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THE TRAINING PROCESS OF TEACHING ASSISTANTS WHO MOSTLY TEACH PUPILS WITH SEND IN MAINSTREAM CLASSROOMS

Abstract:

Inclusive education has become increasingly valued every year over the past decade within the implementation of education. Regarding this, the training situations of Teaching Assistants (TAs) is gaining more importance when working with pupils with SEND (special educational needs and disabilities) in mainstream education classrooms. This proposed study is an exploration of the training factors that influence the role of TAs when teaching students with SEND in mainstream classrooms in England during their one-year training. I will adopt an interpretivist approach, using a multiple case study design to explore the degree of relationship between the training factors and the role implementation of TAs when teaching pupils with SEND in mainstream classrooms in England during an eight-month period.

This proposed multi-method study will feature 12 case studies, and each of those case studies will involve a trainee TA. By using the semi-structured interview and non-participant observation methods for each of the case studies, through this proposed study I am seeking to make a meaningful contribution to educational knowledge in different ways. My aim is to increase the understanding of the influence level of training on TAs' personal knowledge and professional skills. This should further our understanding of the connection between TAs' training and the quality, nature and differentiation of education in the classroom. I am also seeking to find out whether there is a gap between the training of TAs and the role requirements of TAs, regarding the teaching of students with SEND in mainstream classrooms.

Keywords:

Teaching Assistants, Teaching Assistant Training, Inclusive Education, Inclusion, SEND, Special Educational Needs

JEL Classification: I29, D63