

resource levels in the UK at the moment it is going to be impossible to solve all the teaching problems that children present teachers with. What we did find, our observation of teacher behaviour, our interview data with teachers themselves, this was that they had significantly switched from being beyond the level of tolerance to be much more likely to be actively engaging with the problem and feeling better about it. There are two very important issues for us; one is the use of an under used resource and that's teachers' history, that kind of collective understanding which wasn't being fully utilised and secondly that it helps them to feel better about the situation to make their life a bit easier.

There were changes we noted in the Curriculum and behaviour management policies in the in quite a number of schools. In two of the schools children's parliaments came out of them as a result of concerns over bullying and they were major school developments which came into being directly as a result of conversations that took place in teacher support team meetings spilled out into wider school movements and fascinating data from interviews with head teachers who said: "I can get always the work I'm being able to get to, I don't have queues of children being placed outside my door to be reprimanded for dreadful behaviour".

The behaviour management systems in the school seem to be working now, that's the kind of report we have from high teachers. We found that special needs co-ordinators in the schools that we worked with found their role was significantly enhanced, they reported they could work much more effectively, they knew much more about what the problems were in the school, they knew much more about how to deploy their own resources more effectively, they thought that they could target the use of external support much more efficiently and effectively. We also had some sign the policy implementation generally improved in the school.

So the referring teachers felt more confidence, we noted improvements in natural children all but one of the teachers referred to the teams so they would refer again and they reported tremendously strongly they perceive benefits from having a chance to hear problems in a sympathetic setting which enable them to distance themselves from the problems to an

extent, to look beyond themselves and to re-examine what they were doing

The teacher support team members themselves gained tremendous benefits, they said they learned a lot about the importance of listening and how they felt in the past they had not listened to people terribly well in schools, they felt they learned themselves a lot about new teaching strategies and they felt they've gained a new amount of confidence themselves. It was undoubtedly a very powerful form of staff development for those team members themselves

The schools as institutions, very interesting, not all the schools told parents what they were doing; in those schools that did tell parents what they were doing the parents were really delighted that this was happening. In schools that involved governors of the schools these governors were very pleased, several of the schools actually built the teacher support team into their publicity for attracting new members of staff because they felt it was a very powerful incentive to offer to new teachers coming to the school, the idea that if they came to the school there was a system in place whereby teachers themselves were being supported and new teachers joining in the schools reported.

We brought members of different teacher support teams from different schools together on one monthly basis and that in itself was a formal mutual support for those people. It was very important that they learned from others who were trying the same system --- to keep going when times felt a bit difficult, how to think of other ways round when they had problems of time, or resistance, or whatever. That was a very important factor. One of the most frequently reported --- in the early days of this work was that the schools, the heads, the teachers reported that they said they just couldn't possibly find the time to do this. « We've got meetings for this, we've got meetings for that, we don't want anymore meetings ». A rather nice headline came out when a report on maths was issued a few years ago that said: « Let's do less better ». I'm a very strong advocate of that, I can't teach children in detail because I've got to teach them all these things and so they learn nothing very much about the awful lot of things that seem to be going on.