**Support staff performance criteria and examples of Covid-19 safe strategies**

This guide is to help learning support staff. It provides examples of Covid-19 safe strategies that can be employed for different performance criteria within the National Occupational Standards for learning support staff.

# **Engaging and motivating**

Engage learners in activities that enhance learning for individuals and groups.

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| **Knowledge & Understanding** | **Examples of Covid-19 safe practice strategies** |
| Ways in which learning activities can meet learner needs. | If a learner struggles with concentration for a period of time, use safe distance to allow the learner to take a break. |
| Ways of motivating and engaging learners that promote learner confidence. | Praise efforts and reassure at a distance |
| Flexible and varied approaches to learning. | If you have to sit or work alongside a learner do this in short bursts – no longer than 15 minutes.Role model at a distance.Make your own notes or mind maps when the tutor is giving instructions or outlining an activity. Share this with the learners.Make notes during the session of key points to remember and for any homework. Share this with learners; take a copy or ask suggest they take a photo on their phone. |
| Ways of working with individuals. | Prepare the learner to mind map to capture instructions and ideas with simple words. Step back, safe distance, when this is taking place. Prompt at a distance to keep learners on track. |
| Ways of working with groups. | Cluster learners together who need support. Prepare a seating plan with the tutor. Allow learners time to reflect on activity and read thoroughly. Encourage learners to problem solve together in their group. When working close to learners do this is short bursts, no longer than 15 minutes. |

# **Building trust and advocating respect**

Promote, maintain and model behaviour that demonstrates respect for others.

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| **Knowledge & Understanding** | **Examples of Covid-19 safe practice strategies** |
| Ways to support learners consistently and as individuals. | Be alert to individual strengths and capitalise on these to build confidence and independence. |
| Ways to encourage behaviour that promotes respect for and between others. | If a learner regularly interrupts, agree a discreet gesture or word to support self- management. Do this from a distance. |
| Ways to identify and respond to discriminatory behaviour in order to promote and maintain an inclusive environment for learning. | Have a conversation with a learner at a quiet appropriate time in class. Step outside and discuss this whilst safe distancing. |

# **Positive and safe learning environment**

Provide learning support in a purposeful learning environment where learners feel safe, secure, confident, and valued.

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| **Knowledge & Understanding** | **Examples of Covid-19 safe practice strategies** |
| The contribution a learning environment can make to learners’ success and achievement. | Encourage learner to take their own notes and to plan including the use of mind maps so they can access information in their own time. Give praise and build confidence. Keep a learner on task at distance.  |
| Ways of promoting a learning environment that is inclusive and that complies with safe practice. | Talk to the learner to find out how best to support them while you are trying to maintain a safe distanced safe environment. |

# **Promoting supportive relation and independence**

Communicate with learners to establish effective relationships to promote learning.

Provide support that builds on learners’ experience, learning preferences and levels of independence and encourages learners to work independently. Learners make decisions about their learning.

High expectations and achievement of goals.

Provide high quality learning support that enables learners to achieve identified goals.

| **Knowledge & Understanding** | **Examples of Covid-19 safe practice strategies** |
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| The importance of mutual respect. | Encourage learner peer friendships to allow you to step back and social distance. |
| The role of advocacy and self-advocacy in the achievement of learner goals. | Encourage learners to speak up for themselves, You can do this from a distance and it encourages independence.  |
| The boundaries of the teacher/learner relationship, including ethical and professional considerations. | Always think of new ways to support learners when thinking about prevention and SD to remove any conflicts with the current situation. |
| Ways to structure and present information and ideas clearly and effectively to support learning. | Independence techniques - support sequencing, visual aids, mind mapping, notes. Step in and step back to allow safe distance. |
| Individual learners’ learning and support needs. | Listen to the learner to understand their needs and plan. Break down tasks into instructions. Use simple instructions and repetition to support memory. Step back and support at a distance. |
| Ways in which learning activities can promote learner independence.The importance of having high expectations of learners.The contribution learning support can make to learners’ achievement.The nature, extent and boundaries of learning support role(s).The aims, objectives, content and approaches of the learning programme.How individual learning objectives are agreed with the learner. | Use safe distance as a way of stepping back to build learner confidence and independence. |

# **Collaborative and inclusive**

Collaborate and communicate relevant information to promote learners to achieve.

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| **Knowledge & Understanding** | **Examples of Covid-19 safe practice strategies** |
| The need for confidentiality, respect and trust in communicating with others about learners. | Agree a safe place for learners to go to if they need time out. Socially distance when you are with the learner. |
| Legal requirements relating to confidentiality and disclosure. | Encourage learners to share their strengths with each other so they can support each other, creating independence and allowing you to socially distance. |

# **Promoting core skills and adapting resources**

Work with colleagues with appropriate expertise to identify and address the language, literacy, numeracy and ICT needs of learners.

Use, adapt and/or develop resources that support learners’ needs.

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| **Knowledge & Understanding** | **Examples of Covid-19 safe practice strategies** |
| The different ways in which language, literacy, numeracy and ICT skills are integral to learners’ achievement. | Encourage learners to record specific parts of lesson on their phone to allow them to refer to |
| The contribution that resources can make to the learners’ achievement. | Encourage learners to make their own resources, learning trees, revision cardsRole model and make a couple yourself and share example |
| Ways to encourage learners to manage and use resources independently. | Use handouts in plastic cover to help with recapping. |