



The Cornwall College Group

# Brilliant Learning Support

Making Learning Work

## SALT ...

### The qualities of Brilliant Learning Support

#### Shared

Participation, co-operation, support and communication. Inclusive, respectful of others and treating everyone fairly. Partnership inside and outside of college.

#### Ambitious

Challenging, aspirational, thought-provoking and high expectations. Persistence, resilience and celebrating success. Turning mistakes into opportunities and never giving up.

#### Lively

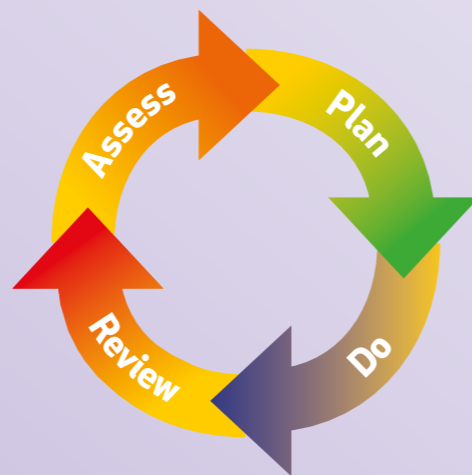
Energetic, innovative, interactive and inspirational. Passionate, enthusiastic, life-enhancing and memorable!

#### True

Skilful, knowledgeable and resourceful, tangible and authentic. Trustworthy, business-like and committed to excellence.

## ... AND PEPPER

The elements of Brilliant Learning Support



### Plan

- Offer contributions to team planning based on experiences of learner need and area of expertise
- Know your learner(s): proactively discover their prior learning and relevant support needs before you meet them
- Request copies of lesson plans / schemes of work relevant to your learner(s) in advance. Offer to collaborate on these plans if appropriate to support the learner
- Collaborate with the teacher to agree lesson objectives: what progress should / could learner(s) demonstrate?
- Collaborate to agree the best personal targets for your learner(s)
- Develop your own resources specific to your learner(s) where applicable

### Engage

- Care and nurture: get to know the learner, be approachable / supportive, explain your role
- Develop positive relationships
- Encourage open and constructive discussion
- Inspire confidence
- Motivate and encourage through multi-sensory learning support approaches
- Think 'outside of the box'
- Share and celebrate strategies that work through a range of media e.g. Moodle, YouTube, Padlet

### Personalise

- Use your prior knowledge from planning to make work relevant to your learner(s)
- Find common interests in the subject and promote mutual respect
- Accept that it does not always go to plan: modify to create a more personalised approach
- Use differentiation of language and instructions, and effective questioning to ascertain comprehension
- Allow the relevant pace and time to suit individual learner needs
- Value that each learner you meet is unique

### Practise

- Be consistent: including setting boundaries and expectations
- Display a 'Can Do' attitude and develop character building skills with your learner(s)
- Promote resilience: challenge learners to improve and devise targets to help them achieve
- Create opportunities for learners to practice in order to learn with minimal input and intervention
- Encourage learners to seek real life experience both in and outside of college
- Access learning support training to develop skills, knowledge and support strategies

### Explore

- Communicate with learners to establish any additional needs
- Encourage more 'out of the box' ideas from learners to develop higher level thinking skills and employability competencies
- Involve learners in developing or furthering existing tasks and targets
- Invite learners to teach their peers or you something about their current topic

### Review

- Agree with the learner and teacher how progress will be measured against targets set: link this into review methods
- Develop reviews around praise: look back at what they have achieved
- Ask learners what they think they have achieved or could improve on
- Review your own practice: what could you change for next time, or for other learners?

Where am I going? What are my goals?

How am I doing? What progress am I making towards my goals?

Where next? What do I need to do to make even better progress?

