

Maximising the impact of Teaching Assistants

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FOR LEARNING**

Acknowledgement of Country

We would like to acknowledge the traditional custodians of the land on which we meet, and pay our respects to elders past, present and emerging.



What we will cover

This webinar will look at practical recommendations for educators and school leaders.

- Learn about what effective use of TAs can look like
- Think about how to implement a whole-school strategy around the use of TAs
- Hear from an Australian school who are implementing to maximize the impact of TAs and learn about their change process

Summary of evidence on TAs in classrooms

[Home](#) / [The Toolkits](#) / [All Approaches - Full Toolkit](#)

Teaching assistants

Low impact, high cost, based on limited evidence

In some cases teachers and TAs work together effectively, leading to increases in achievement.

Average cost

\$ \$ \$ \$ \$

Evidence security

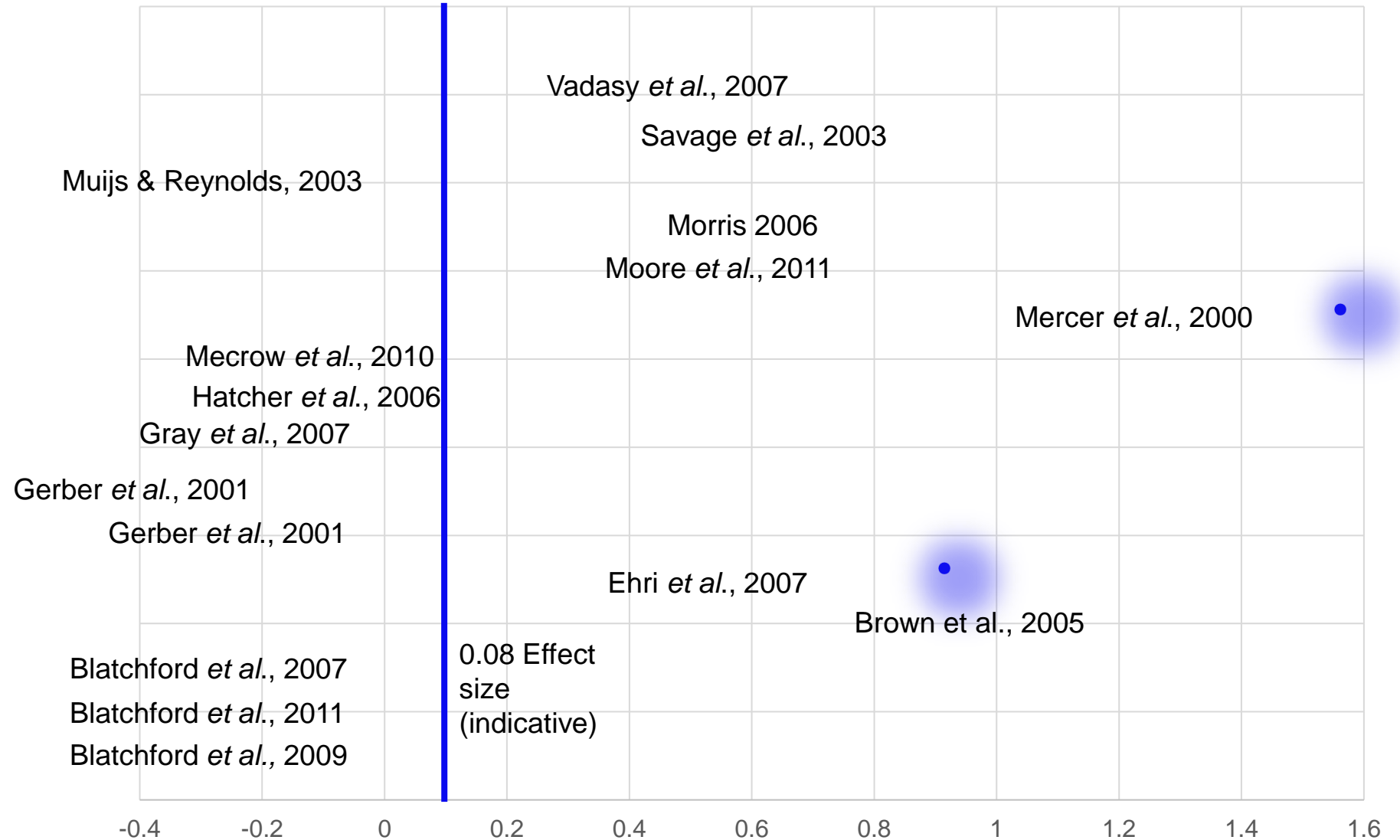
🔒 🔒 🔒 🔒 🔒

Months' impact

+1

Individualised instruction	\$ \$ \$ \$ \$	🔒 🔒 🔒 🔒 🔒	+3
One to one tuition	\$ \$ \$ \$ \$	🔒 🔒 🔒 🔒 🔒	+5
Small group tuition	\$ \$ \$ \$ \$	🔒 🔒 🔒 🔒 🔒	+4

Understanding the variability of impact



E4L resources

Low impact, high cost, based on limited evidence

In some cases teachers and TAs work together effectively, leading to increases in achievement.

Average cost

\$ \$ \$ \$ \$

Evidence security

🔒 🔒 🔒 🔒 🔒

Months' impact

+1



Guidance Report

All year levels

Making Best Use of Teaching Assistants



[Home](#) / [The Toolkits](#) / [The Teaching & Learning Toolkit](#) / [Australasian Research Summaries](#)

Teaching assistants

Australasian Research Summary



Contents

- 1 [Summary of Australasian Research](#)
- 2 [References](#)
- 3 [Databases searched](#)
- 4 [Search Terms](#)

The summary below presents the research evidence on teaching assistants in the Australasian context.

The Teaching & Learning Toolkit focuses on impact; it presents an estimate of the average impact of teaching assistants on learning progress, based on the synthesis of a large number of quantitative studies from around the world.

This page offers a summary and analysis of individual Australasian studies on teaching assistants. In contrast to the Toolkit it includes studies which do not estimate impact, but instead investigate the implementation of interventions and how they are perceived by school leaders, teachers and students. This information is valuable for school leaders and teachers interested in finding out more about particular examples of teaching assistant interventions that have been delivered in Australia and New Zealand.


Melbourne Graduate School of Education generated this summary and it is current for June 2016.

Summary of Australasian Research

evidenceforlearning.org.au/the-toolkits/the-teaching-and-learning-toolkit/ and evidenceforlearning.org.au/assets/Guidance-Reports/Teaching-Assistants/E4L-Guidance-Report-Teaching-Assistants-Sep-WEB.pdf


Summary of recommendations

The effective use of TAs under everyday classroom conditions

1 


TAs should not be used as an informal teaching resource for students who are low attaining

The evidence on TA deployment suggests schools have drifted into a situation in which TAs are often used as an informal instructional resource for students in most need. This has the effect of separating students from the classroom, their teacher and their peers

2 


Use TAs to add value to what teachers do, not replace them

If TAs have a direct instructional role it is important they add value to the work of the teacher, not replace them – the expectation should be that the needs of all students are addressed, first and foremost, through high quality classroom teaching. Schools should try and

3 

Use TAs to help students develop independent learning skills and manage their own learning

Research has shown that improving the nature and quality of TAs' talk to students can support the development of independent learning skills, which are associated with improved learning outcomes. TAs should, for example, be trained to avoid prioritising

4 

Ensure TAs are fully prepared for their role in the classroom


School leaders should provide sufficient time for TA training and for teachers and TAs to meet out of class to enable the necessary lesson preparation and feedback. Creative ways of ensuring teachers and TAs have time to meet include adjusting

The effective use of TAs in delivering structured interventions out of class

5 

Use TAs to deliver high quality one-to-one and small group support using structured interventions


Research on TAs delivering targeted interventions in one-to-one or small group settings shows a consistent impact on attainment of approximately three to four additional months' progress (effect size 0.2–0.3). Crucially, these positive effects are only observed when TAs work in structured settings with high quality support and training. When TAs are deployed in more informal

6 

Adopt evidence-based interventions to support TAs in their small group and one-to-one instruction

Schools should use structured interventions with reliable evidence of effectiveness. There are presently only a handful of programs in the UK for which there is a secure evidence base, and fewer in Australia, so if schools are using programs that are 'unproven', they should try and replicate some common elements of effective interventions:

Integrating learning from work led by teachers and TAs

7 

Ensure explicit connections are made between learning from everyday classroom teaching structured interventions

Interventions are often quite separate from classroom activities. Lack of time for teachers and TAs to liaise allows relatively little connection between what students experience in, and away from, the classroom. The key is to ensure that learning in interventions is consistent with, and extends, work inside the classroom and that students understand the links between them. It should not

Have your questions ready for our panel of experts:



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Upcoming E4L webinars

October 20, 2020

**Improving student
behaviour** *with additional
speakers to be announced soon.*



Dr Tanya Vaughan
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2021 Webinar series

**Tell us what you would like us to explore in
2021 when completing the feedback survey
sent to you after tonight's webinar.**

Where to now?



Tell us what you think – a survey will be sent to you after this webinar



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Maximising the impact of Teaching Assistants– resources to support your questions



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Maximising the impact of TAs

Questions you asked

- How teacher assistant can help in student's performance?
- Best knowledge/ideas about the topic...
- Effective use of teaching assistant.
- How to encourage effective learning?
- Evidence base & language development.
- We tend to rely on teaching assistants to support our most struggling students but would love to know more about how else to use.
- At my school, we can't rely on the EA being present- they are often withdrawn by admin for things. Any planning suggestions?
- In NSW we call TA's SLSO's. I assume you are talking about the same role?

Resources

Evidence for Learning's Guidance Report [Making best use of Teaching Assistants](#) highlights the importance of leadership teams prioritising decisions to maximise the impact of TAs.

Toolkit approach: [Teaching Assistants](#)

Teacher Magazine Article - [Implementing the evidence to maximise the impact of Teaching Assistants](#). Willsmore, Schoeffel & Vaughan, 2020.

[Maximising the Impact of Teaching Assistants](#) (MITA) website contains resources and tools to help schools review practice and implement the recommendations in this Guidance Report.

Evidence for Learning's Guidance Report [Putting evidence to work: a school's guide to implementation](#), provides a framework for driving change in a school setting.

Supporting students with additional needs

Questions you asked

- Could you please give direction to resources related to special needs and information related to this topic and special needs.
- Learning support for ASD and other learning needs.
- Teacher aides assisting with EAL/D students.

Resources

inclusionED - www.autismcrc.com.au/inclusionED and [approaches-by-organisation/inclusioned/inclusioned-practices/](#)

Davies, K., & Henderson, P. (2020). [Special Educational Needs in Mainstream Schools](#).

Toolkit approach: [Within class achievement grouping](#)

Australasian summary of [Within class achievement grouping](#)

Toolkit approach: [One to one tuition](#)

Australasian summary of [One to one tuition](#)

Toolkit approach: [Teaching Assistants](#)

Australasian summary of [Teaching Assistants](#)

Supporting students during home-supported learning

Questions you asked

- How to best utilise your Education Support member during remote learning.
- How can teachers best utilise Teaching Assistants in the COVID-19 pandemic?
- How to catch the learner's attentions on modular distance learning

Resources

E4L has developed a range of resources to support schools impacted by the Covid-19 pandemic. The [home-supported learning site](#), includes easy to use, one-page resources on a range of topics.

A global rapid evidence review was recently conducted to investigate the implications of online-learning. It is [available here](#).

Teacher Magazine article - [Home-supported learning: using what works best in schools](#). Schoeffel & Vaughan, 2020.

Classroom dynamics

Questions you asked

- Classroom management
- How to divide the task with the assistant?
- How to use TAs effectively, how to get teachers to collaborate with TAs without seeing it as one more 'extra' thing to do.
- What to do when student dislikes/reacts behaviourally to physical presence of TA they know is there for them in classroom fulltime
- How do we maintain effective communication in the middle of a class?

Resources

Evidence for Learning's Guidance Report '[Making best use of Teaching Assistants](#)' looks at the partnership between Teachers and TAs in the classroom.

Teacher Magazine Article - [Implementing the evidence to maximise the impact of Teaching Assistants](#). Willsmore, Schoeffel & Vaughan, 2020.

Toolkit approach: [Teaching Assistants](#)

This [Guardian article](#) focuses on the relationships between Teachers and TAs. Tickle, 2016.