

been very much about supporting teachers and it recognises that teachers are often faced with really complicated things to do and they can't go to somewhere else to do it. When we're doing the training for the work I am talking about I often present teachers a case of a child who was in a special school, he has now left, who was very much from a working class background, extremely lively child, whom the teachers said to me "I am really stuck, I don't know what to do with this child». But when presented with this would say" My dad said that when I came to this school it was because teachers in my last school picked on me and he said I was never to feel worried about being picked on the mane to do the work it was to hard for me to do again . And you will be making me do work that is too hard for me, you are not being fan . I will get my dad to came and to complain". And this child is really unhappy.

And the teacher tried everything she knew to teach this child how to move from here to here and she had assertive ways of working. And she was completely stuck and I was coming in from the outside she felt she could talk to me but she found there was no way she could go because she tried everything she knew. The way that this child actually solved this problem and I think it is a lot to do with certainly in English classrooms ,that children may learn something like : "School are strange places that there are some pretty old adults who work in them. They tend to ask you really rather silly questions all over the time, and largely if you can give them an answer and a reason, if you are lucky they'll go away and the one thing you must never ever is tell them how you've got your answer and certainly often a lot of English school children spent a lot of time concealing how they understand the problems that they face.

Just to give an example from the fascinating work by Valery Walkerdme Two little girls sitting down with problems not all like this, with some match sticks and bundles of match sticks in tens, and hundreds, and single match sticks." And they have been told to solve the problems and one little girl said to the other: «what are we supposed to do with all these match sticks "? and the other little girl said:" I will do the songs then you will sort the match sticks out afterwards ,and they were completely messed the whole point, and they didn't know what the game was. Now is that side of interpretation . This child:" I'll

do this slowly," I have eventually, got from this child how he was solving this problem why something which I think will be adequately described in psychological terms as bullying. Let's say three from seven is four, nine from four is three and one, and two and one is thirty-three, thirty from seventy is forty, nine from forty is thirty-one, two and thirty-one is thirty three. That took me a while to get my head brown. My view is an awful lot of children do things like that in school and they spend a lot of time hiding how they have done it from teachers because they are well aware that is not the way their teachers do it but they don't understand the way their teachers and it but the teachers don't understand why they are doing it. Is that kind of problem the teachers are often faced with.

Quite apart from the emotional behaviour and complexities that they are faced with as well put the actual understanding how children make strategic approaches to Curriculum problems which teachers find themselves trying to solve on their own and they don't find many places to go. So in the light of that kind of issue we were interested in finding a way of giving support and assistance to individual teachers through a semiformal group of other teachers in the school who could work with individual colleagues when they request support on a voluntary basis and I have some notes here if anyone wishes to know what the nature of the system actually is. They are provided with support by peers for solving managing or easing teaching problems. This is a school based development, it is a organisation of development which requires some commitment from the school and it does express a whole school combatant to supporting teachers; it is supporting assistance for individual teachers ,it is teacher centred , it complements, it does not replace, it complements other forms of mutual support and many of other teachers we have been working with would say "Well ,actually I have got a body, I have got a friend who gives me this kind of help I don't need but that is fine, we don't have a problem with that at all". We do feel it is a fairly thorough form of work it is collegial, it is collaborative it involves the sharing of expertise rather than people acting as experts and that is of people who request support about a class or about non-class matters, about individual children or about a group and particularly it is on a voluntary basis, teachers cannot be required in our view to seek assistance.