain pupils' interest and efforts in learning activities
- P14 provide an appropriate level of assistance to enable pupils to experience a sense of achievement, maintain self-esteem and self-confidence, and encourage self-help skills
- P15 use appropriate strategies for challenging and motivating pupils to learn
- P16 listen carefully to pupils and positively encourage them to communicate their needs and ideas for future learning
- P17 encourage pupils to take responsibility for their own learning
- P18 help pupils to review their learning strategies and achievements

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Support pupils' learning activities

Knowledge and understanding

You need to know and understand:

- K1 the nature and boundaries of your role in supporting teaching and learning activities, and its relationship to the role of the teacher and others in the school
- K2 the importance of having high expectations of pupils and how this is demonstrated through your practice
- K3 the relevant school curriculum and age-related expectations of pupils in the subject/curriculum area and age range of the pupils with whom you are working
- K4 the teaching and learning objectives of the learning activity and the place of these in the teacher's overall teaching programme
- K5 the key factors that can affect the way pupils learn including age, gender, and physical, intellectual, linguistic, social, cultural and emotional development
- K6 how social organisation and relationships, such as pupil grouping and the way adults interact and respond to pupils, may affect learning
- K7 school policies for inclusion and equality of opportunity and the implication of these for how you support teaching and learning activities
- K8 how to use and adapt learning support strategies to accommodate different learning needs and learning styles
- K9 school policy and practice in relation to the use of praise, assistance and rewards and how to use these to maintain pupils' interest in learning activities
- K10 how to monitor the pupils' response to teaching and learning activities
- K11 when and how to modify teaching and learning activities
- K12 how to monitor and promote pupil participation and progress
- K13 the sorts of problems that might occur when supporting learning activities and how to deal with these
- K14 the importance of working within the boundaries of your role and competence and when you should refer to others
- K15 the importance of independent learning and how to encourage and support this in pupils
- K16 strategies for challenging and motivating pupils to learn
- K17 the importance of active listening and how to do this
- K18 how to help pupils to review their learning strategies and achievements and plan future learning

Additional Information

Glossary

Learning activities

the learning activities planned by the teacher for individual pupils, groups of pupils, or the whole class. The activities may relate to a single lesson or span several lessons, e.g. as part of a topic, project or theme. They may be delivered in the classroom or any setting where teaching and learning takes place such as field studies, educational visits, extended hours provision and study support arrangements. The activities may be delivered in the presence or absence of the teacher

Learning resources

materials, equipment (including ICT), software, books and other written materials (e.g. handouts, worksheets), DVDs, etc. that are required to support teaching and learning

Problems

the barriers and hindrances to supporting planned learning activities. Problems may relate to:

1. the learning activities, e.g. unclear or incomplete information, suitability for the pupils involved
2. learning resources, e.g. quantity, quality, suitability or availability
3. the learning environment, e.g. space, comfort, noise level, disruptions
4. the pupils' ability to learn, e.g. poor behaviour, low self-esteem, lack of concentration

Support

the strategies and techniques for promoting pupils' learning, for example:

1. creating a positive learning environment
2. managing behaviour
3. prompting shy or reticent pupils to ask questions and check understanding
4. translating or explaining words and phrases
5. reminding pupils of teaching points made by the teacher
6. modelling correct use of language and vocabulary
7. ensuring that pupils understand and follow the teacher's instructions
8. helping pupils to use resources relevant to the learning activity

Links to other NOS

TDASTL1 Provide support for learning activities

TDASTL8 Use information and communication technology to support pupils' learning

TDASTL23 Plan, deliver and evaluate teaching and learning activities under the direction of a teacher

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TDASTL24 Contribute to the planning and evaluation of teaching and learning activities

TDASTL25 Support literacy development

TDASTL26 Support numeracy development

TDASTL27 Support implementation of the early years curriculum

TDASTL33 Provide literacy and numeracy support to enable pupils to access the wider curriculum

TDASTL34 Support gifted and talented pupils

TDASTL35 Support bilingual/multilingual pupils

TDASTL36 Provide bilingual/multilingual support for teaching and learning

TDASTL39 Support pupils with communication and interaction needs

TDASTL40 Support pupils with cognition and learning needs

TDASTL42 Support pupils with sensory and/or physical needs

TDASTL18 and TDASTL24 together cover the responsibilities of those who contribute to the planning, delivery and evaluation of teaching and learning activities. However TDASTL18 can be used separately where there is no involvement in planning and evaluation, e.g. for cover supervision.

TDASTL23 is designed for those who independently plan, deliver and evaluate teaching and learning activities for individual pupils or small groups of pupils under the direction of a teacher, where the teacher is present or close by and remains in overall charge of the whole class.

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Support pupils' learning activities

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