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| TASK 3 |
| Ask your mentor (or another teacher in your placement school, if your mentor indicates that this would be more appropriate) to tell you what, based on his/her experiences, s/he considers to be:   * the reasons why inter-professional working in education is necessary * the skills required for effective inter-professional working in education * the factors that promote effective inter-professional working in education * potential barriers to inter-professional working in education and ways to overcome these barriers * ways to improve inter-professional working in education |
| Note the answers in the space below. *Expected length: up to 500 words for the whole task, i.e. 500 words for all the answers, not 500 words for each answer*.   * As stated by the classroom teacher inter-professional working is necessary because all children are different and they have individual needs, a teacher within a classroom has to cater to each person and this can often be difficult. To allow the children who require additional support to get the most out of their education different agencies that specialise must help to support the variety of areas of development of specific children. * The skills required are the classroom teacher must have effective communication skills, which will support them in working at part of a team. Whilst working in the team participants must be willing to work well together. The team must all have a shared understanding, “be on the same page”. The class teacher should also be confident in their ability and knowledge as they know the child well. Underpinning all of this work should be GIRFEC. * Factors which allow all of this to happen are, there must be a good management team who are willing to facilitate the opportunities such as contacting agencies and meetings to take place, they must also participate in referrals and supporting the classroom teachers when they have concerns. As well as this there must be a good partnership formed between the school, parents and outside agencies this will allow for meetings to be held and for an open relationship to be formed where information can be shared successfully allowing them to provide the best support for the child by putting into place an effective plan. * Potential barriers to this may be if there are certain members of the team not on board such as the parents, they might not believe that what they are being told is correct as they see their child in a different light outside of school. Time is also considered to be a large barrier as there is often a significant amount of time between meetings and it may be difficult to facilitate the meetings due to people not being able to attend the meeting at the allocated time. * A way in which inter-professional working could be improved within this environment would be to have professionals such as speech and language based within the school. As well as this there is a requirement for funding and time. There is also a requirement for more resources which can support children within the classroom and for there to be opportunities provided for the children to be supported and for inter- professional working to take place. |