



# Specialist support services working in partnership with schools

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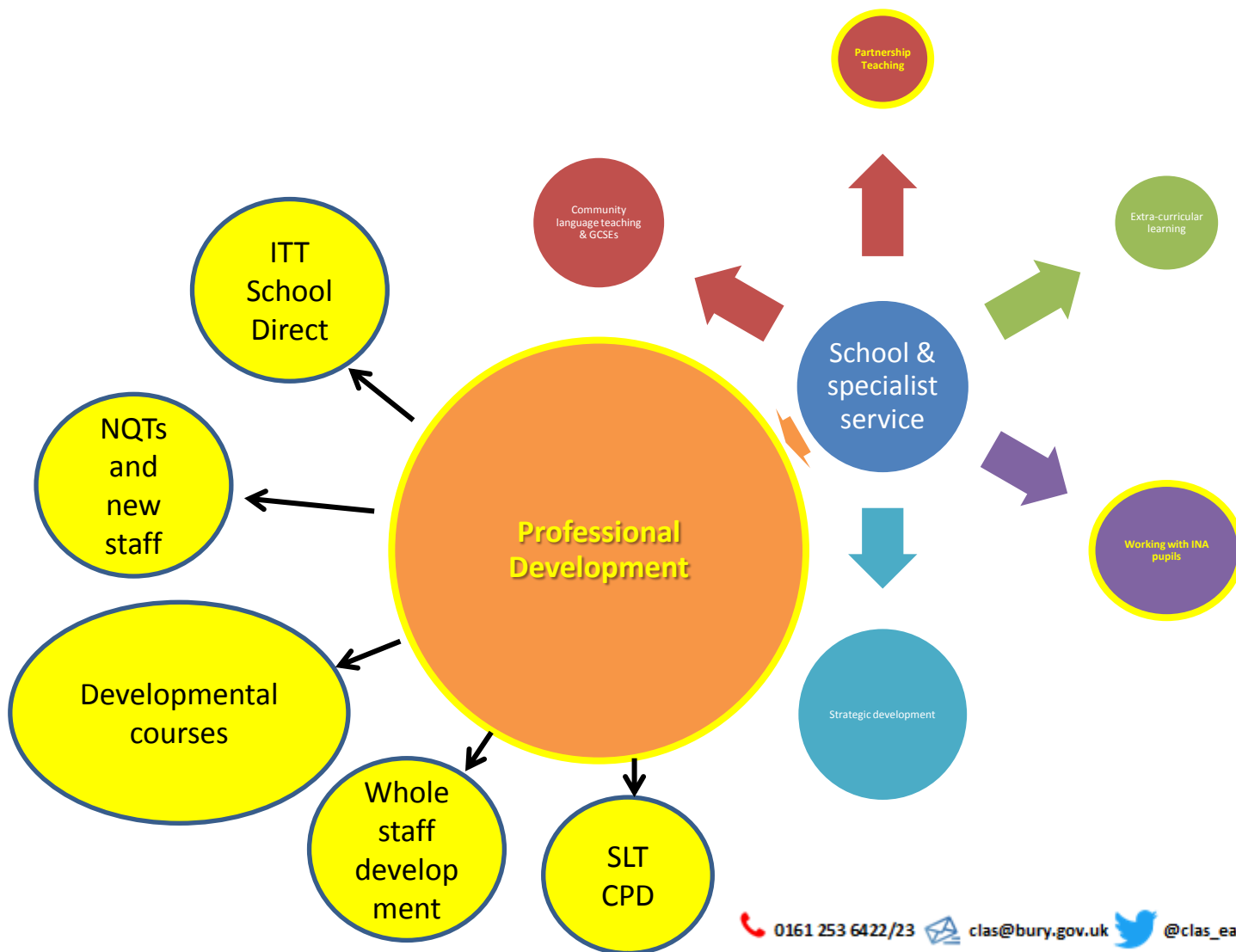


# Working in partnership





# Professional Development





# Professional Development



## DfE Standard for teachers' professional development

Effective teacher professional development is a partnership between:

- Headteachers and other members of the leadership team;
- Teachers; and
- Providers of professional development expertise, training or consultancy.

1. Professional development should have a focus on improving and evaluating pupil outcomes.
2. Professional development should be underpinned by robust evidence and expertise.
3. Professional development should include collaboration and expert challenge.
4. Professional development programmes should be sustained over time.

And all this is underpinned by, and requires that:

5. Professional development must be prioritised by school leadership.



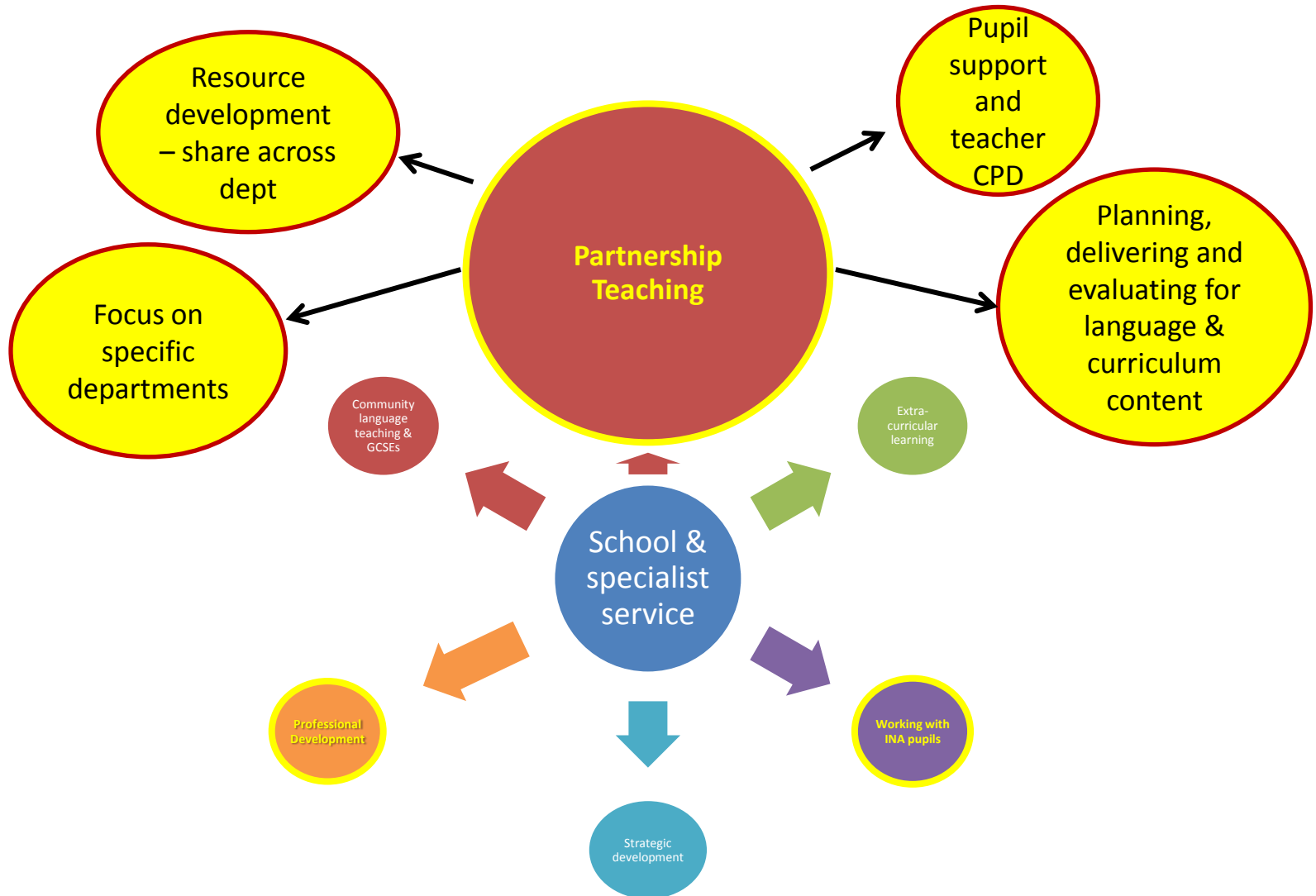
# Impact of CPD



- ITT/NQT & New Staff
- Language Literacy and Learning
- Whole staff development
- SLT training



# Partnership Teaching





# Partnership Teaching



‘Because there is no simple ‘methodology’ and no one single set of teaching skills, it is [...] a form of ‘action-research’, where observation, discussion with pupils and parents, experimentation with new approaches and careful evaluation can lead to an improved, shared understanding of classroom processes and of the responses of individual pupils within these.’ (Bourne & McPake: 1991)

‘Partnership relationships have some success in keeping language and diversity at the centre of the school’s agenda’ (Creese, 2001)



# Impact of Partnership Teaching

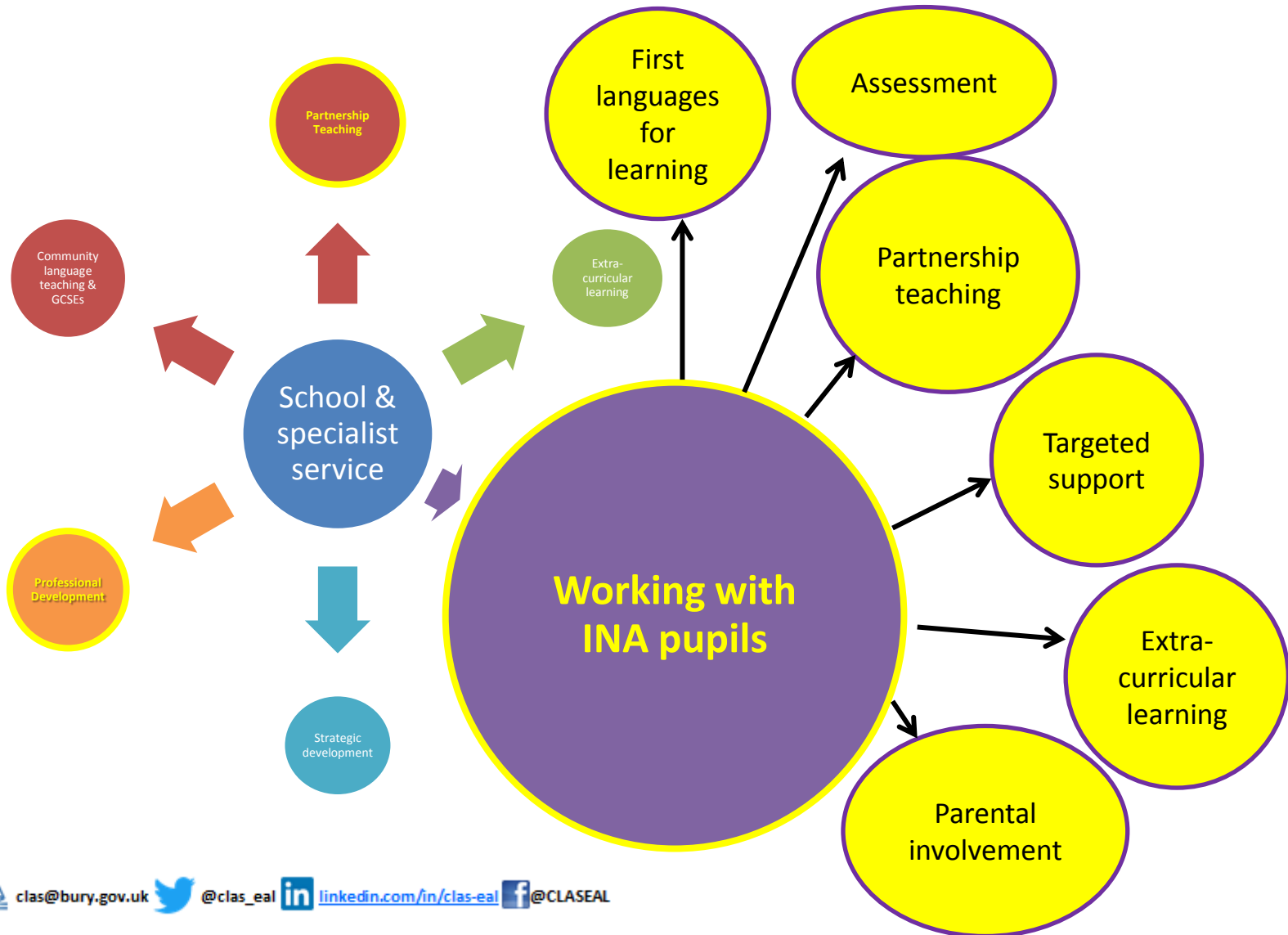


- Modelling
- Best and current practice
- Bespoke differentiation
- Intervention





# Working with INA pupils





# Working with INA pupils



## Why do we work with INA learners in these ways?

### First languages for learning

Reduce language and culture shock and strengthen self-esteem and identity (Auerbach, 1993)  
Promote learning of English (Saville-Troike, 1984)

### Assessment

give teachers specific information [...] helpful in planning future learning ...based in a context which is realistic for the learner (Gibbons, 1991)

### Partnership teaching

Learning a second language seems to be most effective when ...using language to learn about something else (Gibbons, 1991)

### Targeted support

Focus on specific learning which can't be learned through the curriculum, e.g., early literacy for older learners

### Extra-curricular learning

Planned and focused activities linked to work in class (EEF, 2017)

### Parental involvement

Accessible communication, ways in which parents are able to support children's learning (EEF, 2017)



# Meet Niloufar



- New arrival from Iran in Year 10
- No English
- Culture shock



# Strategies



- Bilingual support in lessons where possible
- Parental meetings as poor attitude to work at times
- Bi-lingual dictionary
- Extra homework in English- specific teaching strategies
- Year 11 intervention before school
- Wednesday social time club
- In class differentiation by all teachers
- College applications completed with EAL staff



# Niloufar



- 8 Grade A\*-C
  - 1 A
  - 1A\*
- 
- A- Levels study at post 16.
- 
- Success!



# Working in partnership

