Teaching Assistants; roles, cooperative working, training, benefits and challenges

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Summary

An increasing number of children with special educational needs attend regular schools, and an increasing number of additional staff "Teaching Assistants (TA)", are being deployed to support them. Recent research has cast doubt on the effectiveness of this support, through high-lighting issues related to deployment and training, and relationships with classroom teachers. This article draws the Teaching Assistants' (TA) roles, teaching assistant Cooperative Working with Teachers, Teaching assistants Training, and Teaching assistants benefits and challenges. The paper concludes with a job description for the teaching assistant. These studies were discussed in relation to the growing of literature on teaching assistants for students with special needs in inclusive education.

Keywords: Teaching Assistants, cooperative working, training.

المعلم المساعد: دوره، العمل التعاوني، تدريبه، مميزاته والصعوبات التي تواجهه.

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دمج ذوي الاحتياجات الخاصة والقيادة التربوية

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ملخص للبحث

يلتحق عدد متزايد من الأطفال ذوي الاحتياجات التعليمية الخاصة بالمدارس العادية، ويتم نشر عدد متزايد من الموظفين الإضافيين "معلم مساعد (TA)" لدعمهم. وقد ألقت الأبحاث الأخيرة الشكوك حول فعالية هذا الدعم، من خلال الإضاءة العالية المتعلقة بكثير من الجوانب العالة للمعلم المساعد. لذلك تم التركيز في هذه الورقة العلمية على تدريب المعلم المساعد، والعلاقات مع معلمي الفصول الدراسية. تستنبط هذه المقالة أدوار المعلم المساعد (TA)، والعمل التعاوني بين المعلم المساعد والمعلمين، وتدريب المعلم المساعد، والفوائد وتحديات التي تواجه المعلم المساعد. تختتم الورقة بوصف وظيفي للمعلم المساعد. وقد ناقشت هذه الدراسة للاستفادة من المعلم المساعد في دمج الطلاب ذوي الاحتياجات الخاصة في التعليم الجامع.

الكلمات المفتاحية: المعلمين المساعدين ، العمل التعاوني ، التدريب.

Introduction

The over two decades have witnessed important political movement, both nationally and internationally, towards inclusive education (Cole, 2005). Changing values related to children with special needs have affected policy and practice, and legislation now affirms the rights of persons with disabilities to full participation and equal opportunities in every aspect of life (Glazzard, 2011). Inclusion is the "keyword" of government education policy today. Focusing on "strong educational, social and ethical foundations" for children with special needs to teach in regular schools. Focusing on "strong educational, social and ethical foundations" for children with special needs to teach in regular schools (Tilstone, Florian, & Rose, 2000).

Inclusive education is used to describe the standardization of children with disabilities in the school program. The concept of inclusion provides an understanding of the importance of accepting children with barriers to curriculum, environment and social interaction in schools (Smith, 2006). There are three models of holistic education. The first writing for withdrawal is special instructions for students who are initially included in the class with other two-year students, then they are withdrawn to get their own education with a private teacher, but the course is the same as the students in the class (Mohamad, Sazali, & Salleh, 2018).

Consequently, schools are needed to deal with the provision of curricula and education in ways that enable them to respond positively to individual differences, and their vision is not problematic, but as opportunities to enrich learning and education. Ordinary teachers, to implement the code of practice, must develop their capabilities to deal with student diversity, including special educational needs (DENI, 1998a, 1998b). This is likely to be successful, however, in contexts where there is respect for individuality and a culture of cooperation, the latter enabling teachers not only to avoid a sense of "professional isolation", but also to enhance their practices (Hopkins, Wst, & Ainscow, 1996). this article will give the main concern to the most important professional cooperative with the general teachers, that mean the teaching assistant.

Teaching Assistants Role

Teaching Assistants (TAs), also referred to as associate actors, teacher assistants, and associate assistants are employed to support the inclusion of students with disabilities in general education classes in many developed countries around the world (Webster & Blatchford, 2015). The aim is to provide teachers with more opportunities to interact with students with disabilities and collaborate with other professionals. Teaching assistants perform a range of non-educational roles and appropriately trained and supervisory technical assistants may provide supplementary educational services designed to supplement instruction provided by teachers rather than replace them (Giangreco, Suter, & Hurley, 2013).

Teaching assistants make up about 25% of the UK school workforce (DfE/Gov UK 2013). It has always been central to SEN, assuming inclusive education automatically calls for semi-professional assistance. The vast majority of Teaching Assistance Support (TA) is for "low-incidence" students who have SEN (Blatchford, Russell, & Webster, 2012). Teaching assistants replacements were also observed for teachers in pedagogy of pupils using SEN, as five-year regular research, publication and impact of support staff reported that many pupils who had SEN were routinely "taught" most of the time by TAs (Blatchford, Russell, & Webster, 2012).

The Teaching Assistant will be used to refer to non-teaching faculty who "assist teachers, give schools a way to comply with the requirements of the Individual Education Plan (IEP) in special education and provide assistance to struggling students and hard work. To applicants. In fact, where this study was conducted in other countries, technical assistance is referred to as learning support assistants. Technical assistance is referred to as teacher assistants, special support officers, school service personnel, integration assistants, special needs assistants, professional assistants, or assistant assistants or teachers. For purposes of consistency and uniformity, will use the term "teaching assistant" (TA) (Butt & Lowe, 2011).

Teaching assistants who work with small groups may be more effective than those working with individual students (Howes, 2003). Lorenz (1998) Reports indicate that approximately 50% of the assistant teachers who support students with special educational needs do this by sitting next to the student most of the time, and rarely helping other students (Lorenz, 1998). This is especially the case for students with autism spectrum disorder, where teaching assistants are often used to help them focus and follow instructions. Teachers can encourage the teaching assistants to do this so that they can deal with any behavioral problems (Emam & Farrell, 2009).

Working with Teaching Assistants: A Good Practice Guide which aims to inform school professionals, and the Education and Skills Department (DfES) defines the role of a technical assistant as quadrupling, including "supporting pupils, teachers, school, and curricula" (DfES, 2003, p. 8). However, many researchers have found that the required tasks that technical assistants must fulfill in meeting the four elements of their role are too many to be completed in light of school day restrictions (Hancock, Hall, Cable, & Eyres, 2010). The recent Deployment and Impact of Support Staff (DISS) project (Blachford et al., 2009) Six categories of technical assistance assignments were identified in schools: support for teachers and/or the curriculum, direct learning support for pupils. direct pastoral support for pupils, indirect support for children support for the school (administrative/communicative), support for the school (physical environment) (p. 76).

Teaching assistant Cooperative Working with Teachers

Teaching assistants have been employed for a long time in the main semester, especially to support the needs of pupils with special educational needs, and more recently participated in supporting national strategies for literacy and archaic arithmetic (Hancock, Hall, Cable, & Eyres, 2010). The number of teachers has grown since the 1990s and there are 178,900 full-time assistants working in public English schools and private schools, an increase from 70,300 in the year 1999 (DCSF, 2009). The role of teaching assistants turns to include only the work that teachers could have previously done, such as teaching, planning, and evaluation, and in the case of high-level teaching assistants(HLTAs), cover the classroom (Hancock, Hall, Cable, & Eyres, 2010).

TAs often have a strong commitment to their work and an emotional attachment to the people they work with. They have "strong and principled" views on the work they do and can make a valuable contribution to how the merger succeeded (O'Brien & Garner, 2001). However, it is well documented that their position inside the school is often weak. Within politics, there is little guidance on mutual cooperation; teaching assistants seems to have little say in what should happen to them, and it seems to be often excluded from discussions about children with expert knowledge. Despite recent research that has shown positive cooperation between teachers and teachers (Devecchi & Rouse, 2010).

Research has found that teachers and teaching assistants often do not match how they see their roles in the classroom. One of the areas where there was a lack of common understanding was the understanding of teachers and administrative teachers of inclusion (Sikes, Lawson, & Parker, 2007). While it's not surprising that every merger account is individual, the interesting thing about Sikes et al. It is that although participants may have a definition of inclusion that appears to be in tune with some aspects of government, local authority, or institutional definitions, people's stories of integration are likely to focus on the human and personal aspects of daily engagement with students, which are often formulated in terms of Care and Support. Therefore, rhetoric fusion phrases and their reality in the everyday life of the chapter are only closely related.

According to Howard and Ford (2007), During the past 10 years, the roles and responsibilities of teaching assistants have changed significantly, sometimes resulting in confusion in the role between the assistant and the teacher. Before adopting a more comprehensive approach to the role of teaching assistants, they should have initially been an administrative assistant responsible for preparing educational materials, overseeing non-educational activities, and providing written assistance to teachers and administrators (Howared & Ford, 2007).

Teaching assistants Training

Trautman (2004) noted that teaching assistants operating in the U.S. is also required to perform an increasing range of tasks. These tasks included writing work, teaching small groups of students, helping teachers, organizing and maintaining the teaching and learning environment, and implementing teacher-directed behavior management plans. The role has evolved further in recent years. Teaching assistants may be required to conduct individual assessments, implement behavioral plans and individual learning plans, provide personal care, perform documents, individual teachers, adapt study materials, share information, and provide direct instructions to students who support them (Tarutman, 2004). The duties required of teaching assistants continue to number and challenge. For many of these duties, they are not trained to perform and lack the necessary skills. The literature constantly indicates the need for technical assistance with students in the mainstream classes to receive Professional Development (PD) (Howared & Ford, 2007).

There are calls for more focused training for teaching assistants who entering the profession (Groom & Rose, 2005). There are concerns that there is currently a mismatch between the training of teaching assistants receive and their role requirements (Russell, Blatchford, Bassett, Brown, & Martin, 2005). The literature recommends three levels of teaching assistants training. The first level includes training before starting work on a sector induction program and on-site orientation program. The second level is continuous training during work on courses specifically related to the roles and responsibilities specific to the job. The third level will be the PD in career paths such as scholarships or university courses (Tarutman, 2004). Teaching assistants training has proven to be both beneficial and proven. It introduces new ideas, provides the skills needed to respond to the individual needs of students and helps ensure that maximum benefits are provided from teaching assistants (Howared & Ford, 2007).

Despite the high number of assistant teachers supporting students with special educational needs in the mainstream, the teachers needs to received little training on how to best work with the additional support team (Blatchford, Bassett, Brown, & Webster, 2009).

Teaching assistants benefits and challenges

The potential benefit of supporting teaching assistants was examined for all students and it was suggested that it might harm students' academic outcomes, especially for identified students with special educational needs (SEN), Often these conclusions are based on a general classification or simple classification of SEN (Blatchford, Russell, & Webster, 2011). This is difficult because students identified with SEN are not a homogeneous group but represent a diverse group of individuals with multiple educational experiences, skills, abilities, and needs. Despite these results, very little has searched for TAs' views of classroom practice, to inform our understanding of their role or learning environment. Some studies have included teaching assistants in training evaluation (Butt & Lowe, 2012). Webster, Blatchford and Russell (2013) investigated the sensitive subject of their schooling, but not in their understanding of classroom practices. Teaching assistants are still a mostly untapped source of information and their views are underrepresented in informing our understanding of student experiences in the classroom, although they represent about 25% of the school workforce (Webster, Blatchford, & Russell, 2013).

Additionally, teaching assistants may not be used to their full potential (Alston & Kilham, 2004). But others are less happy about the possibility of another adult in the classroom (Morewood, 2009). Morewood (2009) argued that it is important for senior management, teachers and teaching assistants to work together to ensure that teaching assistants are well respected and deployed appropriately – by doing this, the effectiveness of the teaching assistant can be increased.

Another area of concern is the lack of time for joint planning between teaching assistants and teachers (Farrell, Balshaw, & Polat, 1999). Groom and Rose (2005) argued that the more educational aides are involved in planning lessons, the higher the quality of support they can provide. Nowadays, many teaching assistants access lessons without knowing what to

do. Immediate amendments are expected to be presented (Alston & Kilham, 2004). This lack of preparation can lead to the educational assistant providing interactive, not proactive support, and may encourage dependence on the teaching assistants (Blachford, et al., 2009).

It is widely accepted that the role of TAs is primarily rooted in working with children identified with SEN. Historically, technical assistants have worked almost exclusively with individual students identified using SEN, as part of what Gerschel (2005) calls the "main factor" system. This has the advantage of naming TAs as the primary support for children with data. The justification for this approach is that technical assistants provide the individual academic support required to work with confidence. Vincett, Cremin and Thomas (2005) argued that this system often leads to children overly supporting children with special needs that they work with, leading to 'SEN Velcro-syndrome'. Teaching assistants have become constantly focusing on the responsible child. Consequently, some children rely on the support provided by technical assistants and lose confidence during independent work, and they are called "learned helplessness " (Shevlin, Kenny, & Loxley, 2008). Although this is worrisome, it should be noted that in recent years, technical assistants have increasingly assisted children in small workgroups within elementary classrooms (Gerschel, 2005). This reduces the incidence of individual support, and thus accelerates the prevention of "acquired disability" among children who have been identified using SEN. However, many research projects have shown that these small groups still essentially form identical pupils with SEN, raising concerns about whether independent work is actually occurring (Moran & Abbott, 2002).

Lamb (2009) reviewed the parents 'confidence in the Special Educational Needs Code of Practice (DfES, 2001). Conducted interviews and focus groups with parents and school professionals in eight districts, with over 3,400 participants. He concludes that as a result of the "main factor" system, too many children with special educational needs miss the basic benefits of quality of first teaching. Moreover, It determines that much of the education of

children identified with SEN has been "delivered" to TAs, which results in poor teachers teaching SEN students (Lamb, 2009).

Conclusion

The work of teaching assistants is a very important component in promoting and developing overall trends in the current educational system in the Czech Republic. However, the experience of the schools participating in the current study indicates that the mere allocation of teaching assistants to the classes, without appropriate professional development and a detailed job description clearly, is not sufficient in terms of the effectiveness of the support provided. When considering the job description of teaching assistants, a number of issues should be considered. First of all, teaching assistants are not a substitute for a teacher, so their role in student education should not be essential. Moreover, he must be a teacher and not a teaching assistant, make educational plans and educational decisions, and supervise their implementation (Giangreco, Suter, & Hurley, 2013).

Teaching aides who work in the classroom and in schools with large numbers of socially disadvantaged students can be a valuable advantage. Their role is also crucial with regard to the complementary activities of standard work for teachers, especially closer cooperation between the school and the families of students with special needs.

Finally, Česko (2011) provide a job description to the teaching assistants It is defined only in general terms in legislation and includes: (a) assisting teachers in educational activities, (b) assistance in communicating with students and their careers, (c) supporting students in adapting to the school environment and preparing for classes and (d) assistance in care Self and mobility in school – this last point concerns only students with disabilities. It is an effective job discretion for the teaching assistants.

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