



**Higher Level Teaching Assistant**

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# Assignment 1

1. Discuss the training requirements for Higher Level Teaching Assistants (HLTAs).
2. What are the National Occupational Standards (NOS)? What purpose do they serve?
3. How do Higher Level Teaching Assistants support children in school?

# Introduction

## What is a Teaching Assistant?

Teaching Assistants work to support teachers in the classroom and to help children with their educational and social development, both in and out of the classroom. The job typically involves:

- *Getting the classroom ready for lessons*
- *Listening to children read, reading to them or telling them stories*
- *Helping children who need extra support to complete tasks*
- *Helping teachers to plan learning activities and complete records*
- *Supporting teachers in managing class behaviour*
- *Supervising group activities*
- *Looking after children who are upset or have had accidents*
- *Clearing away materials and equipment after lessons*
- *Helping with outings and sports events*
- *Taking part in training*
- *Carrying out administrative tasks*

(National Careers Service, 2013)

## What is a Higher Level Teaching Assistant?

*Higher level teaching assistants (HLTAs) work alongside teachers, providing valuable support for teaching and learning activities. HLTAs*

*work right across the curriculum, acting as specialist assistants for specific subjects or departments, or helping to plan lessons and develop support materials. They work closely with teachers, complementing their role and freeing them up to have more time to develop each pupil to his or her potential.*

(DfE, 2012)

Higher Level Teaching Assistants (HLTAs) are professionals that have an increased level of knowledge, skills, training, and comprehension about the needs, development, and abilities of the children that they support and service. The role of the HLTA is further outlined in the National Agreement which provides an outline of the contribution and standards for the HLTA, as well as other school support staff that work in education. Amongst other things, the National Agreement reviews the roles of these support staff, the types of training they require, as well as compensations that are ideal for these staff members to perform their roles. Additionally, legislation and regulation requires that support staff do not act or take the place of teachers, and that head teachers have influence on selecting support staff that have the skills, expertise, experience, and knowledge to perform in their role and support the teacher, the children, as well as the school. In contrast, head teachers should refer to the national HLTA professional standards for guidance on selecting HLTAs to meet their needs and support their children.

Some of the work and role that HLTAs perform include:

- Responsibilities that are complex and have a level of autonomy compared to other classroom support staff
- Responsibilities and tasks that are detailed and specific under the teacher or head teacher that is being assisted
- Working individually with children
- Working with children in groups or in classes

- Managing and working with other support staff
- Guiding other support staff in their tasks and responsibilities
- Contributing to the creation of education plans and timetables for children
- Supporting a healthy relationship between parents/carers and teachers and the school

In order to become a Higher Level Teaching Assistant, you will need the support of your Head Teacher. They will assess your practice to determine your competence in line with the National Occupational Standards.



# Intellectual Development



*“Intellectual development is all about learning. It is about how individuals organise their minds, ideas and thoughts to make sense of the world they live in” (Wales.Gov, 2013).*

Intellectual development is outlined in the September 2012 statutory framework the Early Years Foundation Stage (EYFS).

EYFS is an established framework that was created to:

- Reduce paperwork
- Reduce bureaucracy, stages, contacts, and processes

- Create improved partnerships between parents and professionals
- Focus on child readiness
- Support and enhance future learning
- Support and enhance the healthy development of children
- Detail and provide guidance on the EYFS outlined four specific areas of learning
- Introduce the progression check for children at the age of two for early intervention of learning support needs, address developmental delays, and enhance performance
- Simplify the requirement of child assessment at age five

### Four Specific Areas of EYFS

The four specific areas of the EYFS are: unique children, positive relationships, enabling environments, and learning development. Each of the four specific areas included additional components that provide guidance on best practices and procedures that support the early years foundation stages of children, and the intellectual development of children.

Each phase of the four stages is outlined as such:

- Unique Children

Children and their uniqueness are recognised as contributors of a child's learning abilities and needs. Under this area children are encouraged to be resilient, capable, confident, and self-assured because they are given the right tools to support and enhance learning, as well as encouragement for the HLTA. Under this area, HTLAs are encouraged to:

- Support a culture of understanding of the child's uniqueness

- Observe a child's unique developmental stages and learning abilities
  - Assess a child's progress while contributing to the actions of planning for their next stage
  - Supporting children in developing positive outlooks on society and culture
  - Supporting children in developing positive outlooks on their self-identity
  - Adopting practices that allow children to have opportunities to identify their needs
  - Adopting practices that provide the support the child requires
  - Adopting practices that keep children safe
  - Adopting practices that show value and respect for a child's unique needs
  - Adopting practices that show value and respect for the child's family's needs for support and guidance
- Positive Relationships

Positive relationships outline how children function best by learning to develop and maintain strong and independent positive relationships with others. In this area, HLTAs are encouraged to:

- Support and develop positive warm and loving relationships
- Support and adopt practices that show empathy and sensitivity to children's needs
- Support and adopt practices which show children that professionals are interested in their feelings
- Support and adopt practices which show children that they are supported

- Support and develop systems which support a child's individual efforts and independence
- Adopt practices that set clear boundaries
- Adopt practices that create stimulating relationships
- Adopt practices that build relationships with the people that are already included in their lives

- Enabling Environments

Enabling environments outline that children need to learn and develop in the early years in environments that meet their individual needs. It also addresses the importance of partnerships between families and professionals. The EYFS further elaborates that the 'enabling environments' show children that all people and learning is valuable.



It further states that HLTAs should:

- Provide children with stimulating resources
- Provide children with resources related to their individual cultures, communities, and experiences
- Provide children with learning opportunities outside of the usual channels
- Allow children to take reasonable risks for exploration

- Learning Development

Learning development outlines that all children develop and learn differently. This particular area also contains protections and guidelines that should be followed, when supporting early years foundation stages for children with special educational needs and disabilities.

Within the learning development area, HLTAs are encouraged, and in some cases required to:

- Support children's learning by challenging them
- Support children's learning by allow children the opportunity to explore different subjects and development areas and enhancers
- Adopt principles of effective early learning by supporting and encouraging playing, exploring, active learning, creativity, and critical thinking

Intellectual development is measured through different methods that include formative assessments. Formative assessments are a tool that is used to measure a child's learning and development. The assessment includes steps to:

- Observe children  
During observations, the HLTA may note how well children play with others, how well they function in everyday activities, as well as noting conversations and feedback with parents and carers, including obtaining opportunities for at home observations. During at home observations, the HLTA may note the behaviours, as well as opportunity and methods for learning at home
- Develop assessments and IEPs that meet a child's specific needs
- Develop and use development statements  
Development statements are a tool that is used to help identify areas of strength and weakness for children, in terms of learning and development
- Reinforce the requirements for EYFS assessments and ensure that they are reviewed by the supervising professional and parent during the

prime areas of development, which are between the ages of two years old and three years old, and again at the end of the EYFS period

The EYFS also outlines prime areas of intellectual development which include:

- Personal, Social and Emotional Development  
During personal, social, and emotional development, children are expected to develop skills to make and maintain relationships, build self-confidence, develop skills for self-awareness, and manage their feelings and behaviours
- Communication and Language  
During the development of communication and language, children develop skills in listening, paying attention, understanding conversation and language, as well as speech
- Physical Development  
During physical development, children develop in movement, fine motor skills (handling things), physical health, as well as understanding and consideration for their own well-being

The EYFS also outlines the skills and knowledge that are acquired during intellectual development that are also important for a child.

These skills and knowledge are also the foundation for future, and for continued learning, and include:

- Literacy  
Literacy includes reading and writing
- Mathematics

Mathematics includes numbers, shapes, space, and measurement

- Understanding the world  
Understanding the world includes the roles and relationships of people and their community, the world around them, and the technology that they will use
- Expressive Arts and Design  
Expressive arts and design includes media, materials, and the imagination



The following pages further outline intellectual development stages:

	Birth to 11 months	8 to 20 months	16 to 26 months	22 to 36 months	30 to 50 months	40 to 60 months
<b>Prime Area</b>						
Personal, Social and Emotional Development	<ul style="list-style-type: none"> <li>• Likes the contact and company of others</li> <li>• Looks at faces</li> <li>• Copies face movements like sticking out the tongue, opening the mouth, moving the eyes</li> <li>• Responds to calls and words</li> <li>• Recognises voices</li> <li>• Positive reaction to recognised voices</li> <li>• Responds against response to recognised people</li> <li>• Likes to be held and cared for</li> </ul>	<ul style="list-style-type: none"> <li>• Wants attention</li> <li>• Takes action to gain social interactions</li> <li>• Gains relationships with certain people</li> <li>• Is uncomfortable with strangers</li> <li>• Welcomes new interactions when with someone familiar</li> <li>• Is interested in the things that others do</li> <li>• Responds different to adults than to children</li> </ul>	<ul style="list-style-type: none"> <li>• Plays with others</li> <li>• Explores the environment or takes risk, with the support of someone familiar</li> <li>• Plays with an adult that is familiar</li> </ul>	<ul style="list-style-type: none"> <li>• Attempts to join the play of others</li> <li>• Wants to share new experiences with others</li> <li>• Shows affection for special people</li> <li>• Shows concern for special people</li> <li>• Develops special relationships with another child</li> </ul>	<ul style="list-style-type: none"> <li>• Can play with groups</li> <li>• Offers ideas on play activities</li> <li>• Encourages and suggest play</li> <li>• Can keep play going with new ideas</li> <li>• Displays and practices behaviour and activities that are friendly and welcoming</li> </ul>	<ul style="list-style-type: none"> <li>• Can start conversations</li> <li>• Can understand and consider the thoughts, ideas, and statements of others</li> <li>• Can explain their own ideas</li> <li>• Can take steps to resolve conflicts with other children</li> </ul>
Communication and Language	<ul style="list-style-type: none"> <li>• Locates the origination of sound for a familiar voice</li> <li>• Listens and responds to voices</li> </ul>	<ul style="list-style-type: none"> <li>• Moves the entire body as a response to sounds</li> <li>• Strong exploratory impulse</li> <li>• Concentrates on</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to rhymes</li> <li>• Enjoys stories</li> <li>• Enjoys rhymes</li> <li>• Shows attention and interest</li> <li>• Tries to join in with</li> </ul>	<ul style="list-style-type: none"> <li>• Interested in the things that adults do</li> <li>• Interested in the stories that adults tell</li> </ul>	<ul style="list-style-type: none"> <li>• Listens to others when the conversation interests them</li> <li>• Listens to stories with detail</li> </ul>	<ul style="list-style-type: none"> <li>• Can concentrate</li> <li>• Can wait quietly</li> <li>• Can listen and perform a task at the same time</li> </ul>



	<ul style="list-style-type: none"> <li>• Has reactions to interactions with others</li> <li>• Responds to different sounds</li> <li>• Pays attention to new actions, sounds, views</li> </ul>	<p>personal interest for short periods</p> <ul style="list-style-type: none"> <li>• Easily distracted</li> </ul>	<p>rhythm, actions, and vocalisations</p> <ul style="list-style-type: none"> <li>• Appears not to hear things that do not interest them</li> </ul>	<ul style="list-style-type: none"> <li>• Recognises familiar sounds</li> <li>• Responds to familiar sounds</li> <li>• Shows interest in sounds</li> <li>• Can change what has their attention</li> </ul>	<ul style="list-style-type: none"> <li>• Can recall the details of a story</li> <li>• Can expect certain events</li> <li>• Can stay focused</li> <li>• Can follow directions</li> </ul>	
Physical Development	<ul style="list-style-type: none"> <li>• Can turn the head to follow and respond to sound</li> <li>• Develops an ability to hold up their own head</li> <li>• Moves the arms and legs</li> <li>• Can roll from the back to the front</li> <li>• Plays with their hands and feet</li> <li>• Attempts to hold objects</li> <li>• Attempts to experience objects with the mouth</li> </ul>	<ul style="list-style-type: none"> <li>• Can sit unsupported</li> <li>• Can lean to reach objects</li> <li>• Can use support to stand</li> <li>• Crawls or scoots on the bottom</li> <li>• Takes first independent steps</li> <li>• Moves toys from one hand to the other</li> <li>• Uses the thumb and finger to pinch (or pick up) objects</li> </ul>	<ul style="list-style-type: none"> <li>• Walks upstairs with the support of an adult</li> <li>• Can crawl up and down stairs</li> <li>• Can build towers with toys</li> <li>• Understands marks and movements that they initiate</li> </ul>	<ul style="list-style-type: none"> <li>• Can run without falling</li> <li>• Can squat without falling</li> <li>• Can climb without hesitation</li> <li>• Can kick a ball</li> <li>• Can turn the page of a book</li> <li>• Can hold larger objects, or take actions with objects like hammers</li> <li>• Can pour</li> <li>• Can use more than thumb and finger to grip</li> <li>• Can walk stairs independently</li> <li>• Begins to choose a dominate hand</li> </ul>	<ul style="list-style-type: none"> <li>• Moves without complications</li> <li>• Can use both feet to climb/descend stairs</li> <li>• Can run with adjusting speed and direction without complication</li> <li>• Can stand on one foot</li> <li>• Can catch a ball</li> <li>• Can draw a line or circle</li> <li>• Can use one hand to handle a tool</li> <li>• Can hold a pencil</li> <li>• Can copy letters</li> </ul>	<ul style="list-style-type: none"> <li>• Tries different movements</li> <li>• Can jump off of something and land safely</li> <li>• Can estimate spaces</li> <li>• More control over movement and objects</li> <li>• Can make circles the opposite of clockwise</li> <li>• Can make letters that they know</li> </ul>

				to use		
Literacy	<ul style="list-style-type: none"> <li>Likes to look at books with pictures of familiar people</li> </ul>	<ul style="list-style-type: none"> <li>Interested in different books and pictures</li> </ul>	<ul style="list-style-type: none"> <li>Interested in books and may have favourites</li> </ul>	<ul style="list-style-type: none"> <li>Has favourite books and pictures</li> <li>Repeats words from familiar stories</li> <li>Can finish familiar phrases from familiar stories</li> </ul>	<ul style="list-style-type: none"> <li>Enjoys rhymes</li> <li>Enjoys stories</li> <li>Can predict events and phrases</li> <li>Understands how stories are built</li> <li>Can predict or suggest how stories end</li> <li>Can recall story details</li> <li>Can recognise certain words</li> <li>Can review books independently</li> </ul>	<ul style="list-style-type: none"> <li>Can use rhyming words</li> <li>Can recognise the first sounds in words</li> <li>Can blend sounds to make words</li> <li>Begins to read</li> <li>Shows interest in books in different styles and subjects</li> </ul>
Mathematics	<ul style="list-style-type: none"> <li>Can recognise when the number of objects change</li> </ul>	<ul style="list-style-type: none"> <li>Develops knowledge of numbers</li> </ul>	<ul style="list-style-type: none"> <li>Understands counting words (although limited in counting abilities)</li> </ul>	<ul style="list-style-type: none"> <li>Can recognise and perform small number tasks</li> <li>Can recite numbers in sequence</li> <li>Recognises quantity</li> </ul>	<ul style="list-style-type: none"> <li>Uses numbers in language</li> <li>Uses numbers in play</li> <li>Can represent numbers with fingers</li> <li>Can discuss and address number problems</li> <li>Recognises numbers in the environment</li> </ul>	<ul style="list-style-type: none"> <li>Can identify numbers and their meaning to them individually</li> <li>Recognises numbers 1 to 5</li> <li>Can count actions and objects</li> <li>Can count up to 10 and often higher</li> </ul>
Understanding the World	<ul style="list-style-type: none"> <li>Develops</li> </ul>	<ul style="list-style-type: none"> <li>Develops</li> </ul>	<ul style="list-style-type: none"> <li>Interested in stories</li> </ul>	<ul style="list-style-type: none"> <li>Understands the</li> </ul>	<ul style="list-style-type: none"> <li>Interested in the</li> </ul>	<ul style="list-style-type: none"> <li>Understands</li> </ul>

	recognition and attachments to others	recognition and attachments to others	that involve people that they recognise <ul style="list-style-type: none"> <li>Interested in pictures that involve people that they recognise</li> </ul>	family, and family relationships <ul style="list-style-type: none"> <li>Can imitate the family relationships in play</li> <li>Can develop relationships with their own friends</li> </ul>	events that affect people that they know <ul style="list-style-type: none"> <li>Can remember events that are special</li> <li>Recognises events of special interest to family and friends</li> <li>Begins to show interest in different lifestyles</li> <li>Understands their uniqueness</li> </ul>	family culture and routines <ul style="list-style-type: none"> <li>Participates in family culture and routines</li> </ul>
Expressive Arts and Design	<ul style="list-style-type: none"> <li>Responds to pictures of people they know</li> </ul>	<ul style="list-style-type: none"> <li>Experiments with the senses</li> <li>Reacts to enjoyable sounds</li> <li>Imitates actions like clapping</li> </ul>	<ul style="list-style-type: none"> <li>Experiments with the senses</li> <li>Reacts to enjoyable sounds</li> <li>Imitates actions like clapping</li> </ul>	<ul style="list-style-type: none"> <li>Participates in singing favourite songs</li> <li>Can create sounds</li> <li>Interested in musical instruments</li> <li>Makes art with blocks and colours</li> </ul>	<ul style="list-style-type: none"> <li>Can join in games that incorporate music and dance</li> <li>Sings familiar songs</li> <li>Able to play in rhythm</li> <li>Understands that sound changes</li> </ul>	<ul style="list-style-type: none"> <li>Can build songs and dances</li> <li>Interested in different instruments</li> <li>Experiments with the mixture of colours</li> </ul>

# ICT in the Curriculum



In the classroom, it is also believed that ICT has changed the dynamics of teaching and teaching philosophies. When ICT is included in the curriculum, it can enforce the retention of learning through repetition, and supports teachers and HLTAs with learning techniques that collaborate visual learning, auditory learning, and kinetic learning. ICT in collaboration with networks and internet services allows teachers and students to access information, experiences, reflections, and theories, that may not have been available before.

With the use of ICT and other learning enhancement technologies, teachers become guides and supporters of learning, while the child is able to take more control in their learning. ICT systems also function as a tool for assessment in learning outcomes, as they are able to record the common learning weaknesses and strengths of each individual child. ICT systems should be included in curriculums and lesson plans as an enhancement, and not as a dependent for learning outcomes. Plans should be developed so that lessons continue in the event that the technology fails. ICT systems may also be included as influencers (while not dependents) in SEN statements, SENCO plans, and IEPs, that require the child to be supported through alternative lesson plans, that may not incorporate the used technology, or require other methods that use alternative or limited technologies.

Ideal effective uses of technology will:

- Function as a supportive tool
- Will meet the need of a mission or objective
- Will enhance learning and contribute to improvements in assessments of learning outcomes
- Allow for adjustments to meet individual needs
- Accommodate and contribute to learning objectives, subjects, and content
- Be embraced by the majority of the users and community

