

Information for  
School Leaders



# Teachers and Teachers' Aides Working Together

A professional development resource for schools

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 this booklet from:

[teachersandteachersaides.tki.org.nz/Need-to-know/School-leaders](http://teachersandteachersaides.tki.org.nz/Need-to-know/School-leaders)

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

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

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### Modules in this series

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

## Information for school leaders

### About this resource

*Teachers and Teachers' Aides Working Together* is a professional development (PD) resource for schools. It has nine modules for teachers and teachers' aides to complete together. The modules are designed to help strengthen the ways teachers and teachers' aides work together, answering questions like 'who does what?', and help to build professional knowledge and a shared understanding of inclusive practice.

Each module is a 'ready-to-use' pack with a presentation, workbook, activities and a guide for putting new learning into practice.

Each module follows an inquiry cycle, where teachers and teachers' aides engage with information about the topic, reflect on an aspect of their work and plan a new strategy or an approach to try. After implementing the strategy or approach, the teacher and teacher's aide evaluate how it went.

### Acknowledgements

The Ministry of Education (the Ministry) thanks everybody who contributed to *Teachers and Teachers' Aides Working Together*, including all those who provided feedback on the initial draft of the resource.

Thank you to the teachers' aides, teachers and leaders of the schools who trialled the modules, for providing honest and practical feedback, both online and in face-to-face interviews:

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Hampden Street School	Putaruru Primary School
Henley School	St Brendan's School
Lytton High School	St Kevins College
Otahuhu School	Stella Maris Primary School

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## Information for school leaders

### Introduction

The Government has a broad and ambitious vision for New Zealand schools – to have 100 percent fully inclusive schools by 2014. *Success for All* outlines the Ministry's commitment to achieving this. The aim is to ensure the education system works for all students, particularly students who have special education needs.

Giving students access to high-quality teaching is the best way to positively influence their education. In inclusive schools, teachers promote an achievement-oriented culture and have high expectations of all students, providing challenges that stretch learning. In these environments, teachers develop constructive and respectful relationships with students and others involved in the student's learning, eg, teachers' aides. This sees teachers partnering with support staff who have the knowledge and skills to work within the classroom programme alongside them.

Teachers' aides are an integral part of New Zealand's schooling workforce. A review by the Support Staff Working Group in 2011 showed that more needed to be done to provide best practice advice for schools to guide effective working partnerships between teachers and teachers' aides. Schools that make effective and productive use of their support staff:

- » consider them as part of a total school system focused on student learning
- » have management processes and systems in place to support their contribution.

The Working Group recommended that schools consider how their systems, processes and training facilitate effective teamwork between teachers and teachers' aides. *Teachers and Teachers' Aides Working Together* has been designed to support schools to do this.

The nine modules aim to help teachers and teachers' aides develop inclusive practices, skills and knowledge. This resource provides a framework, process and materials to help strengthen how teachers and teachers' aides work together, focusing on classroom practice with regular planning meetings.

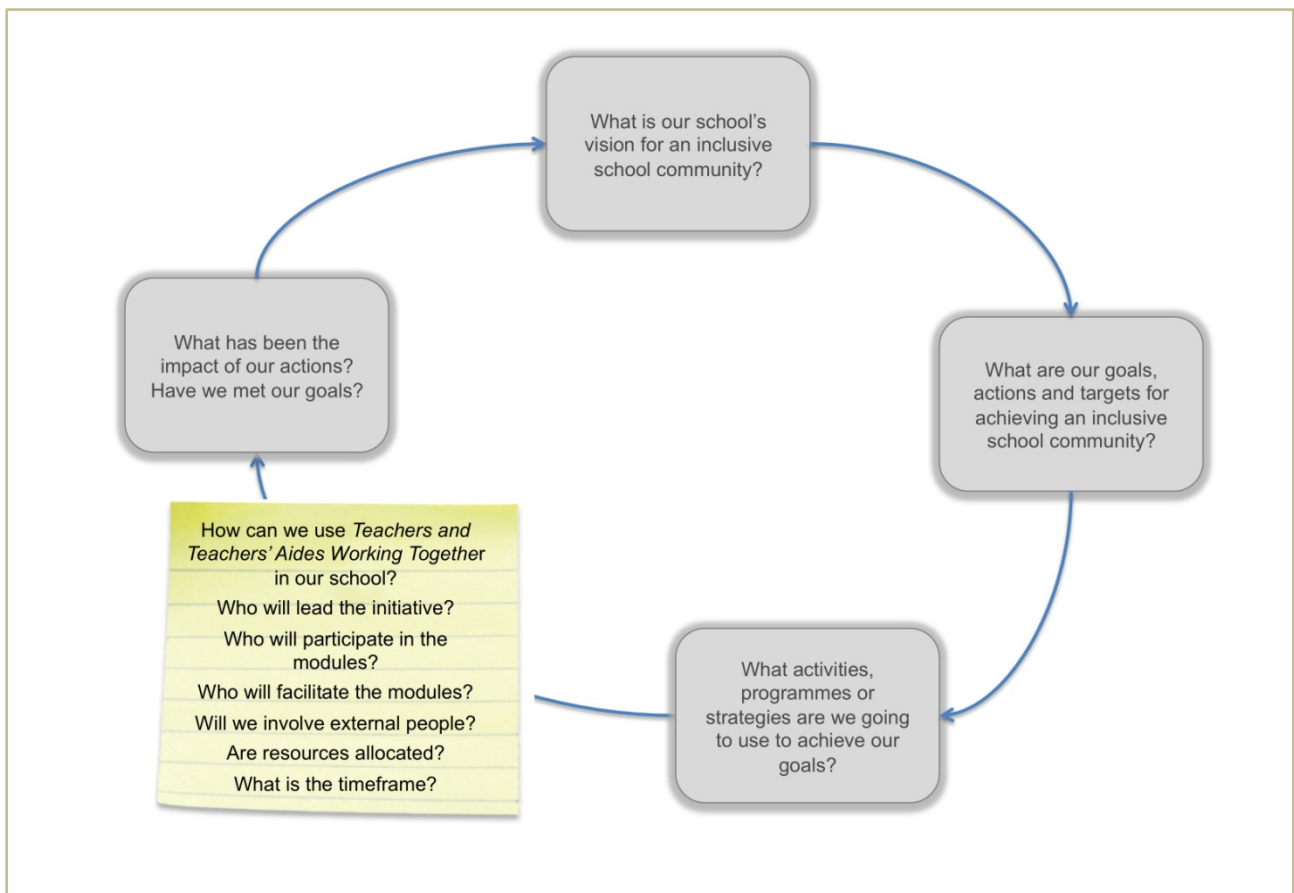
Teachers and teachers' aides are encouraged to make links between the module content and policy and practice within their schools. For example, when discussing roles and responsibilities they are encouraged to look at their job descriptions and to check with school leaders on school-wide policies and management.

We urge you to become familiar with these modules and encourage and support your teachers and teachers' aides to use them.

## Information for school leaders

### Using the modules in your school

*Teachers and Teachers' Aides Working Together* will have the greatest impact if it is embraced by school leaders as part of the school's overall plan for effective teaching and learning, particularly for students with special education needs.



### Key notes about the resource

***Teachers and Teachers' Aides Working Together* is a professional development pack**

Everything a school needs to use the modules is provided online, go to

<http://teachersandteachersaides.tki.org.nz>

Each module has a presentation, with accompanying handouts, a workbook with a range of activities and guidance for practice. There is a guide for facilitators and a certificate to acknowledge completion.

## Information for school leaders

### **The resources support face-to-face, interactive learning**

The modules are designed for pairs of teachers and teachers' aides or groups to complete together. The modules aim to build collaborative relationships between teachers and teachers' aides and shared knowledge of effective inclusive practice, as they learn alongside each other. It is ideal if those who work together also complete the modules together.

### **Some preparation and organisation is required**

Once a school has decided to use the modules, and who will be involved, it is a good idea to create a plan for managing this professional development activity in your school, including establishing a timeframe, and assigning roles.

### **The modules are most effective when facilitated**

A facilitator does not need an extensive knowledge of the module content but some knowledge about supporting students with special education needs is an advantage. A facilitator may be someone:

- » within the school, eg, the person who coordinates additional learning support (such as the special education needs coordinator or head of learning support). This person's existing relationships and understanding of the school, its students, staff, community and context will be an advantage
- » outside of the school, eg, a Resource Teacher: Learning and Behaviour (RTL) or staff member from the local Ministry office. The benefit of an external facilitator can be a 'fresh' perspective on existing practices and ideas.
- » shared by a cluster of schools, which allows staff members across the cluster to each facilitate modules that draw on their strengths.

While beneficial, a facilitator is not essential. With good preparation, planning and time to meet, teacher-teacher's aide pairs or small groups can work through the modules independently, seeking advice from senior staff where necessary.

### ***Teachers and Teachers' Aides Working Together* is a comprehensive professional development programme**

The modules have been grouped in themes and follow a logical order; the content is linked and related. It is recommended the modules are completed sequentially but because each module is a stand-alone professional development pack, there may be times when it makes sense to change the order or do only certain modules.

## Information for school leaders

**Each module takes approximately 90 minutes of face-to-face time, with extra time needed to try new ways of working and to reflect**

Each module follows a six-step cycle. It takes approximately one hour to work through steps one to four. Additional time is required to implement strategies or approaches planned in the module sessions (step five) and for reflection afterwards (step six).

***Teachers and Teachers' Aides Working Together* can be used for a range of purposes**

The modules can be used for different purposes, such as:

- » a 'refresher' for experienced teachers and teachers' aides
- » a way to support role clarity and to establish agreed ways of working, especially for new teacher-teacher's aide relationships, eg, at the start of a new school year
- » a way to support communication and problem-solving
- » for whole-school professional development on inclusion
- » a tool to support whole-school change in how teachers' aide support is deployed.

## Module content and organisation

This resource is made up of nine modules, grouped into three themes.

Our roles and responsibilities	Our students	Our work together
1. Teachers and teachers' aides: Who does what?	4. What do we think about disability and diversity?	7. Understanding the <i>New Zealand Curriculum</i>
2. Keeping our work confidential, professional and safe	5. Identifying students' strengths	8. Fostering peer relationships
3. Supporting students with complex needs	6. Students participating in their Individual Education Plans (IEP)	9. Inclusive classrooms

Each module has a short PowerPoint presentation and a workbook.

The presentation introduces information and ideas about the module topic. It can be viewed online, as a video or downloaded as a PowerPoint file.



## Information for school leaders

The workbook is in PDF format and is designed to be printed. It is in sections that follow an inquiry cycle.

### 1. Get started

This section sets out the key principles covered in the module and the learning outcomes.

### 2. Watch the presentation

A PowerPoint presentation summarises the module topic and content. The workbook includes handouts to reinforce the presentation.

### 3. Choose an activity

Each module includes at least three activities. The activities are designed to promote discussion about the topic, deepen understanding and relate the information to practice and context. The activities are clearly explained with links to resources, such as YouTube clips and short readings. Worksheets are also included. It's recommended that only one or two activities are completed per module. A range of activities is provided so the ones best suited can be selected. By having a range of activities, modules can be revisited without being repetitive.

### 4. Plan for practice

This section has instructions and suggestions for planning a strategy or approach to use. It builds on the content provided by the presentation and the activities.

### 5. Give it a go

Space is provided in the workbook for notes about how the strategy worked and the outcome.

### 6. Talk about how it went

The workbook includes questions to help the teacher and teacher's aide reflect on their strategy, the impact it had and what they might do differently next time.

