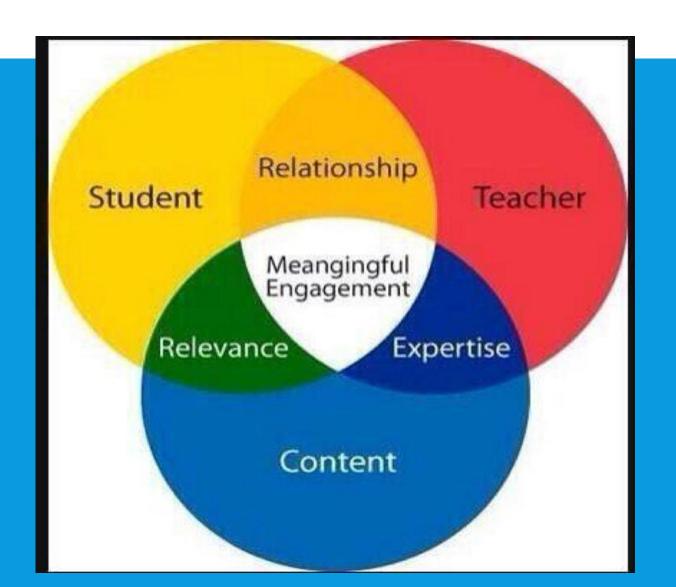
#### DISCUSS THE FOLLOWING

'As a teaching assistant I should strive to be liked by all pupils.'

'If I am 'strict' I cannot be caring.'

### PUPILS NEED TO FEEL.....



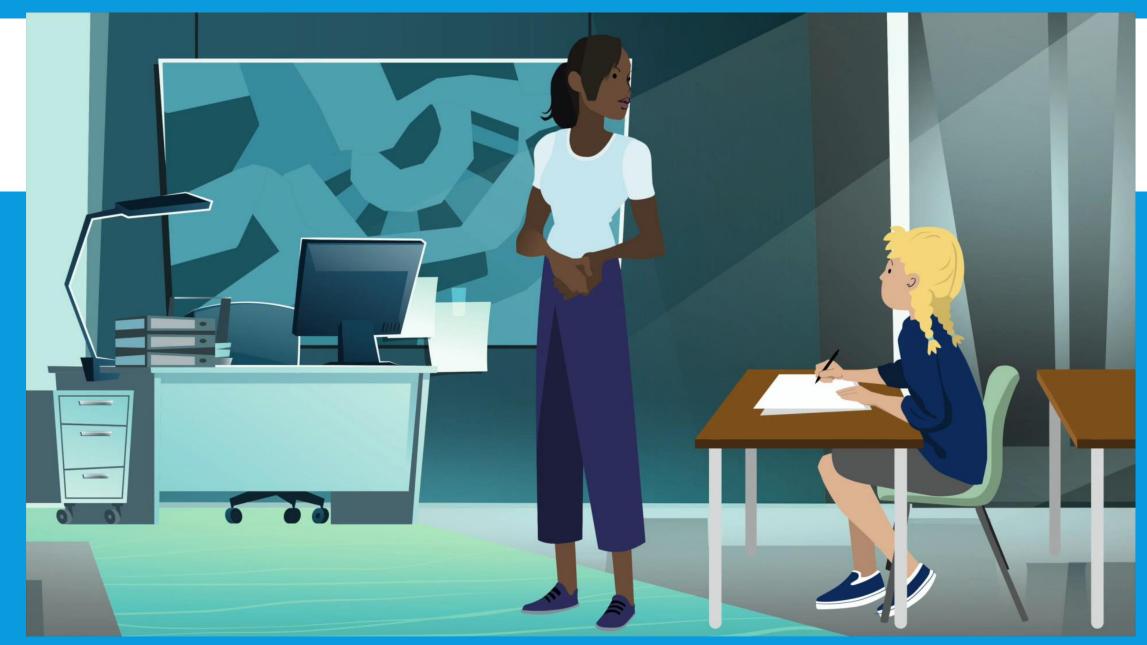


•We know that.... Teachers and teaching assistants have the ability to affect and improve the wellbeing, motivation and behavior of their pupils.

The way we talk to our children becomes their inner voice.

PEGGY O'MARA

www.bubysavers.com





















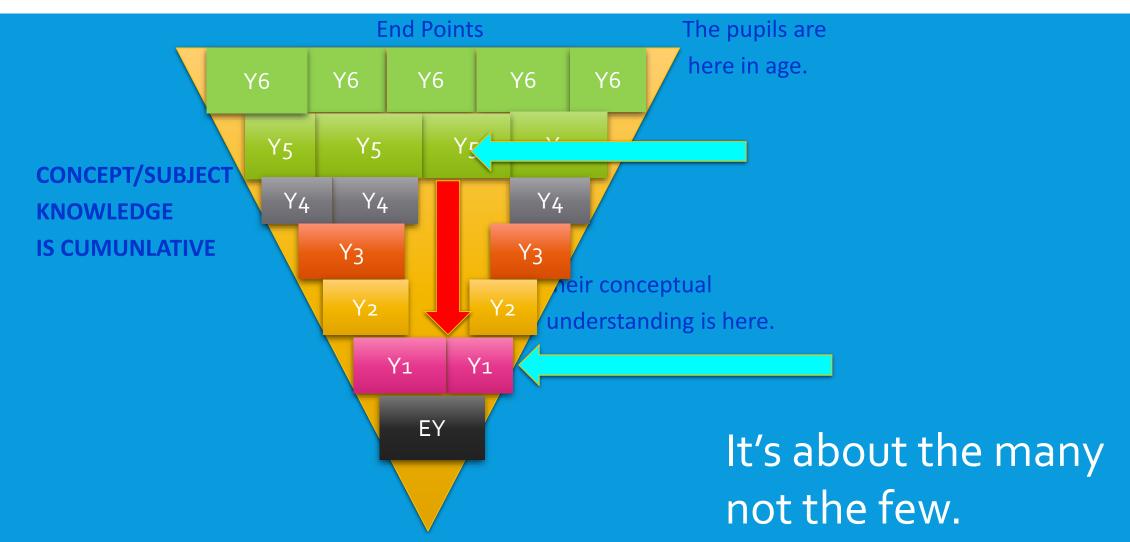
#### TURN IT INTO WHAT YOU WANT ...

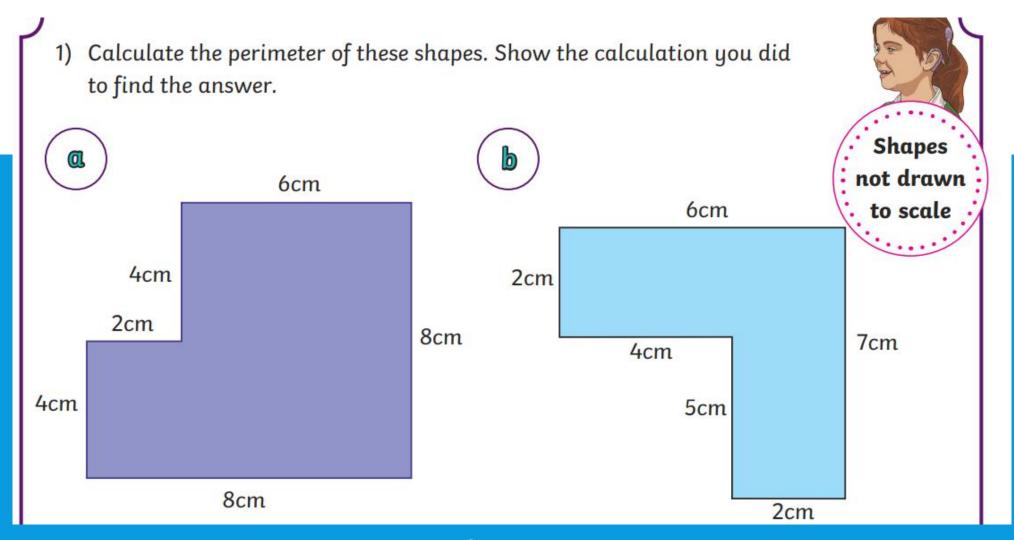
'I can't see you getting on with your work'

'Stop talking'

'There is too much noise'

# INDIVIDUAL GROWTH EMPOWERMENT FOR ALL



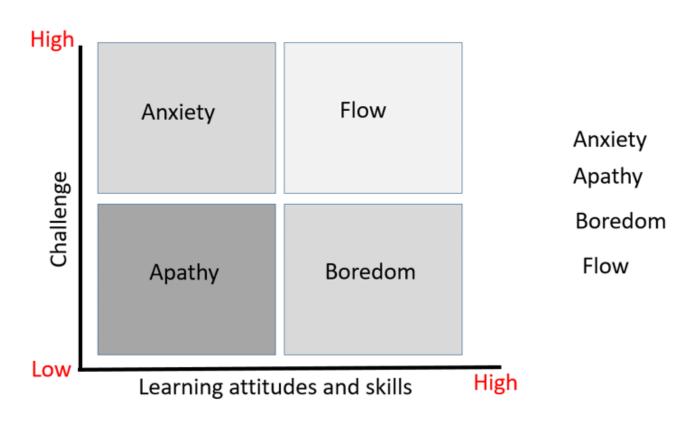


- What would a child need to know before being able to do this?
- What might cause confusion or make it more tricky for a child to do this efficiently?





#### FLOW- A THEORY FOR MEANINGFUL ENGAGEMENT



Where are the 20%?

#### THE LEARNING IS ACTIVE AND PRACTICAL

- --manipulatives
- --objects
- -picture prompts
- \*-actions to help children remember words and stories

## TEACHER MODELLING DEMONSTRATES CLEAR EXPECTATIONS

- --model how to use manipulatives
- --my turn, your turn
- --shared writing on the carpet
- --model expectations regarding partner talk

#### INCREASING CHILDREN'S INDEPENDENCE

- -appropriate use of manipulatives and resources (e.g. word mats, sentence stems, etc on tables)
- --talk partners
- --TA facilitation

## CHILDREN ARE ACTIVELY LEARNING IN ALL PARTS OF THE LESSON

- --children are doing- manipulatives, number lines, whiteboards, jotters etc
- --use partner talk first so all children are actively talking
- -Use choral responses
- -Use 'My turn, your turn'

### PLANNING FOR ACTION- WHAT, HOW AND WHEN?

- Decide on two or three things to put into action.
- Share practice- IRIS or class
- Feedback on findings.