

**Synergy in Learning, Teachers and Student Support Assistants Working Together to Promote
Learner Metacognition in Post-Compulsory Education**

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Abstract

Observations of teaching found Student Support Assistants (SSAs) were frequently ineffectively utilised in supporting learners' progress, with working partnerships between teachers and SSAs tenuous. This relates to previous research (Sharples et al, 2015a, 2015b; Sanders, 2017a, 2017b) which also indicated that learning support was often ineffectually used in class sessions. Learning support frequently focused on task completion rather than encouraging learner autonomy. Our project promoted effective partnerships between teachers, SSAs and learners through implementing strategies to develop learners' self-assessment and thinking skills, effectively encouraging and deepening their learning.

A team of 16 teachers and SSAs from different subject areas held initial meetings to establish working relationships and agree stages for the project. The team was introduced to the action research approach, enabling them to become more research literate. This collaborative project used systematic practitioner research to critically examine the current situation and make changes based on the evidence which arose. It brought together practitioners from various levels within the setting, giving each member a space in which to express their opinions, take action and engage with the activities which arose.

Initial background research considered the key findings from the Education Endowment Fund (EEF) Report (Sharples et al, 2015a). These were used to consider and challenge our practice and plan the research. Following extensive discussion, the team developed a Working Practice Guide and designed resources to support student learning. Time was additionally available for staff to plan strategies together prior to their implementation in sessions. These activities, including concept diagrams, learner review tickets and use of thinking prompts, enhanced learners' self-assessment

during lessons with the teachers and SSAs. It provided the opportunity for learners to discuss and resolve areas of difficulty. The effectiveness of the strategies implemented in class were additionally reflected upon by staff and learners.

Regular meetings enabled evaluation of the strategies and future planning. Using the strategies, combined with meeting regularly, promoted teacher, SSA, and learner confidence with SSAs becoming enablers of learning and partners in the learning process.

Key words

Student Support Assistants; Action Research; Metacognitive; Synergy; Mindsets; Learning Support; Learning Review; Mind Maps; Formative Assessment; Feedback.

Introduction and context

The project, which took place in a medium-sized college of Further Education in the north-east of England as part of The Education & Training Foundation's (ETF) Outstanding Teaching, Learning and Assessment (OTLA) programme (ETF, 2018), intended to promote and enhance the quality of teaching, learning and assessment in Post-16 education and training by enabling teachers and Student Support Assistants (SSAs) to work together to promote deep learning in those they worked with.

The college operates in an area of social deprivation with a history of providing support for learners with learning disabilities and difficulties. Classroom observations, however, identified that SSAs were often ineffectively utilised in supporting learners' progress, frequently focusing on task completion rather than encouraging learner autonomy. There was little evidence of joint planning in either lesson planning documentation or in observation of practice, and evaluation of learning and joint working between teachers and SSAs appeared tenuous. Many of the learners involved in the project had a negative attitude to learning, believing that they were unlikely to succeed; they were reluctant to work independently, often relying on SSAs or teachers to provide them with solutions. The project's approach was to introduce a scaffolded approach to learning (Bruner, 1966) to enable learners, with support, to identify what they could do, where they needed to improve, and how they could improve through the strategies discussed below.

In the institution concerned, SSAs are present in taught sessions but are allocated to work with particular learners identified as having a learning difficulty or disability who are taught as part of the class group in the main classroom. Their presence is not always welcomed by the learners concerned who frequently feel a sense of embarrassment; this is exacerbated by a lack of consistency in those who support them as SSA allocations are often changed to meet organisational requirements. There is little training for SSAs apart from an induction which generally focuses on safeguarding, health and safety, and equality and diversity. Subsequent training is largely ad hoc with limited focus on the effective use of learning support in the classroom for either SSAs or teachers. This was identified by SSAs at the first project meeting, with several reporting they felt stranded within the classroom and unclear as to what was expected of them. This lack of focused training for the role is typical of the

Further Education sector (McPartland, 2014), and lack of time to meet, plan, and reflect is also common in a sector which Orr and Simmons (2010: p. 80) refer to as frenetic in nature.

Having identified an area of need, the project team intended to investigate possibilities to promote effective partnerships between teachers, SSAs, and learners to develop strategies to facilitate learners' self-assessment and thinking skills, thus effectively encouraging and deepening their learning. The project team, led by an experienced Teacher Educator, consisted of 16 teachers and SSAs from different curriculum areas: Health and Care, Construction, Early Years, Hair and Beauty, Maths, and English. It included experienced and relatively inexperienced staff and, as is typical of the sector, included more females than males (ETF, 2014a).

Project aims

- To promote effective collaboration between teachers and SSAs, so SSAs supplement and support teachers in challenging learners to take responsibility for their learning.
- To ensure SSAs are fully prepared for their role in the classroom and are enabled to carry this out effectively.

In essence, the project aimed to support learners to challenge themselves, thus developing the qualities of resilience as outlined by Claxton (2006), increasing their belief in their ability to learn. This involved encouraging them to move from a fixed to a growth mindset, where they believed effort would be recognised, rewarded, and lead to improvement, as exemplified in Dweck's work (2017a, 2017b). As a corollary of these strategies, learners' self-belief would grow, encouraging further learning development.

Literature Review

The Literature Review explores sources pertinent to the effectiveness of learning support in classrooms. Furthermore, it discusses theories relating to the development of thinking skills, particularly the use of formative feedback.

Learning support in the classroom

There is surprisingly little academic literature or systematic inquiry regarding learning support in the post-compulsory sector, although there is a history of this in the sector and increasing numbers of learning support staff. Recent research (O'Brien & O'Brien, 2010; Blatchford et al, 2012; Sharples et al, 2015a, 2015b; Bosanquet et al, 2016) has cast some light on the situation, with Sanders (2017a, 2017b) more latterly attempting to understand the role of learning support in enabling learner progression in maths and English, making recommendations for Continuing Professional Development (CPD). The consensus of opinion is that whilst learning support staff have vital roles to play, they are consistently underutilised, inconsistently managed, and not always well trained. Similar findings emerged from the compulsory sector with the Deployment and Impact of Support Staff (DISS) project (Blatchford et al, 2009a) and later research (Sharples et al, 2015), indicating the effects of learning support on academic improvement were negligible.

Furthermore, the research of Blatchford et al (2012) concluded that learning support tended to have a negative impact on learners' progress. This was mitigated by a later report (Sharples et al, 2015a), indicating the key problem was the lack of effective utilisation of learning support.

The EEF Report (Sharples et al, 2015a) provided guidance on enhancing the use of learning support, and the key findings of using learning support to develop learners' independent working skills – ensuring time for effective joint planning and appropriate, ongoing training to enable learning support workers to undertake their role – were taken into consideration when planning our project.

Promoting deep learning and metacognition

Learning can be described as '*...a process that leads to change, which occurs as a result of experience and increases the potential of improved performance and future learning*' (Ambrose et al, 2010: p. 3). This paper is concerned with three aspects of promoting learning: developing the motivation to learn; providing scaffolded support for learning through the use of reflection frames (referred to as 'learner review tickets') which enable learners to think deeply about their learning and how it may be enhanced; and formative feedback which further enables learners to recognise what they learned and how to develop their learning further.

Findings from a recent report, *Metacognition and Self-Regulated Learning* (EEF, 2018), link very closely with the intentions of our project. The report, in promoting the advantages of self-regulated learning, identified three essentials: willingness to engage in learning activities; developing the mental processes involved in knowing, understanding, and learning; and learning to learn. Claxton (2006), Duckworth (2016), and Dweck (2017a, 2017b) identify the need to overcome negative attitudes to learning, developing instead a more positive attitude and belief that improvement is achievable. This relates to the concept of deep learning in which individuals are able to understand what has been learned, apply it to new situations, and develop a more positive attitude to learning. This tied in to our project's intentions of enabling learners to understand what they were doing and what they needed to do to improve further, thus developing the skills of critical thinking, problem solving, and effective self-assessment; a metacognitive approach to their learning.

Implicit in this is the use of formative assessment and feedback. We used research from Black and William (2003, 2005), Hattie (2009), and Coe et al (2014). The intention was to empower SSAs to take a more active role in supporting learners, using the principles of social constructivism (Bruner, 1966; Vygotsky, 1978) through encouraging and supporting learners to identify their strengths, recognise areas of difficulty, and develop strategies to promote deeper learning (Marton & Säljö, 1976). These are essential aspects of the learning process.

Beere (2013) and Didau (2013) advocate the use of the Directed Improvement and Reflection Technique (DIRT) approach, encouraging learners to initially check their work against success criteria, thereby encouraging self-assessment. Once this is completed, specific and helpful formative feedback is provided by peers or teaching staff. The next stage involves the learner reflecting on feedback, addressing issues raised until they are satisfied with the quality of their work. They then receive further feedback until the task is successfully completed; the intention being to close the learning gap and make the learning process clearer to the individual concerned (Hughes, 2001).

The use of targeted feedback on progress additionally encourages learners to think deeply about their learning. The team, therefore, considered the nature of feedback they provided to avoid personal or self-level feedback (Hattie & Timperley, 2007), merely providing praise unrelated to task performance

and instead providing more meaningful feedback based on Hattie and Timperley's model. The intention was to provide Process Level feedback with specific guidance on how improvements could be made, eventually moving to self-regulation where learners monitor and control their own learning and act on feedback information. This is higher-order thinking and not easily developed, but improvements can be made to learning processes and learners supported to be more self-aware, thus developing confidence and metacognition through planning their learning, and by using appropriate learning skills and monitoring their progress.

Overview of the methodology and research approach

A practitioner-led action research methodology was adopted, based on McNiff's (2017) model, enabling the team to plan, implement, monitor, and finally evaluate the effectiveness of actions undertaken. These stages involved meeting regularly to review current practice, identify areas for improvement, develop approaches to improve learning, and implement them in class sessions. As the project progressed, meetings enabled monitoring and reviewing of progress, with any changes deemed necessary being introduced and again reviewed and monitored until the conclusion of the project. Data collection included records of meetings, staff reflections, evidence from learners' work, learner review tickets, lesson-planning documents, and conversations with learners.

In developing the project, it was essential for members to make time to meet, form as a team, and have the opportunity and space to work and plan together. As the majority of the team was unfamiliar with action research, several external events promoted their understanding and confidence (Convery, 2017; McNiff, 2017), whilst in-house activities supported them in applying the principles of the methodology. These sessions enabled participants to share their concerns, discuss factors which supported or inhibited their working together, develop a working agreement, and set priorities for the project, leading to a set of guidelines for joint working. Initial sessions involved consideration of previous research and using card-based activities, thus enabling the team to compare their experiences with the EEF's school-based Teaching Assistant findings and consider if the recommendations were applicable in their situation (Sharples et al, 2015a, 2015b). These initial and subsequent meetings were instrumental in addressing the project aims: to promote effective collaboration between teachers and SSAs, and prepare them for their role in the classroom.

Data collection

Three main data sources were used: learner review tickets, concept maps, and project members' reflective diaries. Learner review tickets encourage self-reflection on progress through the use of prompts such as:

- What I now know
- What went well in the session
- What I don't yet understand
- What I need to do to improve.

A variety of these learner review tickets were experimented with as the project progressed. SSAs and teachers supported their use through the development of question stems or thinking prompts to encourage Socratic dialogue and promote deeper learning (Biggs, 1999; Dakka, 2015). These included further prompts such as:

- Can you explain why that happened?
- Which parts were difficult/easy to understand?
- What helped you to understand?
- What do you think you need to do next?

This provided a scaffolded approach based on the principles of social constructivism (Bruner, 1966; Vygotsky, 1978) to stretch and challenge learners, additionally informing teachers, SSAs, and learners of progress. Questioning is probably the most commonly-used assessment technique in classroom practice, but research such as Black and Wiliam (2005), Blatchford et al (2009a, 2009b), Coe et al (2014), Sharples et al (2015a, 2015b) and Petty (2017) indicates questioning is frequently ineffectively used, with practitioners using closed, lower order, rather than open, higher order questions and not allowing sufficient wait time (Rowe, 1972) to encourage deeper thinking. Our thinking prompts were intended to promote this deeper level of thinking, thereby developing learner metacognition (Flavell, 1985), aiding self-regulation. Both SSAs and teachers had previously attended

a CPD session on using stretch and challenge methods in the classroom as part of the project-planning process which enhanced their knowledge and practice.

Concept diagrams were additionally used to review learning; these are graphical tools intended to organise and represent knowledge, thus enabling learners to see links between the topics studied. They additionally encourage creative thinking skills and act as an aid to memory and recall. This strategy enabled learners to express their learning visually, share with peers, teachers and SSAs, thus benefiting from collaborative learning as advocated by Hattie (2009) and Hattie et al (2016). In the event, learner review tickets and thinking prompts were the main strategies employed to promote learning.

Reflective accounts

Teachers and SSAs were encouraged to keep reflective journals on the outcomes of sessions and their personal and professional development. A reflective frame using the approach of Rolfe et al (2001, p. 26) involving the stages of What?, So what?, Now what? was suggested and modelled, but the team was encouraged to use other approaches as they saw fit.

Effect of the strategies on learners

An essential aim of the project was to challenge learners to take responsibility for their learning. As the project progressed, project members became more aware of the processes involved in enabling this through scaffolded learning and, in particular, using formative feedback to both close the learning gap and motivate learners to recognise their successes (Maslow, 1943; Wilson, 2012):

"...Helps me to think about how the learners learn and to deliver sessions more directed to what they need to learn and helping them to recognise and overcome the things that they find difficult".

(Teacher comment)

"It's made me really think about what I do in the lessons and how effective it is. It's given learning a higher priority".

(SSA comment)

The strategies particularly helped learners, teachers, and SSAs to become more aware of what was learned and understood, and identify aspects of learning challenge so support could be in place when it was needed rather than being left to future sessions when the appropriate time for learning had passed.

Learners gained self-awareness, with the consensus being they enjoyed and benefited from the approaches. This resulted in more active engagement with the SSA, who, in turn, demonstrated greater liaison with the teacher. Learners began to recognise, and be proud of, their achievements. Even though these advances may seem small, they are significant in the mindset of the learner and helped with re-engagement in the learning process. One proud learner stated:

“Now I know how to use a dictionary”

(Learner comment)

This was brought about through the SSA creating time to focus on the learner, demonstrating the dictionary layout, how to quickly find words, and check their spelling. None of the above had previously been clear to the individual concerned and the new learning was a significant step for the learner.

The increased consistency of SSA support, including regular work with the same learners and teachers, significantly improved relationships and confidence. It has encouraged learners to discuss and seek help they would have previously shunned, perhaps through reluctance to admit lack of understanding or embarrassment especially when peers were close by. This trust, which the consistent working patterns encouraged, has led to more meaningful relationships between learners, SSAs, and teachers and a team-working approach is more in evidence. The relationships have moved from the early stages of forming and storming, in which little joint working is apparent, to a norming stage in which there is a sense of shared purpose and, in some cases, a performing stage where productive work is being carried out (Tuckman, 1965). As learners stated:

“You can put on (tickets) what you don’t understand so it will be covered again”.

(Learner comment)

"They help me to make sense of what I've learnt and to ask for help when I need it".

(Learner comment)

Others were enabled to set themselves targets for improvement through recognising the gaps in their own learning:

"I now know I need to go onto Blackboard (the college's VLE system) to look over units 1 and 2 as I missed some points".

(Learner comment)

Changes to teaching and learning practice

The majority of the project team was unfamiliar with the use of learner review tickets and apprehensive about using them, believing learners would not be receptive. Nevertheless, they were introduced into classroom activities. One particular teacher, in reflecting on the first occasion they used the tickets, recognised that learners regarded them as a test; they subsequently changed their approach, clarifying the purpose of the tickets, providing reassurance and encouraging the SSA to work more closely with the learners. Following this, learners were more prepared to undertake the activities, often providing detailed insights into their learning. This reinforced the benefits of working on session endings and engaging the SSA in activities to consolidate learning and close learning gaps (Hughes, 2001). The teacher reported that the project made them not only think about the way they used the SSA but also the way the learners related to the SSA as well as their own professional development. It became obvious that the learners assumed that the SSA would provide answers to classroom tasks, leading to dependency and over-reliance on support (Sharples et al, 2015a, 2015b). Being given the time and space to reflect on their practice, the teacher gained new, previously hidden, insights, enabling them to try new approaches. This resulted in lessons being more interactive, through encouraging more effective co-operation between them and the SSA, with the learners gradually becoming more autonomous.

One SSA, in reflecting on their changed practice, discussed how they now give the learner space to try tasks out whilst still being close by to provide encouragement. This proved challenging as they felt

almost compelled to give answers rather than prompts, but they reflected the approach had increased the learner's confidence in their own abilities and encouraged more independent working (Dweck, 2017a). The use of the thinking prompts provided them with tools to enhance the learning situation, moving away from being a provider of information to an enabler of learning. An example of this is the learner now able to use a dictionary, as discussed above.

SSA and teacher working relationships

SSAs and teachers reflected on their enhanced working relationship and how this benefited learners; SSAs particularly noted they were working partners in the learning process through enhanced involvement. SSAs believed themselves to be more empowered and had a sense of purpose which was previously missing. Although time for discussion and planning was still an issue, they generally reflected time was used more effectively. For example, one SSA referred to the teacher as being "*exceptionally helpful*", sending them resources and "*explaining them in more detail*" as part of their planning process; this had not previously happened. This enabled the SSA to feel more involved and to plan more effectively with a greater sense of purpose.

In summary, using the strategies and meeting regularly promoted teacher and SSA partnership. As project team members reflected:

"Using the tickets helped me to talk to the teacher about the ability of the class and what needs I thought some of them had".

(SSA comment)

"...it's made me realise how important the SSA is and how much they do support learner learning. The changes when they aren't in the classroom is significant".

(Teacher comment)

"I feel more included and that the teacher does make time to discuss and plan with me much more, so I know what I'm doing. I feel part of the process now, something which I didn't feel before. I feel my role is recognised and seen as more important".

(SSA comment)

"It's made me think about using the SSA better and involving her in planning much more than I did before".

(Teacher comment)

The statements above provide some evidence of growing collaborative practice between teachers and SSAs, as well as the development of new approaches to working with learners. However, more work is required to ensure that this remains the case.

Reviewing the strategies

Despite the initial fears of staff that they would not be accepted, learner review tickets proved popular with learners. It became evident, through classroom observation, that the team needed to gain confidence in the effective use of learner review tickets. Initially, learner review tickets tended to be used as summative, rather than formative assessment, with little joint discussion of findings taking place. This, in many ways, defeated the purpose of the strategy and it was essential to address this issue. Further meetings and training supported the project team to understand the value of taking time in sessions to explore ticket comments, to discuss them with learners, and to agree a way forward. Many staff felt constrained to cover curriculum content without considering whether understanding had taken place. This inhibited learners from being able to transfer learning to new situations as they had not acquired deep learning (Griffith & Burns, 2013). Prompting from the SSA was essential to support learners in this activity and both gained confidence as the project developed.

As the project progressed, teachers, SSAs, and learners began to use the tickets in a meaningful rather than a perfunctory way, thereby developing confidence and promoting active learning, stating:

"I wasn't sure about using the tickets as each individual learner has had a negative previous experience of education...the majority have learning difficulties, behaviour issues and huge barriers to learning".

(Teacher comment)

To encourage confidence in using the strategies, project team members consulted more skilled colleagues, benefiting from their expertise. There were ample instances of this type of collaborative practice as trust grew within the team, supported by frequent meetings where the team could concentrate on project issues rather than being distracted by other college-related concerns. This led to better quality learning relationships, promoting deep and meaningful learning (Marton & Säljö, 1976; Argyris & Schon, 1974; Argyris, 1991). For example, one SSA project team member felt their learning had been enhanced as they reported:

"I saw _____ using an interesting approach with a small group of learners, she (another SSA) asked lots of probing questions encouraging the learners to explore the issues and explain their ideas to each other".

This gave them the confidence to develop their own classroom practice.

Summary of key findings

One of the main issues of concern at the beginning of the project was the lack of continuity in teacher and SSA partnerships. Previous experience had involved frequent changes in allocation of SSAs. Elliott's (2007) criteria for good quality action research were used to consider the validity of our work. As Elliott recommends, our project focused on an issue of practical concern. It gathered data from different sources – teachers, SSAs, and learners – to enable triangulation. Additionally, it enabled the project team to question their existing knowledge and practices, testing them against the results of the research. This often led to a deeper understanding of learning processes. As a result of the project, allocations have been relatively stable although this is still an issue of concern. As the project evolved, so did a closer working relationship between teachers and SSAs; they grew to trust and rely on each other and this, in turn, enabled more effective support for the learners. When this close working relationship was not the case, and SSAs moved from their original working partnership, activities did not work as effectively. This more stable relationship, and the off-site time available for the project, enabled more productive planning and evaluation of the teaching sessions leading to a renewed sense of purpose for many of the team. A Health and Social Care teacher, for example, kept a very detailed journal reflecting on their contributions, thinking deeply about how they worked with their SSA and learners. Being involved in the project had reinvigorated and motivated them, assuring

them that they were engaged in a worthwhile development which would enhance their own, their SSA's and their learners' experiences. "*Really, really excited about this innovative and very feasible piece of research. So pleased I am part of it*". Others commented on their increased knowledge and confidence.

Learners were supported and enabled to develop their independent learning skills which resulted in a growth in confidence. In addition, attendance and behaviour has generally improved:

"...the learners were positive about the activity there were no 'grumbles' or 'moans' from anyone, which for this group is an extreme positive. The tickets helped learners to show what they had learnt".

Additionally, SSAs were far more aware of how they can support learning and the theories and strategies which enable effective learning.

Although the team feels it has had a number of successes, there are still areas of concern – many of them relating to the original discussions the team had on the findings of the report *Making Best Use of Teaching Assistants* (Sharples et al, 2015a). These include the need to embed the strategies used into future practice which requires managerial commitment; the financial implication for continuing the work of the project and ensuring staff have time to meet, plan and reflect on strategies; and the need for commitment to ongoing staff development and training for both teachers and SSAs so they can continue to work together effectively, which again has financial and time implications.

Conclusion

In addressing the twin aims of the project, the first aim has largely been addressed as there is much closer collaboration and a shared sense of purpose. A great deal of progress has also been made with regard to the second aim, with SSAs generally feeling better prepared for their role and being more active participants in the learning process. Teachers and SSAs have been able to meet together on a number of occasions to discuss issues relating to their working practices and plan to bring about improvements. There is more of a shared understanding regarding strategies which enable collaborative working in order to engage learners in thinking about their learning processes

and planning for improvements. Being given time and space to use the strategies, developed through the project, has provided a greater sense of purpose and developed a range of effective formative assessment and feedback tools. The reflective activities undertaken have additionally enabled team members to engage in thoughtful discussion as they shared their conclusions and planned to improve future actions. It is especially pleasing that the project has given the opportunity for the team to recognise their own learning and take opportunities to develop their professional practice in their evaluation of the progress against The Education & Training Foundation's Teaching Standards (ETF, 2014b).

There is no doubt that the SSAs do a challenging but essential job, often in difficult conditions, and are highly motivated in their support of learners within and outside the classroom setting. They have, however, raised some concerns regarding time management issues in ensuring they are able to have discussion and planning opportunities with teachers. This is a challenge in the hectic academic world within which they work and is an ongoing issue, resonating with other research into the area.

Covering classes and providing an SSA seems to take priority over who the SSA is, their fitness for the task, and their developing relationship with both learner and teacher. There have been a number of instances of partnerships being broken up and this can only be detrimental to the development of trusting relationships, which are essential to all parties in the project. When these partnerships are effective the benefits can be extensive as stated:

"Enlightening to consider how effective relationships can enhance learning and the environment".

(SSA comment)

Despite the challenges which arose during the project, as discussed in previous sections, we have learned that it is possible to introduce change and even small changes make a huge difference to how people work together to promote learning. The key issues to emerge are the importance of making time to plan together; recognising and meeting learning needs quickly, rather than picking these up summatively; making time to reflect deeply on what happens in sessions; and how improvements can be developed.

Additionally, listening to learners and encouraging them to voice their opinions on the new strategies in a variety of formats has given us a deeper understanding of how their learning can be enhanced. More planning, discussion, and evaluation has taken place than was previously the case, but there are still concerns raised by the team concerning lack of time for these activities. There is an enhanced understanding of the learning process but more concentrated training time needs to be allocated to this area to build on the good work which has already taken place.

Overall, effective working relationships between teachers and SSAs were significantly developed and enhanced, as have those with learners, as the strategies promote active discussion and interactive learning. SSAs generally feel their contributions, skills, and knowledge have been more widely acknowledged. Learners have benefited from, and have enjoyed, the new approaches and now undertake self-assessment. This has assisted the planning of improvements to their learning. Project team members have engaged in CPD, undertaken action research, and engaged in evidence-based practice. Their teaching and learning support skills are being enhanced and they have been introduced to teaching, learning, and assessment theory useful to their practice. Confidence has grown in reflecting on sessions and using research to improve practice.

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