# Transcript, Module 4: What do we think about disability and diversity?

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| **Audio** | **Visual** |
| **Narrator:** What do we think about disability and diversity? | Slide 1:  *Teacher and teacher aides working together*  *What do we think about disability and diversity?*  *Module 4 Presentation*  *Photo: (foreground) two seated children looking at a picture book; (background) clip are of person pushing someone in a wheelchair.* |
| **Etta:**  Hi, I’m Etta. When I was at school, I had a teacher aide. | Slide 2:  *Introducing Etta.*  *Our narrator Etta brings lived experience of receiving teacher aide support.*  *Photo: on the right side is a photo of Etta.* |
| **Etta:** This module is intended to help you examine your attitudes and assumptions about diversity. It will help your think about how those beliefs affect how you work with students and their ability to learn.  This module is for both teachers and teacher aides.  You can work through it yourself, but it’s best if people who are working together, learn together.  There are questions for you to consider as you work through the presentation.  If you’re working with another person, please take time to talk them over. | Slide 3  *Introducing the module.*  *This module is about educator’s attitudes and assumptions about disability and diversity and [explores] how these impact on student learning.*  *It is for both teachers and teacher aides.*  Appears on the bottom right of slide 3  *Please take your time to think and reflect.* |
| **Etta:** I remember once, on a student leadership camp, we were all given the challenge of completing a high ropes course.  The task had to be adapted to suit my needs. However, I was expected to participate fully.  Given this assumption, my teacher and teacher aide worked together to adapt the task.  Being suspended in the air above my peers was a thrill. They were able to see me as a fully contributing member of their group.  It led to the whole group challenging our teacher to complete the course as well. With our encouragement, she got over her fears and did it. | Slide 4  *Etta’s story*  *Three photos: (photo on left) two teachers and Etta in the classroom; (photo in the middle) Etta, seated in wheelchair, accepting a framed award from a male faculty member; (photo on the right) Etta on the high ropes course.* |
| **Etta:** Too often, well-meaning teachers and teacher aides make assumptions that mean students with disabilities miss out on opportunities to learn.  My story shows that when expectations of students are high, this leads to the creative thinking needed for them to be fully included and personally extended.  My story also highlights that this can have a positive impact on the teachers and students around them. | Slide 5  *Why this module?*  *While meaning well, teachers and teacher aides can often make assumptions that reduce the opportunities they give student to learn.*  *It doesn’t have to be this way!*  *Photo on the right: teacher aide with purple hair, and laughing student interact and work together.* |

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| **Etta:** We all have the ability to be active, capable, and competent learners. However, our ability to succeed is affected by the beliefs and actions of people around us.  Teachers and teacher aides who really believe in their students’ capabilities as learners show that in their actions.  They create opportunities for all students to participate and learn.  Learning to focus on students’ strengths and capabilities as learners can involve changes in our thoughts, beliefs, and actions.  Can you think of a time you may have stopped a student trying the same activities as their peers?  Could you have unconscious beliefs about disability and diversity that are getting in the way of a student’s learning? | Slide 6  *Examining our beliefs.*  *All learners are active, capable, and competent.*  *Educators who believe in their students’ capabilities create opportunities for them to participate and learn.*  *This can require changes in our attitudes, behaviours, and ways of working.*  Appears on the bottom right of slide 6  *Have you ever prevented a student trying the say activities as their peers? Could you have unconscious beliefs about disability and diversity that are getting in the way of student learning?* |
| **Etta:** Teachers and teacher aides who know their students well are able to look past their disability and see the whole person.  They find out what each student can do, what they really love to do, and what helps them learn.  How do you find out about the interests, capabilities, and passions of the students you work with? | Slide 7  *Getting to know students*  *When we know our students well, we look past their disabilities.*  *We learn about their likes, dislikes, interests, and capabilities.*  Appears on the bottom right of slide 7  *How do you find out about the interests, capabilities, and passions of the students you work with?* |
| **Etta:** Teachers and teacher aides with high expectations expect believe all their students can succeed.  High expectations are self-fulfilling.  Teachers and teacher aides who have high expectations put in place supports and activities that help students achieve those expectations. | Slide 8 *High expectations*  *High expectations reflect a belief that all students can succeed, regardless of disability and background.*  *High expectations are self-fulfilling.*  *Photo on the right: close-up, two seated children looking at a picture book.*  *Under the photo:*  *“Students who expect and are expected to succeed are more likely to succeed.”* (Ka Hikitia, MoE, 2013 p.38) |
| **Etta:** Low expectations are self-fulfilling, too. However, it doesn’t have to stay that way.  Teachers and teacher aides can overcome low expectations by taking a close look at their beliefs and making a deliberate effort to change.  What are your expectations for the students you work with?  Are they less for some students than others?  How could you show all your students that you expect them to succeed in their learning? | Slide 9  *Lifting expectations*  *Low expectations are self-fulfilling too.*  *If we have low expectations, we need to examine our beliefs.*  *Photo: outside, two students play with building blocks.*  Appears on the bottom right of slide 9 *What are your expectations for students with additional learning needs? Are they less for some students than others?* *How could you show all your students that you expect them to succeed in their learning?* |
| **Etta:** Today’s classrooms are increasingly diverse.  Student diversity isn’t just about disability. It’s about a lot of other factors like ethnicity, religion, sexuality, and the languages people speak.  When learning builds upon what students bring to the classroom, diversity becomes a strength. | Slide 10  *Valuing diversity.*  *Have I allowed the student to tell me what they want?*  *Have I asked the student what they prefer with physical transitions?*  Appears on the bottom right of slide 10  *“Students do better in education when what and how they learn builds on what is familiar to them and reflects and positively reinforces where they come from, what they value, and what they already know.”*  (Ka Hikitia, MoE, 2013 p.38) |
| **Etta:** By valuing students’ identity, language, and culture, difference becomes a rich resource upon which new learning can be built.  When we know our students well, we can help them connect help new learning with what they already know.  What do you do to connect to students’ language, identity, and culture?  How do you help them connect this with their learning at school? | Slide 11  *Valuing diversity*  *Value difference as a strength.*  *Acknowledge that identity, language, and culture count.*  *Students do better when learning builds on what they know.*  Appears on the bottom right of slide 11  *How do you connect to students’ language, identity, and culture?*  *How do you help them connect this with their learning at school?* |
| **Etta:**  The work “ako” means both to teach and to learn. | Slide 12  *Ako – everyone is a teacher and a learner*  *“Ako describes a teaching and learning relationship where the educator is also learning from the student in a two-way process.”*  (Ka Hikitia, MoE, 2013 p.16)  *Photo on the right: outside,*  *two students, seated side by side on bench, read a picture book.* |
| **Etta:** In classrooms guided by the principle of ako, everyone is a learner.  Teachers and teacher aides look for opportunities to learn from each other, from the students, and from the students’ whānau.  How is the principle of ako reflected in your practice?  Who learns from who and what is being learned? | Slide 13 *Ako*  *We can learn from each other: teachers, teacher aides, and students.*  *Photo: (left) primary-aged student works on a special device and classmate next to him watches and smiles.*  Appears on the bottom right of slide 13  *How is the principle of ako reflected in your practice? Who learns from who and what is being learned?* |
| **Etta:** Ngā mihi!  Thank you for taking the time to view this presentation.  Now you’re ready to choose an activity to help you reflect on your own beliefs and assumptions and their impact on the students with whom you work.  All of the materials are available on the *Teachers and Teacher Aides Working Together* website.  We hope you enjoy the learning and [that] it helps you create a partnership that is fun and rewarding for both you and your students. | Slide 14 *Next step*  *Download /the workbook for this module at:* [*https://seonline.tki.org.nz/Teachers-and-teacher-aides/Our-students/Module-4*](https://seonline.tki.org.nz/Teachers-and-teacher-aides/Our-students/Module-4)  *To find out more about* Teachers and Teacher Aides Working Together *and to access the other modules, go to:* [*www.teachersandteacheraides.tki.org.nz*](http://www.teachersandteacheraides.tki.org.nz) |