

MODULE

# 1

Teachers & Teachers' Aides  
Working Together



# Teachers and teachers' aides: Who does what?

Module 1 Workbook

This initiative contributes to

## Teachers and teachers' aides: Who does what?

Nāku to rourou  
nāu te rourou  
ka ora ai te ākongā

With my basket and  
your basket the  
learner will live

### About this resource

*Teachers and Teachers' Aides Working Together* is a professional development resource for schools. It has nine modules that teachers and teachers' aides complete together.

Each module is a 'ready-to-use' pack with a PowerPoint presentation, workbook and activities so learning can be put into practice.

Download the learning materials for this module at:

[teachersandteachersaides.tki.org.nz/Our-roles/Module-1](http://teachersandteachersaides.tki.org.nz/Our-roles/Module-1)

To find out more and to access the other modules go to:

[teachersandteachersaides.tki.org.nz](http://teachersandteachersaides.tki.org.nz)

## Teachers and teachers' aides: Who does what?

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## Other modules in this series

- Keeping our work confidential, professional and safe
- Supporting students with complex needs
- What do we think about disability and diversity?
- Identifying students' strengths
- Students participating in their Individual Education Plans (IEP)
- Understanding the *New Zealand Curriculum*
- Fostering peer relationships
- Inclusive classrooms

## Teachers and teachers' aides: Who does what?

### A guide to using this module

This module follows an inquiry cycle. The workbook has a section for each step in the cycle.



### For the facilitator

#### Before doing the module:

- » download the **Facilitator Quick Guide** from [teachersandteachersaides.tki.org.nz/Need-to-know/Facilitators](http://teachersandteachersaides.tki.org.nz/Need-to-know/Facilitators) and follow the instructions
- » download the PowerPoint presentation from [teachersandteachersaides.tki.org.nz/Our-roles/Module-1](http://teachersandteachersaides.tki.org.nz/Our-roles/Module-1), this can be watched online
- » obtain relevant documentation, eg, job descriptions and role responsibilities to refer to as you work through the activities
- » download and print copies of the case study **Getting the best from everyone: Windley School** from: [www.educationallleaders.govt.nz/Managing-your-school/School-support-staff](http://www.educationallleaders.govt.nz/Managing-your-school/School-support-staff) (Activity 3).

## Teachers and teachers' aides: Who does what?

## 1 Get started

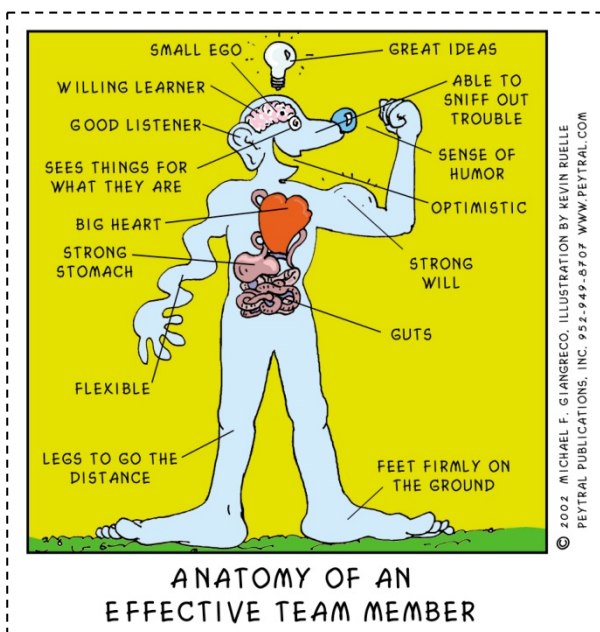
Take some time to read and talk about the cartoons, quotes and key principles. They introduce the main ideas covered in this module. The learning outcomes describe what you'll achieve once you've completed the six steps.

*When teachers and teachers' aides are clear about their roles and ways of working together, all students in the class can benefit.*

Principal

*It is clear that the roles of teacher aides have evolved over time. Both principals and support staff talk about the ineffectiveness of having teacher aides operating simply as child minders. There are positive indications ... that more deliberately planned collaborative approaches between teachers and teacher aides are being developed.*

Support Staff Working Group  
report, 2011, p. 36





## Teachers and teachers' aides: Who does what?

### Key principles

- Teachers have full responsibility for the learning and behaviour of all the students in their class.
- The main role of a teacher's aide is to be an aide to the teacher (not a 'helper' for individual students). Teachers' aides work, with guidance from the classroom teacher, to support the classroom teaching programme and student learning.
- It works best when teachers and teachers' aides are knowledgeable and respectful of each other's roles, responsibilities and the knowledge and experience each person brings to the team.
- Building relationships and effectively planning the classroom programme requires time for the teacher and teacher's aide to meet.

### Learning outcomes

Teachers and teachers' aides will aim to:

1. Develop a shared understanding of what their roles are in their work together.
2. Identify current supports or barriers to working together and identify ways to use the support or ways to address the barriers.
3. Trial a jointly agreed solution for enhancing the way they work together.
4. Reflect on and evaluate the effectiveness of what they have tried together, using the questions in this module.



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UNFORTUNATELY, THE TEACHER ASSISTANT'S BURNING QUESTIONS KEPT SPONTANEOUSLY COMBUSTING BEFORE THEY COULD BE ANSWERED.

### Next step



# 1

## Teachers and teachers' aides: Who does what?

### 2 Watch the presentation

Visit [teachersandteachersaides.tki.org.nz/Our-roles/Module-1](http://teachersandteachersaides.tki.org.nz/Our-roles/Module-1) to download or watch the presentation about teachers and teachers' aide roles and responsibilities. See the handout for a summary of the presentation (pages 11 and 12).



Teachers & Teachers' Aides Working Together

### Why this module?

- » Research from New Zealand and internationally shows:
  - teachers' aides are often unsure about their roles
  - teachers are often unsure about their roles in relation to teachers' aides.

How does the research compare with your experience as a teacher or teacher's aide?


MODULE 1: Teachers and teachers' aides: Who does what? 2



Teachers & Teachers' Aides Working Together

### Why this module?

- » This module supports teachers and teachers' aides to:
  - develop a shared understanding of what their roles are
  - build an effective working partnership.



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## Teachers and teachers' aides: Who does what?



Teachers & Teachers' Aides  
Working Together

### Being clear about who does what

We need to:

- » be clear about our roles
- » respect each other's role
- » know who to ask for support.

Who do you talk to in your school if you need help clarifying your roles?

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Teachers & Teachers' Aides  
Working Together

### Supporting teachers' aides

- » Identify the key people who support teacher's aides in your school
- » Secondary schools – head of learning support or special education needs coordinator (SENCo) often coordinate teachers' aides' work
- » Ensure teachers' aides have access to school policies and procedures, and role descriptions.

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Teachers & Teachers' Aides  
Working Together

### Defining the role: teachers

In the classroom, teachers are responsible for:

- » learning and behaviour
- » planning, implementation and monitoring
- » assessment/evaluation.

Teachers have full responsibility for all the students in their class.

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## Teachers and teachers' aides: Who does what?




Teachers & Teachers' Aides  
Working Together

### Defining the role: teachers' aides

In the classroom, teachers' aides:

- » aid to the teacher (not a 'helper' to individual students)
- » work alongside the teacher
- » work within the classroom programme
- » are guided by the teacher.



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Teachers & Teachers' Aides  
Working Together

### Supporting teachers

When you have a teacher's aide in your class:

- » know how their time will be used
- » support and guide their day-to-day activities
- » their work is based on your classroom programme
- » know who you can ask for help.

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Teachers & Teachers' Aides  
Working Together

### Getting together

Meet together regularly to:

- » discuss
- » plan
- » give each other feedback.



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# 1

Teachers & Teachers' Aides  
Working Together

## Teachers and teachers' aides: Who does what?



Teachers & Teachers' Aides  
Working Together

### Getting together

- » Use emails, communication books
- » Meet within school time.

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## Teachers and teachers' aides: Who does what?

### Why this module?

Research carried out in New Zealand and internationally has identified that teachers' aides are often unsure about their roles, and that many teachers are unsure about their roles in relation to teachers' aides (Rutherford, 2008; Thomas, 2004; Ward, 2011). *Teachers and Teachers' Aides Working Together* has been designed to provide best practice advice for schools to guide effective working partnerships between teachers and teachers' aides.

### Being clear about who does what

Being clear about what's expected of you at work is fundamental to doing a good job, so it makes sense for teachers and teachers' aides working together to clarify their roles and responsibilities. You could talk to the special education needs coordinator (SENCo) if your school has one or a senior member of staff if you need help clarifying your role or responsibilities.

Teachers and teachers' aides work is strengthened when they have a shared understanding of, and respect for, each other's roles, responsibilities and the knowledge and experience they bring to the team. Teachers' aides often have a number of roles; some work with a number of staff and students. It's important that each role or responsibility is clarified and processes are identified so that everyone knows what's expected of them.

### Supporting teachers' aides

It's important for schools to identify the key person (or people) supervising and guiding each teacher's aide to ensure they know



where to go to for support or information if they're unclear about their work.

In secondary schools, teachers' aides work with more than one teacher across a variety of subjects. It's important to establish who the teachers' aides will communicate with and be responsible to for each area. Often the head of learning support or the SENCo will take on this role.

Like all staff, teachers' aides benefit from being familiar with school policies and documents that clarify their roles, responsibilities and procedures for accessing support if they need it.

### Defining the roles

- **Teachers** have full responsibility for the learning and behaviour of all the students in their classes. They are responsible for planning, implementation and ongoing monitoring and evaluation of learning.
- The main role of a **teacher's aide** is to aid the teacher (not a 'helper' for individual students). Teachers' aides work within the classroom programme alongside the teacher.

Teachers' aides work with supervision and guidance from the classroom teacher.

## Teachers and teachers' aides: Who does what?

### Supporting teachers

When a teacher is allocated teacher's aide time, their planning should include information about how this time will be used. While it's up to teachers to decide on the best way to support the diverse needs of all their students, some may require support from school management to understand their roles and responsibilities when working with teachers' aides, especially if they haven't had a teacher's aide in their classroom before.



The teacher's aide should be given clear support and guidance for their day-to-day tasks and duties. The plan for a teacher's aide work should be based on the classroom programme.

### Getting together

The teacher and teacher's aide should have regular discussions and meetings to give each other feedback about the planning and responsibilities in the classroom. These meetings are an opportunity to clarify the teacher's expectations about what the teacher's aide does when and with whom. Meetings could be scheduled after school or at interval or other times to ensure meetings take place within teachers' aides working hours. Emails and communication books between staff can also help to support clear communication.

### Next step



## Teachers and teachers' aides: Who does what?

### 3 Choose an activity

Choose one or two activities to do in pairs or small groups. Go to the back of the workbook for each activity's instructions, worksheets and resources.

#### Activity 1

##### Sorting out who does what

In this activity you sort a wide variety of tasks into teacher responsibilities/teachers' aide responsibilities/shared responsibilities. It's an opportunity to clarify your roles by identifying agreements, confusions and areas that may need to be discussed.

Go to the back of this workbook for instructions. You'll find cards to cut up and sort and a Venn diagram to sort the cards on.

#### Activity 2

##### Looking at school documentation

In this activity, read your job descriptions and related school policies, then talk about how these reflect and relate to the information in this module.

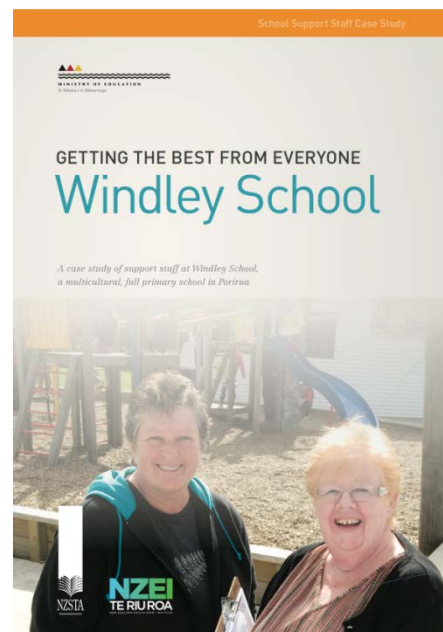
Go to the back of this workbook for instructions.

#### Activity 3

##### What Windley School did

Read about Windley School, a multicultural full primary school in Porirua, Wellington that made some changes to get the best from all of their staff, including support staff. Discuss how teachers' aides support teaching and learning in your school.

Go to the back of this workbook for instructions, a link to the case study and questions to guide your discussion.





## Teachers and teachers' aides: Who does what?

### Activity 4

#### Working as a team

In this activity work together to generate practical ideas for how teachers and teachers' aides can work together collaboratively.

Go to the back of this workbook for an activity sheet with prompts and questions for generating ideas.

### Activity 5

#### Agreeing on who does what

In this activity you work through a survey to reach agreement on critical issues, such as how the teacher's aide will be involved in classroom planning, how they will work with all the students in the class, how to manage student behaviour and the ways the teacher and teacher's aide will communicate with each other.

Go to the back of this workbook for the survey questions and activity sheet to help you discuss the issues and document your agreements.

### Activity 6

#### How do the roles differ?

This activity uses an example set of guidelines that clarify teachers and teachers' aide roles for a wide variety of tasks. Some roles/responsibilities have been left blank for you to discuss and complete.

Go to the back of this workbook for instructions, the guidelines for you to discuss and a completed set to compare your answers with.

### Next step



## Teachers and teachers' aides: Who does what?

## 4 Plan for practice

It's time to plan how you will put your learning into practice. Try one of these suggestions in your work together over the next few weeks.

- Decide on one thing you have identified that you will try differently in your work together.
- Decide on one thing you are going to do together to further clarify your roles and responsibilities.
- If you did Activity 4 and discovered practical ways you can work more collaboratively, decide on one of these to try it in your work together.
- Go back over your notes and discussion. Did you agree that some roles or tasks are best shared? If so, take one of those tasks and develop a clear plan for how you will share it.
- Go back over your notes and discussion. Did you agree that some roles or tasks should be completed by the other person? If so, take one of those tasks and develop a clear plan for how you will swap over.

## Next step



## Teachers and teachers' aides: Who does what?

**5** Give it a go

Implement the strategy you decided on in Step 4. Use the space below to make notes about what you did and how it went.

**Next step**

## Teachers and teachers' aides: Who does what?

### 6 Talk about how it went

Meet to talk about how the strategy from Step 4 went. Discuss and plan how you might adapt or modify your practice. Use the questions below to guide your reflection.

- To what extent do we have a better understanding of our roles and responsibilities when working together?
- In what ways are we clearer about how to work together successfully?
- Are there opportunities for us to share information with each other?
- How successful was our strategy in helping us to work together better?
- What are we going to do next to improve our understanding of our roles and responsibilities and enhance our work together?

## Sorting out who does what

In this activity you will sort a wide variety of tasks into teacher responsibilities/teachers' aide responsibilities/shared responsibilities. It's an opportunity to clarify your roles by identifying agreements, confusions and areas that may need to be discussed.

This activity works best when it is done by teacher/s and teachers' aide/s who work together regularly.



Working individually to begin with, cut up and sort the cards onto the Venn diagram (see over). Each card has a task on it, eg, 'assist in preparation of resources'. Blank cards are provided for you to fill in activities specific to your particular class or school.

Place tasks that are a teacher's role in the 'teacher' circle, tasks that are a teacher aide's role in the 'teacher aide's' circle and tasks that could be carried out by either in the area where the circles intersect.



Working in pairs compare the way you have sorted the cards. Are your diagrams similar? Are there areas of confusion about your roles? If a teacher's aide is working in a variety of roles, eg, bilingual tutor, classroom support, administration, you may need to use more than one diagram.



Identify those responsibilities that are clearly either teacher or teachers' aide roles. There may be some tasks where boundaries are blurred and further clarification is needed. This may require feedback from others in your school, such as senior management.





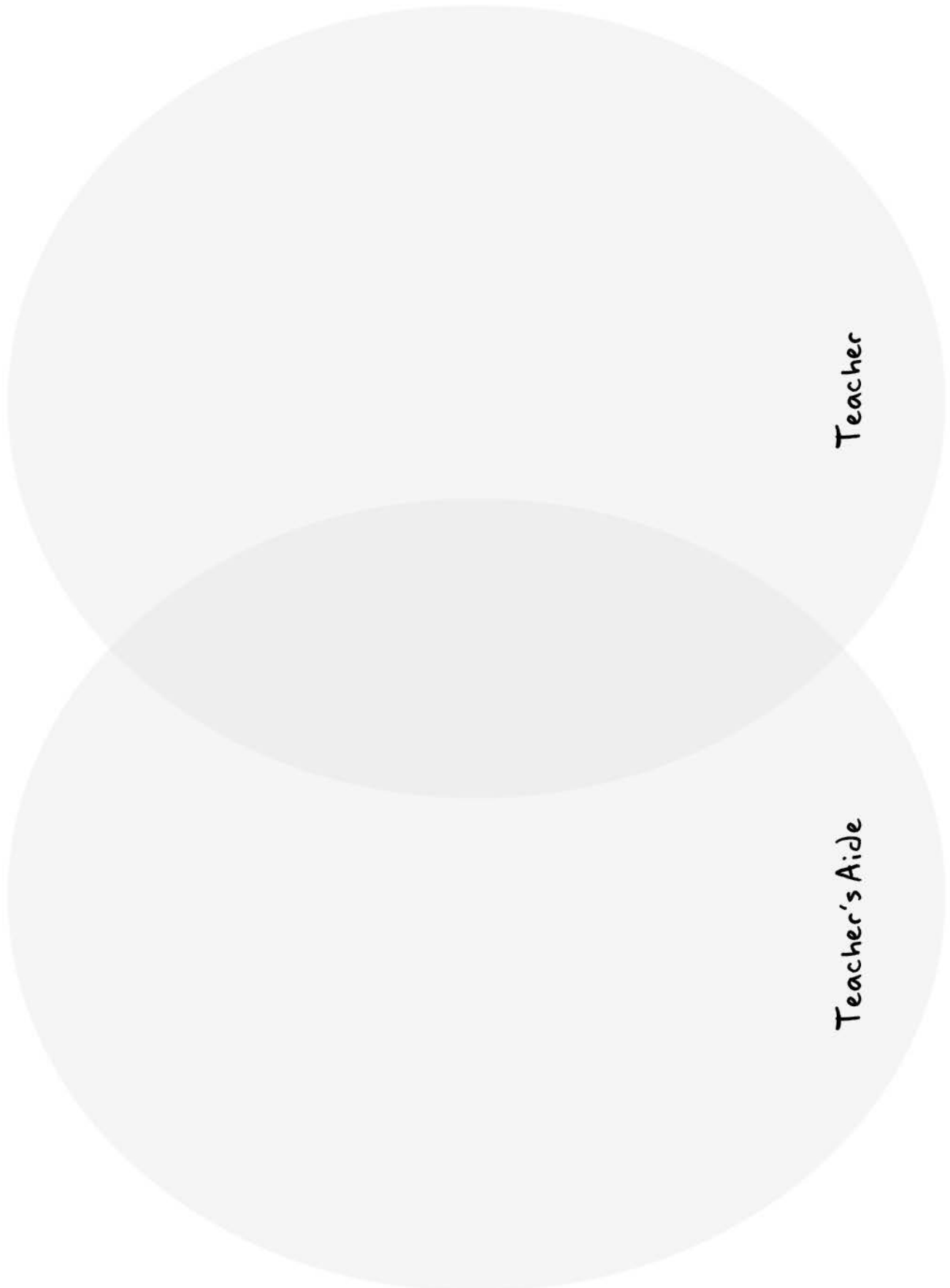
## Sorting out who does what (continued)



Assess students' learning and report on progress	Plan for individual students and the class as a whole	Coordinate the development, implementation and evaluation of Individual Education Plans
Coordinate and supervise the work of support staff	Talk with family/whānau about their children	Supervise and deal with students' behaviour in a positive way
Organise, run and evaluate learning experiences outside of the classroom	Provide a positive role model in terms of professional behaviour in carrying out responsibilities	Guide, supervise and evaluate student teachers
Act as a relieving teacher	Maintain confidentiality about students	Assist students in activities and tasks set by the teacher
Supervise students at play and lunchtimes	Reinforce learning in small groups or with individuals while the teacher works with other students	Perform administrative tasks, eg, photocopying
Assist in preparation of resources	Assist in dealing positively and constructively with student behaviour	Help organise and maintain the classroom environment
Participate in Individual Education Plan meetings by sharing ideas and observations	Liaise with family/whānau under supervision of the teacher	Assist with students' personal care requirements
Dispense medication as directed by senior staff	Be a cultural advocate, eg, translate for families/whānau and school	Work as a reader-writer
Use a variety of prompts (eg, visual, verbal) to support students		



## Sorting out who does what (*continued*)





## Looking at school documentation

In this activity read your job descriptions and related school policies, then talk about how they reflect and relate to the information in this module.



Working individually to begin with, read your teacher or teacher's aide job description and any related school policy affecting support staff. Read each other's job descriptions.



In pairs or small groups discuss the job descriptions and school policies.

Use these prompts to guide discussion:

- Revisit the key principles from Step 1 in this module. Are these principles reflected in your job descriptions and school policies?
- To what extent does your school documentation reflect the roles and responsibilities you carry out?



If you have questions or suggestions about the documents, talk to others in your school about this activity, eg, a member of senior management.

## What Windley School did

Read about Windley School, a multicultural full primary school in Porirua, Wellington that made some changes to get the best from all of its staff, including support staff. Discuss how teachers' aides support teaching and learning in your school.



Working individually to begin with, read the case study *Getting the best from everyone: Windley School*. It can be downloaded from:

[www.educationalleaders.govt.nz/Managing-your-school/School-support-staff](http://www.educationalleaders.govt.nz/Managing-your-school/School-support-staff)

As you read, highlight any ideas that are new or interesting to you.



In pairs or small groups talk about the work Windley School has done to get the best from all of its staff. Discuss any sections you highlighted.

Re-read the section on page 3, *Focusing teachers' aides on learning*.

Discuss these questions:

- How has Windley School set things up so the teachers' aides are more focused on learning?
- What benefits has Windley School found in having teachers' aides more focused on learning?
- Are teachers' aides being used to their full potential in your school to support teaching and learning? Are there ways to use teachers' aides more effectively?



If you have questions or suggestions about how to get the best from everyone at your school, talk to others in your school about this activity, eg, a member of senior management.



## Working as a team

In this activity you generate practical ideas for how teachers and teachers' aides can work together collaboratively.

This activity works best when it is done by teachers and teachers' aides who regularly work together.



Work in pairs or small groups (ideally at least one teacher and one teacher's aide). Complete the table on the following pages, ensuring each person contributes one or two ideas for each prompt.



When you have completed the table, each decide on a strategy that you will start doing, keep doing or do more of.





## Working as a team (*continued*)

Describe at least TWO specific ways of making teachers' aides feel welcome in your workplace.

---

Think of a situation where you may not have agreed with a teacher's aide/teacher with whom you work. Describe at least TWO positive and constructive ways that you can challenge/question each other's thinking/practice?

---

Describe at least TWO ways teachers can effectively share their planning with teachers' aides.

---

Describe at least TWO kinds of support teachers and teachers' aides can give each other.

---

Describe at least TWO ways teachers can foster an effective working relationship with teachers' aides.

---



Describe at least TWO ways to show respect and appreciation for teachers' aides.

---

Describe at least TWO ways of providing constructive feedback, ie positive and helpful comments not criticism.

---

Describe at least TWO strategies for 'finding time' for teachers and teachers' aides to meet regularly.

---

Describe at least TWO ideas for dealing with stress.

---

Over to you... space for any ideas or suggestions.

Adapted from Gill Rutherford, University of Otago



## Agreeing on who does what

In this activity work through a survey to reach agreement on critical issues, such as how the teacher's aide will be involved in classroom planning, how the teacher's aide will work with all the students in the class, how to manage student behaviour and the ways the teacher and teacher's aide will communicate with each other.

This activity works best when it's done by teacher/s and teachers' aide/s who regularly work together. It's useful to complete this activity at the beginning of the school year or when there is a new teacher-teacher's aide relationship.



Work in pairs or small groups (ideally at least one teacher and one teacher's aide). Read, discuss, negotiate and agree on the ways of working in the survey (see over).



Use the check boxes and spaces provided to record your agreements.



If, once you've done the survey, you have questions that can't be answered in your pair or small group, talk about this activity with others in your school, eg, a member of senior management.



## Agreeing on who does what *(continued)*

### Planning

How will the teacher's aide be involved in planning?

- Share ideas in regular meetings
- Indirectly/informally before/after classes
- Through getting a copy of the lesson plan (emailed, copy in pigeon hole, etc.)
- Other

How frequently will planning meetings occur?

Day  Time  Location

### Teaching

How will the teacher's aide be involved with helping ALL students when required?

How will the teacher's aide help?

- Working with small groups of students
- Working with a group or the whole class while the teacher works with the students with special education needs
- Implementing teacher-designed strategies/programmes/activities
- Working one-to-one with a student
- Other

### Student Behaviour

What are the classroom expectations/rules for students and adults?

What happens in the event of unacceptable student behaviours, ie, who does what/how?

## Communication

How can the teacher and teacher's aide communicate most effectively and efficiently, particularly if there are any concerns?

- |   |   |
|---|---|
| <input type="checkbox"/> Regular meetings (as noted above)          | <input type="checkbox"/> Via communication notebook kept in class |
| <input type="checkbox"/> Indirectly/informally before/after classes | <input type="checkbox"/> Home phone                               |
| <input type="checkbox"/> Via note in pigeon hole/email/text         | <input type="checkbox"/> Other                                    |

Who is responsible for communicating with parents/caregivers when appropriate/necessary?

- |   |                                  |   |
|---|----------------------------------|---|
| Matters about student learning and progress | <input type="checkbox"/> teacher | <input type="checkbox"/> teacher's aide |
| Any matters of concern                      | <input type="checkbox"/> teacher | <input type="checkbox"/> teacher's aide |
| Routine, daily events                       | <input type="checkbox"/> teacher | <input type="checkbox"/> teacher's aide |

What are the channels of communication with other people involved with the student/s, eg, Specialist Teacher, Resource Teacher Learning and Behaviour, therapists?

## Assessment

What role does the teacher's aide play in student assessment?

## General

What other things need to be clarified/considered?

## How do the roles differ?

This activity uses an example set of guidelines that clarify teachers and teachers' aide roles for a wide variety of tasks. Some roles/responsibilities have been left blank for you to discuss and fill in. This exercise shows how teachers and teachers' aide roles differ in specific tasks and activities.



Working individually to begin with, read the guidelines that have blank spaces (see over). If you notice things in the guidelines that are different to your experience, highlight these.



Working in pairs or small groups, talk about the roles/responsibilities that have been left blank. Decide together on the missing roles/responsibilities.



Write the missing roles/responsibilities into the blank spaces. Refer to the completed set of guidelines and compare your answers.



In pairs or in a large group, talk about any roles/responsibilities you highlighted. Are there responsibilities in your school that are not included on the guidelines?

Talk as a group about how the guidelines are different to your experiences in your school and the reasons for this. Talk about whether the guidelines raise some ideas that could be tried in your school.



If you have questions or suggestions about clarifying or changing teachers or teachers' aide roles or responsibilities, talk to others in your school about this activity, eg, a member of senior management.





## How do the roles differ? *(continued)*

### Overall responsibilities

#### Teacher's aide

Recognise that all students are unique. There is a shared responsibility in schools to support each student to flourish and succeed.

Teacher's aides can carry out a range of duties, and individual schools determine the particular roles and functions of each teacher's aide.

#### Teacher

Recognise that all students are unique. There is a shared responsibility in schools to support each student to flourish and succeed.

The teacher is responsible for the planning, teaching, assessment and behaviour of all students. Some students may be supported by a specialist teacher in addition to their classroom teacher. The specialist teacher and class teacher work together to develop and support learning opportunities for the students in the classroom.

The teacher is responsible for structuring, guiding and supervising the work of teacher's aides. Teacher's aides may also receive this support from the special education needs coordinator (SENCo) or learning support coordinator in the school.

### Supporting students in the classroom

#### Teacher's aide

Support a range of students within the class.

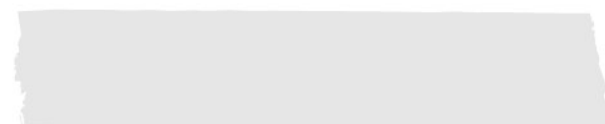
Work flexibly in a classroom. This may mean working with a group of students or an individual student, as directed by the teacher.

#### Teacher

Direct and support teacher's aide to work with students – think about using teacher's aide time to allow you time to work with students who require additional support. Allocate space within the classroom as necessary.

Support students to work in pairs/groups and to participate.

Teach students individually, in pairs, in groups and whole class. Model and encourage cooperative ways of working where all students are engaged and learning alongside their peers.



Provide opportunities for students to be independent.

## Planning for individual students

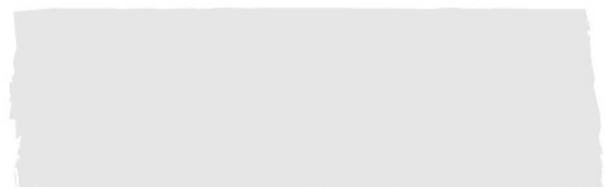
### Teacher's aide

Use age-appropriate language and resources to meet student needs, as identified in their learning plans. Contribute to developing learning plans.

### Teacher

Use age-appropriate language and resources to meet student needs identified in the learning plans you have written with others, including the student, family/whānau, other school staff, specialists and teacher's aide.

Complete tasks as per planning provided by the classroom teacher. It is not the teacher's aide's responsibility to plan any teaching for a student. The teacher is the person responsible for supervising the teacher's aide's delivery of the planning.



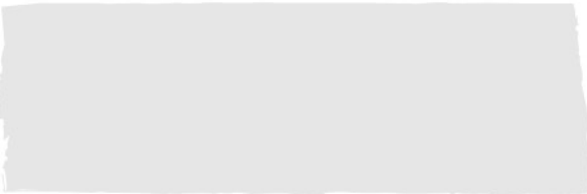
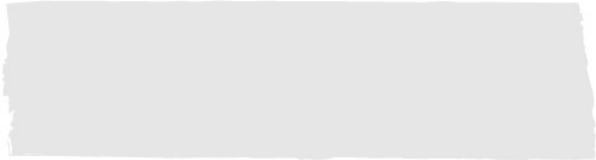

Participate in Individual Education Plan (IEP) meetings. The teacher, specialist teacher or SENCo may write up the IEP. Discuss the plan with the teacher's aide, and provide them a copy.

Collect and provide assessment information to be included in an IEP meeting, as directed by the teacher.

Plan for, collect and provide assessment information to be included in an IEP meeting. Ask the teacher's aide to collect and provide assessment information, as appropriate.



## Teaching and learning

Teacher's aide	Teacher
	<p>Teach key points to all students. Provide opportunities for some students to revisit key points with you or the teacher's aide.</p>
<p>Use a variety of strategies to support students, as per their agreed plan. This may include making some resources, as directed by the teacher.</p>	<p>Develop plans that describe the specific strategies to be used with students (this may be done with the SENCo, specialist teacher or other staff member). The teacher may ask the teacher's aide to prepare resources to use with students.</p>
<p>Follow programmes and specialist suggestions under the guidance of the teacher and specialists.</p>	<p>The classroom teacher works with others (eg, SENCo, specialist teacher) and the teacher's aide to implement specialist suggestions into classroom teaching and learning.</p>
<p>Use teaching techniques and strategies, as modelled by the teacher/SENCo/specialist teacher/specialist.</p>	
<p>Assist students to develop behaviours related to organising themselves, relating to others, learning new social skills, and other individual goals.</p>	<p>Teach students to develop behaviours related to organising themselves, relating to others, learning new social skills, and other individual goals.</p>
<p>Give praise and encouragement to students.</p>	
<p>Work as a reader-writer.</p>	<p>SENCo/specialist teacher/head of department/The Correspondence School liaison provides guidelines of reader-writer role to teacher's aide.</p>

## Teacher's aide

**Supporting behaviour**

Provide behaviour support for individual students as per the student's plan. In the classroom, follow the teacher's protocol for promoting positive behaviour.

**Record keeping****Providing medication to students**

Dispense medication as directed and agreed by senior staff and record as specified. Refer to the written instructions detailing the medication protocol for individual students.

**Providing personal care to students****Providing physical support to students**

Provide physical support for students (eg, moving from a vehicle to school, around the school). Always provide physical support in accordance with the school's policies and procedures, the student's plan and the student's preferences. Only provide physical support for students after receiving appropriate training.

**Add other roles and responsibilities**

## Teacher

Participate in the team that writes the plan for the student. Share this with the teacher's aide. Share the classroom protocol for promoting positive behaviour.

Set up the record keeping system and discuss this with the teacher's aide. Provide the teacher's aide with necessary tools for record keeping, eg, recording sheets, book, template or application on iPad.

Clearly identify students who require additional personal care support. Locate support plans that provide clear information about how this is organised. Ensure the student's preferences are sought and reflected in the plan. Discuss the plan with the teacher's aide and SENCo. In liaison with SENCo ensure specialist support is available for the teacher's aide if training is required.

SENCo teacher/family/whānau/student develop a plan that states how this support is offered. Share this plan with the teacher's aide, others supporting the student and the student themselves.



## Overall responsibilities

### Teacher's aide

Recognise that all students are unique. There is a shared responsibility in schools to support each student to flourish and succeed.

Teacher's aides can carry out a range of duties, and individual schools determine the particular roles and functions of each teacher's aide.

### Teacher

Recognise that all students are unique. There is a shared responsibility in schools to support each student to flourish and succeed.

The teacher is responsible for the planning, teaching, assessment and behaviour of all students. Some students may be supported by a specialist teacher in addition to their classroom teacher. The specialist teacher and class teacher work together to develop and support learning opportunities for the students in the classroom.

The teacher is responsible for structuring, guiding and supervising the work of teacher's aides. Teacher's aides may also receive this support from the special education needs coordinator (SENCo) or learning support coordinator in the school.

## Supporting students in the classroom

### Teacher's aide

Support a range of students within the class.

Work flexibly in a classroom. This may mean working with a group of students or an individual student, as directed by the teacher.

### Teacher

Teach all students in the class. Identify students who may benefit from additional support to access learning.

Direct and support teacher's aide to work with students – think about using teacher's aide time to allow you time to work with students who require additional support. Allocate space within the classroom as necessary.

Support students to work in pairs/groups and to participate.

Teach students individually, in pairs, in groups and whole class. Model and encourage cooperative ways of working where all students are engaged and learning alongside their peers.

Provide opportunities for students to be independent.

Provide opportunities for students to be independent.

## Planning for individual students

### Teacher's aide

Use age-appropriate language and resources to meet student needs, as identified in their learning plans. Contribute to developing learning plans.

Complete tasks as per planning provided by the classroom teacher. It is not the teacher's aide's responsibility to plan any teaching for a student. The teacher is the person responsible for supervising the teacher's aide's delivery of the planning.

Participate in Individual Education Plan (IEP) meetings.

Collect and provide assessment information to be included in an IEP meeting, as directed by the teacher.

### Teacher

Use age-appropriate language and resources to meet student needs identified in the learning plans you have written with others, including the student, family/whānau, other school staff, specialists and teacher's aide.

Write and provide planning regularly to the teacher's aide. Regularly discuss with the teacher's aide how this work is going, include the SENCo, specialist teacher or other staff as appropriate.

Participate in Individual Education Plan (IEP) meetings. The teacher, specialist teacher or SENCo may write up the IEP. Discuss the plan with the teacher's aide, and provide them a copy.

Plan for, collect and provide assessment information to be included in an IEP meeting. Ask the teacher's aide to collect and provide assessment information, as appropriate.



## Teaching and learning

Teacher's aide	Teacher
Repeat key teaching points from a lesson to small groups of students. Work with a group of students while the teacher works with an individual or small group who require teaching points to be revisited.	Teach key points to all students. Provide opportunities for some students to revisit key points with you or the teacher's aide.
Use a variety of strategies to support students, as per their agreed plan. This may include making some resources, as directed by the teacher.	Develop plans that describe the specific strategies to be used with students (this may be done with the SENCo, specialist teacher or other staff member). The teacher may ask the teacher's aide to prepare resources to use with students.
Follow programmes and specialist suggestions under the guidance of the teacher and specialists.	The classroom teacher works with others (eg, SENCo, specialist teacher) and the teacher's aide to implement specialist suggestions into classroom teaching and learning.
Use teaching techniques and strategies, as modelled by the teacher/SENCo/specialist teacher/specialist.	Teacher/SENCo/specialist teacher/specialist models teaching techniques and strategies for the teacher's aide to use to support student learning.
Assist students to develop behaviours related to organising themselves, relating to others, learning new social skills, and other individual goals.	Teach students to develop behaviours related to organising themselves, relating to others, learning new social skills, and other individual goals.
Give praise and encouragement to students.	Give praise and encouragement to students and the teacher's aide.
Work as a reader-writer.	SENCo/specialist teacher/head of department/The Correspondence School liaison provides guidelines of reader-writer role to teacher's aide.

## Teacher's aide

### Supporting behaviour

Provide behaviour support for individual students as per the student's plan. In the classroom, follow the teacher's protocol for promoting positive behaviour.

### Record keeping

Contribute to monitoring and keeping records of students' daily progress by using the record keeping system and tools designed by the teacher.

### Providing medication to students

Dispense medication as directed and agreed by senior staff and record as specified. Refer to the written instructions detailing the medication protocol for individual students.

### Providing personal care to students

Provide support in daily personal care routines. Always provide personal care support in accordance with the school's policies and procedures, the student's plan and the student's preferences. Only provide personal care to students after receiving appropriate training.

### Providing physical support to students

Provide physical support for students (eg, moving from a vehicle to school, around the school). Always provide physical support in accordance with the school's policies and procedures, the student's plan and the student's preferences. Only provide physical support for students after receiving appropriate training.

### Add other roles and responsibilities

## Teacher

Participate in the team that writes the plan for the student. Share this with the teacher's aide. Share the classroom protocol for promoting positive behaviour.

Set up the record keeping system and discuss this with the teacher's aide. Provide the teacher's aide with necessary tools for record keeping, eg, recording sheets, book, template or application on iPad.

Clearly identify the students who require medication (type, time, dosage) and share this information with the adults required to dispense the medication.

Clearly identify students who require additional personal care support. Locate support plans that provide clear information about how this is organised. Ensure the student's preferences are sought and reflected in the plan. Discuss the plan with the teacher's aide and SENCo. In liaison with SENCo ensure specialist support is available for the teacher's aide if training is required.

SENCo teacher/family/whānau/student develop a plan that states how this support is offered. Share this plan with the teacher's aide, others supporting the student and the student themselves.