

Working with Others - Audio extracts - Transcription

Audio extract 1a (Sarah)

Interviewer: Right so you have identified some – one or two of her personal qualities that she brings to the team, any other things that you know you think are particularly her qualities?

Sarah: I would say her professionalism and her dealings with the students, she is very – and she demands high standards from the students, in that ... the fact that she is not a teacher as such, she really does and you see that in the students, the students really respect her and she won't let them get away with anything. She demands high standards and she has that, which a lot of staff can lack, even teaching staff, she demands the higher order thinking, she won't just tell them the answer and I think that's the big difference with people I have worked with in other schools, is the fact that they feel that they are just there to tell them the equivalent word in the equivalent language, where she will challenge them to think through. She will repeat what I have said in the questioning and she will get them to work it through and yes they will tell her the answer in Polish let's say and then she will say, well what is that in – but again she will make them work out what the word is in English and that I think there is a real skill level in her ability to get the children to think.

Audio extract 1b (Alice)

I think really you are really good about taking – so if we are starting a new initiative, you will take it on board, everyone will take it on board and go with it, so I think that's one thing. I think the fact that I would rather have Zaitun in teaching than having the supply in because I know that you know what happens, you know the routines. You know, just the respect that you have got for the children, that you do use positive reinforcement, everything that I would see as good practice, you will do it.

Audio extract 1c (Zaitun)

I think you have to be willing to adapt and that is the main thing, I mean when you are working as a TA you don't know always where you are going to be. Sometimes you are given opportunities to work with other members of staff and you have got to be flexible to how they want to work and recognise that you are a professional your self and so they have got certain expectations of you and you have got to be able to adjust to that, but keeping in mind that you know you have got a voice as well. So being able to have your input to do so.

Audio extract 1d (Zaitun)

Yesterday for example I was covering Alice, Alice had planned something for her numeracy group and I thought actually no I don't want to do it that way, just change the plan completely and it is basically the same learning objective, just the different activities and just changed it to do it the way I wanted to, but having the same outcome.

Audio extract 1e (Alice and Zaitun)

Alice: Do you know I think the biggest thing – because I have always had bilingual support in this school, so it has only been when I was training I haven't been, but I know that I can let go with you, that it's not that I have to teach all the time, I think it's, you know, we do team teach

probably most of the time, so it's sort of being able to let go and make the most of both our strengths I would say.

Zaitun: It's nice to have the opportunity to do that because you know when we are in class, I think, sometimes I think I would like to take over this little bit and just go over it again. Because we have such a good teaching relationship we can just do that without having the class disrupted and it's quite nice because sometimes when I have done that in the past A is really encouraging and she would be, like, okay, everyone listen to Z. This is what we are doing, even if it's just arranging or something, you know it's good.

Extract 2a (Carolina)

It's hard sometimes to explain because some teachers will have a perception, 'well, hang on a minute, they're here in an English school, they should speak English'. There is this whole issue about integration, how to integrate children. Well, I keep saying this is not integration, it is a life-long process.

Extract 2b (Alice and Zaitun)

Alice: When I first came, everything was translated, so you didn't have to listen in English because you knew you were going to get it translated, whereas now we hold back on that and it is just the key bits, unless it is for people where you are working with your group, and you have got your three or four round you that you will talk to. So I think that is the biggest thing now, that you are not going to have it spoon fed to you, you have got to listen and you have got to start to learn English because you are not always going to have it.

Zaitun: It can be quite a shock for them, because before they had that in year one and two, and then in year three they didn't really have it, so having all that dependence and having it translated and then completely cutting you off from it sets them back as opposed to setting them forward. There is bilingual support available depending on what lesson they are having in the afternoon, but it is having that holding back time because that is quite important as well, not just to be there to translate everything, because then they have got to work things out for themselves.

Audio Extract 3a (Zaitun, Carolina)

Zaitun: Part of the monitoring is, each plan that I do with the children has an evaluation at the end of it, so I would monitor how they are doing. I always feed back to Alice to let her know generally how they are doing and obviously because I work with the lower group, Alice is always giving me that support. We go through the action sheets as well, so whichever group that I work with is put in the feedback as well. So I would write down the target children I worked with and comment on whether they have met their target and if they haven't, specifically write why they didn't meet it or whether they didn't understand. So it is done orally and it's written down.

Carolina: Every child has got a folder and in this folder I keep additional information like has the child got dyslexia, which I pass on to Special Educational Needs. I keep all the information, I keep attendance, I keep his achievements, how he is performing in each subject, why he is under-performing. I keep the Stages of English Language Development so I can say, well actually no, we should push a little bit more and he isn't quite there yet.

Extract 3b (Carolina)

What I have noticed in Poland is that the way they teach children is very encyclopaedic knowledge, you have to know this, this, this, and this. Here you do everything in practice which I think is more beneficial than just book knowledge because you can learn by experience, you

can see how things work. In science one of the boys remembered something about planets and we sat down and he remembered it very well from Poland. He used it to his advantage because it was a new subject for the students in the class, yet he was already aware of it and his hand was constantly up. I felt, right, okay, you can do this, you have to learn, you just proved to me that you can learn anything and you can relate it to what is happening in the lessons also.

Audio extract 3c (Zaitun)

I think being bilingual and being a Teaching Assistant as well has got lots – you have lots to offer in terms of not just what you provide to the school but what you are providing to the community as well because I don't think without having this valuable support, assistants in this school, the relationship between parents and teachers would be two completely different things. I mean by having us there they have got that way of communicating and communication is so much more effective than what it was before and without that I mean we can't – really we are all here for the children, you can't really progress them if you don't have parent and school having a very good relationship and I do think it is very important that you know we are there.

Audio extract 3d (Carolina)

Sometimes I am actually defending my students because they can't do it (the work) and I think, if they are coming to me and they don't want to be in the lessons and if they are all of a sudden becoming sick and not attending the school, I can only understand that they are under too much pressure. So I go to the teacher, and if the teacher says well actually he is switched off, I say well this is evidence that he is I think under too much pressure. So could we please slow down the whole process, easy steps, more encouragement, more praise, and this is often how it works. I had a meeting yesterday, I had to stand up for my student. I say, look coming here is not easy, being in a country when they don't speak the language is not easy, attending the school when everyone is expecting them to write and speak the language is definitely not easy. At least she is doing something, at least she tries. She might get it wrong because of lack of understanding, so don't be so negative constantly.