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| TASK 2 |
| Student teachers must demonstrate an ability to work effectively in partnership in order to promote learning and wellbeing.  (Standard for Provisional Registration with GTCS, benchmark 3.1.5)  ***Such partnership working may take place in the classroom, in the school, or in the wider learning community, and involves working co-operatively with teaching and non teaching staff, parents, and partner agencies.*** |
| Ask your mentor (or another teacher in your placement school, if your mentor indicates that this would be more appropriate) about two instances when he or she has worked in partnership with another professional in order to promote the learning and wellbeing of a child or a group of children or the whole class. Taking care to protect the privacy of all the individuals and organisations involved (by referring to them as school A, learner B, classroom teacher C, etc), for each instance note the answer to each of the following questions.  *Expected length: two sentences per question (one sentence for each instance) or up to 200 words for the whole task, i.e. 200 words for both instances, NOT 200 words for each instance*. |
| What was the aim of this work? E.g. to support a child or a group of children; to raise the awareness of the whole class about an issue or topic such as healthy eating, road safety, etc.; to deliver a lesson to the whole class; etc.   1. With a learning support teacher, the class teacher worked with an individual on their literacy skills particularly reading. The aim of the work was to find alternative ways for the child to look at reading and comprehension. 2. The fire safety department came in to do a whole class lesson. The aim of the work was to promote fire safety and ensure that children remained safe during bonfire night. They also promoted attending an organised event. |
| What planning/preparation was required?   1. To plan for this intervention, the reading age of the child was assessed. This was so that appropriate resources could be put into place for example the programme rapid readers, a reading pen and an online address that read to the child. 2. The senior management team were responsible for organising the fire safety team to come into the school. The presentation which was carried out was prepared and carried out by them. |
| What form did this partnership working take? E.g. after consulting with the class teacher, the other professional worked with a learner on a one-to-one basis; after consulting with the class teacher, the other professional worked with a group of learners; the other professional and the class teacher planned a lesson/activity or a series of lessons/activities that the other professional/the class teacher/both delivered to a group of learners/the whole class; the other professional advised the class teacher on how to support a learner or a group of learners but was not involved directly in the provision of the support; etc.   1. The classroom teacher and the learning support teacher worked in partnership to both plan and carry out learning with the individual. 2. The organisation had worked with senior management to prepare the input. |
| What was the outcome of this partnership working? E.g. increased concentration, participation, etc.; improved behaviour; increased knowledge and understanding of a topic, issue, etc.; skill development; etc.   1. The outcome of this partnership was the individual had increased participation and focus as well as this it improved their reading ability. 2. The whole class following this experience has a better understanding of the issue that was raised.   Reflect on what you learnt from this task and note below two points which have helped you better understand partnership working in order to promote learning and wellbeing in the primary school.   1. I learnt that partnership working can support the implementation of alternative resources such as a programme like rapid readers that you may not have been able to access otherwise or have had any knowledge of. 2. The second thing that I learnt was that a partnership can take many forms and that there are a range of people that we can work with to have the best outcomes for the children in our classroom. |