

The other school where the intervention failed was one in which the senior member of the team decided that this was therapy for teachers and advertised it within the school as if you were feeling stressed come to a teacher support team meeting and it will help you cease your stress. We have some fascinating interview data from the teachers in that school who fairly firmly pointed out to us that if they wanted therapy they were not going to go for it from their own colleagues. It was significant in our interview with teachers in these schools and in many others with which we subsequently worked. The proportion of teachers who without us trying to illicitate told us that they were in therapy because of the problems they felt they were presented with in school; because of the stresses of their professional life a significant proportion of the teachers that we interviewed spoke to us about the fact that they were actually seeing a councillor or going to some kind of group support meeting for personal support outside of school because of the problems they were having. However when it was advertised as a direct therapy for teachers they said "No, thank you very much, I would very much support them in that, but that is not what this intervention is for". Although having said that teachers do report therapeutic effects of having been. The intervention is not designed to do that is designed to help and solve problems.

The referring teachers, the teachers who used the teams, all felt encouraged to ask support and really very few of the people who didn't use the team did not feel encouraged to. There was very, very low level of disaffection from the idea in the school that we worked in and in the schools we've looked at subsequent to this. The main reason given by teachers who did not refer to the teams was that they've already got support from somebody else or they didn't have any particular problems at that time when the team was running.

The meetings themselves typically lasted thirty to forty five minutes usually during lunch time or after school. In a few of the schools the schools made time available during the afternoon and in the secondary schools they were about to start work in September, it looks as though that's going to happen there.

Typically one case was dealt with per meeting and that was either a new request or a follow up

to a previous request and there are about six to seven meetings a term typically in each school. All the schools kept confidential notes of proceedings sometimes these were held by the team, sometimes by the individual teachers themselves.

Most of the referrals were about behaviour problems although these were often linked with learning difficulties not always referrals were about individuals some were about groups and classes. In the early days of working in team support work in the school typically teachers would talk about something that wasn't desperately personal, it would be about something that was sort of outside the class most typically about the movement of children around the school when fights or disruptions were occurring and they were fed up with the consequences coming back into their classrooms afterwards. So, it was only after the schools' confidence seemed to grow that they would talk about things that had very much to do with them in their classrooms.

The sort of support that was provided, teachers reported feeling emotionally supported and encouraged, they came out with specific approaches to managing behaviour and teaching strategies and sometimes they were consulting with others. I think one of the most important aspects of this work is the consistent report, was when asked about the nature of the advice that they were given. Most teachers said: «Yes, it wasn't new, I've heard it before, I've used it before, I've done it before, I just didn't think of doing it in a situation or I've forgotten about it and in computer language it was almost like this: "This understanding was on long term memory it was on back-up store" and they haven't access to it, they haven't thought about using a strategy which they knew about in this particular situation. And it's part of our view that this work can be seen to be using a massively underused resource in schools and that teachers' own experience and understanding and energising that and bringing it to bear, making best use of it, because all of them said "It's funny but I've really forgotten about that and of course it makes perfect sense to use it and I can go and using it and I can't see why I didn't do that"

So it was that level of reaction it was also the level of reaction which said: "It made a bit of a difference but it has not really solved the problem and certainly our view within existing