

National Unit Specification: general information

UNIT Supporting the Well Being of Pupils: The Role of the Classroom Assistant (Intermediate 2)

NUMBER D31D 11

COURSE

SUMMARY

The unit enables candidates to gain an understanding of qualities and skills required to support the well being of pupils, the contexts outwith the formal learning and teaching environment where support may be required and the role of the classroom assistant in a range of situations. The unit also enables candidates to examine local education authority and establishment policies which are designed to support the well being of the pupil.

OUTCOMES

- 1 Describe local education authority and establishment policies which support the well being of pupils.
- 2 Describe the role of the classroom assistant in providing support for pupil well being.
- 3 Describe how to provide support to pupils in unplanned situations.

RECOMMENDED ENTRY

Access is at the discretion of the centre, however candidates would be expected to be working or undertaking a work experience placement within an educational setting.

CREDIT VALUE

1.0 Credit at Intermediate 2.

CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

Administrative Information

Superclass: GA

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National Unit Specification: statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1

Describe local education authority and establishment policies which support the well being of pupils.

Performance criteria

- a) The identification of policies developed by the local education authority is accurate and relevant in terms of pupil support and well being.
- b) The description of individual establishment policies and guidelines is accurate in terms of providing pupil support.

Evidence requirements

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

OUTCOME 2

Describe the role of the classroom assistant in providing support for pupil well being.

Performance criteria

- a) The identification of qualities and skills required of the classroom assistant is accurate in terms of providing appropriate pupil support.
- b) The identification of contexts where support is required is accurate in terms of the establishment and the role of the classroom assistant.
- c) The description of available resources to provide support is accurate in terms of a given context and the establishment.
- d) The description of the role of the classroom assistant in promoting positive behaviour is accurate in terms of context, policies and pupil need.
- e) The demonstration of the support for pupil's well being is carried out effectively in accordance with establishment procedures, available resources and individual needs.

Evidence requirements

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

National Unit Specification: statement of standards (cont)

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OUTCOME 3

Describe how to provide support to pupils in unplanned situations.

Performance criteria

- a) The description of a range of unplanned situations where pupil support may be required is accurate.
- b) The description of the role of the classroom assistant is valid in relation to a range of unplanned situations.
- c) The description of how pupils can be supported is accurate in relation to a given situation, policy and procedures of the establishment and the role of the classroom assistant.

Evidence requirements

Please refer to *Evidence requirements for the unit* at the end of the Statement of Standards.

EVIDENCE REQUIREMENTS FOR THE UNIT

Outcome 1

- a) Written and/or oral evidence
- b) Written and/or oral evidence

Outcome 2

- a) Written and/or oral evidence
- b) Written and or oral evidence
- c) Written and or oral evidence
- d) Written and or oral evidence
- e) Evidence of actual performance by candidates demonstrating that support for pupils in activities outwith the class are carried out effectively in accordance with establishment procedure, available resources and individual need. Performance also to be supported by candidate written evidence, ie. reflective log.

Outcome 3

Written evidence to ensure coverage of all performance criteria.

National Unit Specification: support notes

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This part of the unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this unit is at the discretion of the centre, the notional design length is 40 hours.

GUIDANCE ON THE CONTENT AND CONTEXT FOR THIS UNIT

Outcome 1

Candidates should be given the opportunity to explore a range of local education authority policies designed to support the well being of pupils within educational settings.

Policies could include:

- Child protection
- Health and safety
- Emergency procedures
- Confidentiality
- Promotion of positive behaviour
- Health promotion
- Equal opportunities
- Security of educational settings
- Parental access to records
- Administration of medicines
- Parental access to children

The candidates should then be given the opportunity to explore individual establishment policies and guidelines making links between these and the effect on pupil support. Individual establishment policy and guidelines may vary considerably but the candidate may wish to consider the following :

- Playground guidelines/rules for pupils and staff
- Promoting positive play
- Anti-bullying material
- Anti-racist materials
- Supervision guidelines for staff
- Information on taking pupils out of school, visits, trips
- Accident reporting and recording
- Behaviour guidelines
- Safety rules and guidance in relation to use of areas or equipment for pupils
- Substance misuse

Candidates should gain an appreciation that policies and guidelines could be applicable to the Classroom Assistant working within or outwith the classroom. Within the classroom situation there may also be guidelines or classroom rules developed by the class teacher which may have an impact on pupil well being. The candidate should also be given the opportunity to explore how their role may vary in relation to implementation of policies and guidelines in varying contexts.

National Unit Specification: support notes (cont)

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Candidates should also have an awareness of key legislation that can have an impact on the well being of pupils, this may involve brief work in relation to the UN Convention of Rights of the Child and the Children Scotland Act 1995.

Outcome 2

Candidates should focus on the role of the classroom assistant in providing support for pupil well being. The qualities and skills required of the classroom assistant should be explored in relation providing appropriate support to pupils outwith the formal learning and teaching environment. Some work should centre on what would be considered appropriate support and this should emphasise professionalism required of the classroom assistant. The following qualities and skills could be examined:

- Patience
- Tolerance
- Empathy
- Respect
- Assertiveness
- Responsiveness
- Being non-judgemental
- Ability to praise
- Ability to encourage independence
- Approachability
- Ability to handle conflict

Consideration should also be given to the contexts where support would be required and to what would be considered appropriate support and the role of the classroom assistant in a variety of situations. Candidates could explore the following contexts where support may be required:

- Dining areas during lunch breaks
- Corridors during the day
- Cloakrooms during the day
- Playgrounds during breaks
- Assisting in play
- Tuckshop
- Wet playtimes in class or designated area without teacher support
- School trips and visits
- Sporting events or activities
- Escorting pupils to home/hospital
- Movement between classrooms/school areas
- Special events at school – concert/assembly

Candidates should be aware that in these contexts they have a responsibility to ensure safety and implement policies, procedures and establishment rules at all times.

National Unit Specification: support notes (cont)

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Candidates should also be encouraged to explore any resources that would be available to them to enable adequate support to pupils, for example human resources within the establishment and availability of appropriate equipment to support any contexts. These would depend on the individual establishment but candidates should be encouraged to explore resource requirements for particular contexts.

Candidates should also examine the role of the classroom assistant in promoting positive behaviour. Work in this area should primarily focus on policy determined at local authority and school level. It should be emphasised to candidates that behaviour management is the responsibility of all within an education setting and that they should work to agreed methods and strategies for promoting positive behaviour and responding to negative behaviour. To aid understanding in this area candidates should explore what is meant as positive and negative behaviour, examine methods in the promotion of positive behaviour and methods of responding to negative behaviour. Some issues for discussion may include:

Methods of promoting positive behaviour

- Praising positive behaviour
- Role modelling
- Giving one to one attention if possible
- Providing opportunities to promote co-operation and independence
- Providing consistently applied boundaries
- Providing a caring and safe environment where the pupil is accepted
- Providing appropriate equipment/materials and activities which will stimulate and allow the pupil to express strong feelings
- Developing self esteem in pupils and a positive ethos in the setting

Methods of dealing with negative behaviour

- Reasoning and explaining
- Re-directing/diverting
- Offering choice to pupils
- Changing the situation
- Removing the pupil from the situation
- Time out
- Ignoring
- Referral to other appropriate member of staff

NB. Evidence of actual performance of the candidate in relation to appropriate support offered to pupils outwith the classroom is necessary to achieve this outcome.

Outcome 3

The candidates should be aware of a range of unplanned situations that they may have to deal with either within or outwith the formal learning and teaching environment. The candidates should explore their role and actions in relation to these situations and consider that they will be required to make informed evidence based judgements on the appropriate course of action.

National Unit Specification: support notes (cont)

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Unplanned situations may include dealing with:

- Minor accidents
- Emergency situations
- Onset of illness
- Disputes between pupils
- Unauthorised persons

Depending on the context the classroom assistant may be working alone with pupils or with the support of other staff. Action and role must be considered in both instances. Issues in relation to the role that may be explored could include:

- accurately assessing the situation and planning action
- identifying the individual and group needs of pupils
- seeking assistance/activating alarms if required
- checking for other hazards or dangers
- evacuation of pupils if required
- providing personal or practical support to pupils eg. ensuring comfort, implementing interim first aid, removal of pupil who is unwell
- providing pastoral support to any pupil who may be concerned or distressed
- responsibility for contact with parents
- recording/reporting incidents as appropriate

The candidate must also consider any policy or procedure that have to be adopted by the classroom assistant for example health and safety procedures and consider these in relation to their role.

GUIDANCE ON LEARNING AND TEACHING APPROACHES FOR THIS UNIT

In delivering this unit there should be a balance between teacher/lecturer exposition and candidate centred learning. This unit can be taught using a variety of methods:

- brainstorming
- small and large group discussions
- use of case studies
- scenarios and individual research

Candidates should be encouraged throughout to contribute from their own experience of work within an educational setting. It is necessary to draw on the requirements, policies and procedures of individual local authorities and educational settings and it may be appropriate to involve visiting speakers in the delivery of some aspects of the unit.

National Unit Specification: support notes (cont)

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Outcome 1

Candidates should have access to a range of policy documents appropriate to the well being of pupils. As well as resources collected by lecturer/teacher candidates work in relation to the identification of appropriate documents may be aided by a visiting speaker from the local authority. Candidates could draw on documents and guidelines appropriate in their setting sharing this information with other group members. Group discussion supported by relevant written activity could reinforce policy and guideline relevance to the well being and support of pupils. Candidates could also discuss legislation and how this impacts on pupil support. Candidates could prepare summary notes identifying local authority policy and describing a selection of policy guidelines adopted in their setting.

Outcome 2

Following teacher/lecturer exposition candidates could examine the qualities and skills required to support pupils through class or small group discussion and case studies, candidates may also benefit from examining their own personal skills and qualities presently. Work in relation to the contexts where support is required and examination of resources could be done through discussion, brainstorming and candidates drawing from their experiences within the educational setting. Given scenarios may be a useful tool to encourage thought in relation to resources. The classroom assistants varying role in these contexts could be examined in small groups. Work in relation to the management of behaviour could be tackled with group discussion, written exercises and the use of video and case study material introducing some methods of behaviour management. Candidates should get the opportunity to demonstrate their ability to support pupils outwith the classroom by undertaking work experience or placement. Confirmation of competence would be undertaken by a member of staff and this could be supported by candidate written evidence ie. reflective log or written exercises.

Outcome 3

Following lecturer/teacher exposition candidates could be asked to brainstorm unplanned situations they may encounter, this could also be influenced by candidate experiences within the educational setting. Group discussion and use of case studies and scenarios could assist in clarifying the role of the classroom assistant in some of these unplanned situations. Candidates could investigate specific procedures appropriate to their setting and bring this information to the class group. Candidates should also reflect on the work that was undertaken for outcome 1.

National Unit Specification: support notes (cont)

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GUIDANCE ON APPROACHES TO ASSESSMENT FOR THIS UNIT

A variety of approaches to assessment could be used. These would include:

- case studies with associated questions
- written reports which could be based on investigative/project work
- short answer and/or restricted response questions
- demonstration of competence within the work environment confirmed by teaching staff and supported by candidate reflective log and or written materials.

Integration of assessment across outcomes may be used where this is considered appropriate.

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering special alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements for Candidates with Special Needs/Candidates whose First Language is not English* (SQA, 1998).