

At the end of our two years working with these schools, not one of the schools reported time as an issue. They all found the time to do it once they've affiliated to the notion, once they have felt that it was important time did not become a problem. We also feel that for our work there is much more to be done in understanding the relationship between tolerance and active engagement. We feel that a very powerful thing and particularly we feel that the understanding of how to activate prior knowledge on the part of teachers, how to bring the wealth of their understanding an experience to bear at the right time, as a very crucial part of the work. And we think the teacher support teams can do that. I'll just finish with a few things that teachers said to us. This is a classroom teacher: « For goodness sake you've actually seen wonderful with this child. I've got some pats on the back and also some practical suggestions of help which didn't mean extra work for me; just gave me support in dealing with it. » We've got a lot of comments like that: « Give me support in dealing with it ». They felt that somebody understood what was happening and they felt more like carrying on. For us, that's a terrible important one. « I felt that I was allowed to feel frustrated as I was feeling

that it was quite understandable ». So it was a sort of expression of frustration, quite chatarsing, that was in there. And now they expressed it, felt more like carrying on doing something else.

I think that the teacher support team is a great idea. It was OK to have the feelings I had and still is. It has been very supportive, it's an opportunity to talk and clarify what's going on. It doesn't make you think « Oh dear, tomorrow is just another day » or that sort of things and you feel all pushed and stressed. But now you know you've got a follow up day and something has been done, some ideas have, and yes, it's good, it does give you some help.

So, those are sorts of statements teachers gave to us two years ago. They fall into the kind of categories that I've talked about because we use a rather complex qualitative data analysis system. It's a consistent finding, we are very clear in our view that they can make a significant impact and I think above all we've come out of this piece of work saying: « It is worth trying to support teachers in their problem solving as well as improving policy development and working with individual children in the school ».

