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## **TOOLS FOR EFFICIENCY AND PERFORMANCE GROWTH OF PEDAGOGICAL LEADERSHIP**

# WITHIN THE PRIMARY YEARS PROGRAMME IN BRITAIN

**Abstract.** The article notes that the fulfillment of the Primary Years Programme (PYP) is constantly changing, so the investment in supporting this increase in professionalism, from both school leaders and teachers, is very important in terms of commitment, time and emotional energy. Each school must decide which model of shared pedagogical leadership works best for them. It may be straightforward and include only the principal of the primary section of the school and the PYP coordinator. On the other hand it may also be a matrix model including the head of the school, the principal of the primary section, the PYP coordinator, and all the teachers to various degrees. It is clearly understood that the distribution of pedagogical leadership responsibilities should be shared properly among the members of the pedagogical leadership team. Therefore, to make these divergent working relationships effective, communication within the group needs to be open, respectful, and focused on teaching and learning.

It has been characterized that the role of teaching assistant (TA) has been taken into consideration almost 20 years ago firstly to help the kids with special needs. Nevertheless in modern pedagogical world TAs have lots of different responsibilities that sometimes can be overstated in terms of personnel management system. The aim of all International Baccalaureate (IB) programmes was determined. Models of shared pedagogical leadership were given.

In addition, many of the conversations within an effective school community are focused on individual reflections on learning and teaching. So to implement this system into Ukrainian educational process we need to think firstly about supporting and encouraging both TAs and kids with special needs with respectful treat and understanding.

**Keywords:** pedagogical leadership, the primary years programme, personnel management system, teaching assistant, educational process in Britain.

## ІНСТРУМЕНТИ ПІДВИЩЕННЯ ЕФЕКТИВНОСТІ ТА РЕЗУЛЬТАТИВНОСТІ ПЕДАГОГІЧНОГО ЛІДЕРСТВА В МЕЖАХ ПРОГРАМИ ПОЧАТКОВИХ КЛАСІВ БРИТАНІЇ

**Анотація.** Відзначено, що виконання програми первинних років (PYP) постійно змінюється, тому інвестиції у підтримку цього підвищення професіоналізму як у керівників шкіл, так і вчителів дуже важливі з точки зору зобов'язань, часу та емоційної енергії. Кожна школа має вирішити, яка модель спільного педагогічного керівництва найкраще працює для них. Ця модель може бути простою і включати лише керівника основної частини школи та координатора PYP. З іншого боку, це також може бути матрична модель, включаючи керівника школи, директора первинної секції, координатора PYP і всіх викладачів різного ступеня. Доведено до розуміння, що пріоритет педагогічних обов'язків керівництва має бути належним чином розподілений між членами команди педагогічного керівництва. Тому, щоб

зробити ці розбіжні робочі відносини ефективними, комунікація всередині групи має бути відкритою, поважною та зосередженою на викладанні та навчанні.

Схарактеризовано роль асистента вчителя (ТА), яка була прийнята до уваги майже 20 років тому, насамперед, щоб допомогти дітям з особливими потребами. Проте в сучасному педагогічному світі ТАs мають багато різних обов'язків, які іноді можуть перевищувати робочі норми з точки зору системи управління персоналом. Визначено мету всіх програм міжнародного бакалаврату. Були надані моделі спільного педагогічного лідерства.

Крім того, багато розмов в рамках ефективної шкільної спільноти орієнтовані на індивідуальні роздуми щодо навчання та викладання. Тому, щоб впровадити цю систему в український навчальний процес, нам треба спочатку подумати про підтримку та заохочення як ТАs, так і дітей з особливими потребами з поважним ставленням та розумінням.

**Ключові слова:** педагогічне лідерство, програма первинних років, система управління персоналом, асистент вчителя, навчальний процес Британії.

### **ИНСТРУМЕНТЫ ПОВЫШЕНИЯ ЭФФЕКТИВНОСТИ И РЕЗУЛЬТАТИВНОСТИ ПЕДАГОГИЧЕСКОГО ЛИДЕРСТВА В РАМКАХ ПРОГРАММЫ НАЧАЛЬНЫХ КЛАССОВ БРИТАНИИ**

**Аннотация.** Отмечено, что выполнение программы первичных лет (РУР) постоянно меняется, поэтому инвестиции в поддержку этого повышения профессионализма как у руководителей школ, так и учителей очень важны с точки зрения обязательств, времени и эмоциональной энергии. Каждая школа должна решить, какая модель общего педагогического руководства лучше всего работает для них. Эта модель может быть простой и включать только руководителя основной части школы и координатора РУР. С другой стороны, это также может быть матричная модель, включая руководителя школы, директора первичной секции, координатора РУР и всех преподавателей разной степени. Доведено до понимания, что приоритет педагогических обязанностей руководства должен быть надлежащим образом распределен между членами команды педагогического руководства. Поэтому, чтобы сделать эти расходящиеся рабочие отношения эффективными, коммуникация внутри группы должна быть открытой, уважительной и сосредоточенной на преподавании и обучении.

Охарактеризована роль ассистента учителя (ТА), которая была принята во внимание почти 20 лет назад, прежде всего, чтобы помочь детям с особыми потребностями. Однако в современном педагогическом мире ТАs имеют много различных обязанностей, которые иногда могут превышать рабочие нормы с точки зрения системы управления персоналом. Определены цели всех программ международного бакалаврата. Были предоставлены модели общего педагогического лідерства.

Кроме того, много разговоров в рамках эффективного школьного сообщества ориентированы на индивидуальные размышления по обучению и

преподаванию. Поэтому, чтобы внедрить эту систему в украинский учебный процесс, нам следует сначала подумать о поддержке и поощрении как TAs, так и детей с особыми потребностями с уважительным отношением и пониманием.

**Ключевые слова:** педагогическое лидерство, программа первичных лет, система управления персоналом, ассистент учителя, учебный процесс Британии.

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**Thesis statement.** It is known that all PYP schools must appoint a coordinator. Normally, the coordinator is recruited from the teaching staff. This person should be able to act as a pedagogical leader of the programme at school. A commitment to collaborative planning is central part of the PYP philosophy. The PYP coordinator plays an integral role for efficiency and performance growth of pedagogical leadership. Together with other members of the school's pedagogical leadership team, the PYP coordinator is also responsible for the development of the programme and the whole-school implementation of the programme. The pedagogical leadership team has a responsibility to encourage the learning of everyone in a PYP school community.

One of the most inevitable and important parts of the PYP management, is the role of teaching assistants (TAs) who are qualified members of staff, based in the classroom for learning and support. It is particularly relevant to study this now because TA numbers have risen dramatically since 2000 and they continue to rise in UK primary schools [1]. This has led to a certain amount of overlap between teacher-TA roles which could impact the relationship dynamics. It is also relevant to study this now because the professional

standards for TAs were published just a couple of years ago [2] and they emphasize TAs' role in working closely with teachers in the classroom.

Balshaw [3] divides the role of TAs into four categories: support for teachers, the curriculum, the whole school, and for particular pupils. However, children can sometimes have great difficulty explaining TA roles in terms of classroom management. They can be easily confused by thinking that TA is only for translating words or phrases and for communicating with parents who might not speak English well.

The number of TAs working in England has increased dramatically over the last twenty years, meaning that many teachers now share their classrooms with TAs. Blatchford, Russell and Webster [4] argue that there are two main reasons for this: 1) concerns over teacher workload and retention leading to the National Agreement which aimed to raise standards and tackle teacher workload, central to which was an increase in support staff; and 2) the increased role for TAs in supporting the inclusion of students with Special Educational Needs (SEN) in mainstream classrooms.

**Analysis of recent research.** During the recent years, a large amount of publications and articles, considering

the importance of having TA during the lesson, has appeared particularly in works of McDermott, Balshaw, Blatchford, Russell and Webster. The most generalized and fundamental works of foreign researchers, who analyzed and described in details the functions of the process of communication between teachers and TAs are publications of Cremin, Thomas and Vincett, Rose, Docherty. Wilson and Bedford investigated different models of effective practice for teachers and TAs working together in classrooms. The International Baccalaureate (IB) also provides a wide spectrum of pedagogical leadership of the PYP including the relationship between the staff members.

**The objective of the study** is to give a brief description of the pedagogical leadership in terms of the primary years programme in Britain; to characterize the aim of all IB programmes; to differentiate the role of TAs and the relationship with other members of staff.

**Results.** First of all it is important to mention what International Baccalaureate means to the whole pedagogical world. The International Baccalaureate (IB) is an international educational foundation that offers four educational programmes: the IB Diploma Programme and the IB Career-related Programme for students aged 16 to 19, the IB Middle Years Programme for students aged 11 to 16, and the IB Primary Years Programme for children aged 3 to 12. To teach these programmes, schools must be authorized by the International Baccalaureate.

Each teacher's and administrator's personal construct of the PYP changes over time as a result of his or her practice and reflection. Based on this, the

aim of all IB programmes is to help internationally minded people to create a better and more peaceful world [5]. IB learners tend to be:

- inquirers (develop their natural curiosity);
- knowledgeable (explore concepts, ideas and issues that have local and global significance);
- thinkers (exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems);
- communicators (understand and express ideas and information confidently and creatively in more than one language);
- principled (act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities);
- open-minded (understand and appreciate their own cultures and personal histories);
- caring (show empathy, compassion and respect towards the needs and feelings of others);
- risk-takers (approach unfamiliar situations and uncertainty with courage and have the independence of spirit to explore new roles, ideas and strategies);
- balanced (understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others);
- reflective (give thoughtful consideration to their own learning and experience).

PYP is dedicated to facilitating the learning of every student in their community, and students with special needs are supported to maximize their learning. The programme provides all stu-

dents having seen themselves as members of the local, national and global community. PYP recognizes that all students should be able to develop their native language and understanding of their culture in order to support their learning. That is because many PYP schools have students with a native language other than the language of instruction in schools and with a cultural background different from the host country where the school is located. By any manner of means, through learning other languages, students deepen their understanding of other cultures and can learn and communicate in the global community in which they live. In terms of this the importance of having the bilingual TA in the classroom is inevitable for creating better understanding in relationship student-teacher and parent-teacher. Various facilitators and barriers to effective collaboration emerged through this article. Below is the list of facilitators:

- supporting each other, for example teachers supporting TAs with their professional development and TAs providing teachers with emotional support, as well as support in the classroom;
- school systems which allow time for teachers and TAs to meet with each other;
- a positive school ethos where teachers and TAs are not separated and have joint meetings.

Here are some barriers that can be harmful to hard-working atmosphere in the classroom and both to teachers as well as TAs if not to prevent them:

- a lack of direction from teachers;
- TAs feeling underappreciated;
- a negative school ethos, such as one where teachers and TAs are sepa-

rated and there is a lack of joint meetings.

Alas, but even despite brilliant pedagogical leadership, TAs can be sometimes under evaluated. The attitude to TAs in the classroom directly depends on the teacher. TA is the person who deals with everything from conducting the lesson to communicating with parents. The most common problem TAs can face is respect. It is important for TAs to know and see their teachers treat them equally, share responsibility as well as lead in the lesson and talk to them respectfully in front of the children. Otherwise there are teachers who forget to inform their TAs of the content or process of the lesson, so then TAs obviously feel redundant. But the worst is that kids also see that attitude. In order not to have difficulties in future co-working in relationship teacher-teaching assistant and teaching assistant-student we made a list of suggestions:

- introduce your teaching assistant by name in the beginning of every lesson;
- treat your TA equally;
- develop a shared responsibility of managing the behavior of the class;
- meet up regularly to discuss the plan for next lessons.

In addition, for the leadership team, it is important that everyone knows and understands the programme. This includes students. The opportunity has been missed if students, especially seniors, do not have an understanding of the significance of the programme in which they work, and can't establish a link between what they study, how they study it and why they study it. So everybody is involved in the pro-

cess of developing and improving pedagogical leadership within the primary years programme. The staff and parents of a PYP school are also considered to be learners. In order to strengthen the community of learners, the school should do the following:

- expand opportunities within the teaching leadership team;
- develop job descriptions for the PYP coordinator and for all teachers related to the standards and practice of the program;
- identify and train teachers to take responsibility for pedagogical leadership;
- develop a clear and long-term strategic plan;
- ensure that all staff is informed about everything that happens within the PYP;
- regularly arrange general sessions about the PYP both for staff and parents;
- demonstrate reflective leadership practice that values feedback;
- encourage teachers to see themselves as researchers and support their inquiries into pedagogy.

All responsibilities concerning relationship between every member within a particular leadership team rely on the Head of Primary:

- provide leadership, development and management of the learning and teaching of all students in terms of PYP;
- have a leadership role in the monitoring and evaluation of standards across the school;
- lead and actively promote effective learning and teaching across the school;
- work in partnership with the Head of School and staff to ensure the continuous improvement of the school;

- serve as a professional leader to promote a mutual understanding of the school's vision and values;

- contribute to the self-evaluation of the school;

- work with the Senior Leaders, Middle Leaders and staff team in the implementation of the curriculum;

- contribute to marketing and student retention strategies within the PYP;

- monitor and evaluate classroom practice;

- set high expectations for the performance of self and of others;

- support the Head of School in meeting school performance targets;

- promote and model good relationships with parents, which are based on partnerships to support and improve students' achievement;

- support staff in understanding their own accountability, and develop approaches for review and evaluation.

If talking about the senior responsibilities within the whole school then it is necessary to mention the upper level of leadership management team. The Principal is the chief administrator of the school and has been delegated to take responsibility for the organization, operation, physical facilities, educational programme and all matters relating to the recruitment, appointment, evaluation and promotion of staff members. There are some international schools in Ukraine that are being worked according to the IB programmes. The programmes encourage both personal and academic achievement, challenging students to excel in their studies and in their personal development.

**Conclusion and prospects for further research.** The pedagogical leadership team needs to see that it has a responsibility beyond maintaining the condition of the programme in the school. The responsibility in the long term is to bring about a deep-seated, pervasive understanding of the programme so that it is implemented more confidently by the community, and recognized by all to be flourishing. The mission of the school and the vision for the development of the programme need to be addressed at regular intervals within the school, not merely linked to the programme evaluation requirement of the IB [5].

In our opinion, the written responsibilities for TAs need reconsidering in terms of obligations and clearly-set tasks. Thus in Britain TA plays an important role in educational process of studying. However in Ukraine, for example, teaching assistants are introduced only to kids with special needs. So it would be useful in future to compare British educational process throughout the International Baccalaureate programmes and Ukrainian educational process.

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