# Transcript, Module 1: Teacher and Teacher Aides: Who does what?

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| **Audio** | **Visual** |
| **Narrator:** Teacher and teacher aides: Who does what? | Slide 1:  *Teacher and teacher aides working together*.  *Teacher and teacher aides: Who does what?*  *Module 1 Presentation*  *Photo: three smiling people, seated at a table in a classroom* |
| **Alice Leslie:** Hi. My name’s Alice. I am one of the people who got teacher aide support at school.  Education is important to me. I now volunteer as a teacher aide myself.  I have a degree in Education, and I hope to be a teacher one day. | Slide 2:  *Introducing Alice.*  *Our narrator is Alice Leslie, who brings lived experience as both a recipient and provider of teacher aide support.*  *You can read about Alice on the* Teacher and Teacher Aides Working Together *website.*  *Photo on the right: headshot of Alice* |
| **Alice:** In this module, you’re going to be learning about the roles of a teacher aide and a teacher, the different responsibilities they have, and how they fit together.   This module is for both teachers and teacher aides.  You can work through it by 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 are working with another person, please take the time to talk them over. | Slide 3  *Introducing the module.*  *This module is about the roles and responsibilities of a teacher and a teacher aide.*  *It is for both teachers and teacher aides.*  On the bottom right:  *Please take your time to think and reflect.* |
| **Alice:** I’d like to tell you a story.  When I was ten-years old, I had a friend who also had a teacher aide.  One day my friend’s teacher aide invited me to go to town with the two of them. I asked whether my teacher had said it was okay, but the teacher aide had told me, “Stop being such a worry wart.”  So, I went with them.  But when I got back to school, I could see that my teacher was upset. I was distraught. I was always such a good girl … I wasn’t used to getting into trouble.  When my dad came to pick me up, he asked what the problem was. The teacher explained what had happened. She said she knew it wasn’t my fault, but I still felt really bad.  (pause)  **Alice continues:** *(as she speaks, the words appear on the bottom of the screen*)**:**  What do you think about my story?  What does it tell you about the roles of a teacher and a teacher aide and what can happen for students when things go wrong? | Slide 4  *Alice’s story.*  *Four thumbnail photos: photo of Alice in a wheelchair; photo to the right of this is indiscernible; Alice navigating a wheelchair on a running track; Alice, dressed in a blue top and blue pants, sitting atop a yellow canoe that is on dry land*  Appears at the bottom of slide 4:  *What does it tell you about the roles of a teacher and a teacher aide … and what can happen for students when things go wrong?* |
| **Alice:** A lot of research from New Zealand and around the world reflects my experience.  Often teacher aides don’t feel sure about what their roles should actually involve. At the same time, many teachers aren’t sure about their roles in relation to teacher aides. (pause) Who does what?  Who is responsible for student learning, behaviour, relationships, personal care?  Who should be communicating with parents and whānau and about what?  Have a think about this research.  **Alice continues:** *(as she speaks, the words appear on the bottom right of the screen*)**:** How does it compare with your experience as a teacher or teacher aide?  Are you clear about your role? If you are not clear, how has that impacted your students? | Slide 5  *Why this module?*  *Research often shows that:*   * *teacher aides are unsure about their roles* * *teachers are unsure about their roles in relation to teacher aides.*   *How does the research compare with your experience as a teacher or teacher aide?* |
| **Alice:** We hope this module will help you and your colleagues develop a shared understanding of each of your roles.  This will help you build an effective working partnership that help students learn. | Slide 6  *Why this module?*  *This module helps teacher and teacher aides:*   * *develop shared understanding of their roles* * *build effective working partnerships.*   *Photo on the right: two happy people looking through a teaching manual* |
| **Alice:** Nobody can do a good job if they’re not clear about what’s expected of them.  It’s important that each person understands their own roles and responsibilities and those of their partner.  Along with shared expectations, an effective partnership requires respect.  You need to understand the special mix of knowledge, skills, and experiences each bring to your role.  If you have any difficulties in clarifying the role, there are people in your school who can help. It might be a member of the leadership team or if your school has a SENCO – a Special Education Needs Coordinator –, it could be them.  Please take a moment to think about who you can talk to in your school to get help. | Slide 7  *Being clear about who does what.*  *We need to:*   * *be clear about roles and respect each other’s roles* * *know who to ask for support*   On the bottom right of the slide: *Who can you talk to if you need help clarifying your roles?* |
| **Alice:** The work of a teacher aide can be complex. One teacher aide may have several different roles, work with a number of different students and teachers, and work across a variety of subjects.  It can be especially challenging in secondary schools.  For teacher aides to manage this complexity, they need to know exactly who they are expected to communicate with and be responsible to.  In secondary schools, this will probably be the Head of Learning Support or a SENCO. Teacher aides also need copies of the school documents that set out their roles and responsibilities, who can support them, and how they can get that support. | Slide 8  *Supporting teacher aides.*  *Identify the key people who support teacher aides in your school.*  *Ensure teacher aides have access to school documents that set out relevant polies, role descriptions, and procedures.*  *Photo on the right: standing teacher watches seated student as he works* |
| **Alice:** Teachers are the leaders of classroom learning. They are responsible for guiding the learning and behaviour of all their students.  They plan and implement the curriculum, monitor what is happening, and carry out assessment and evaluation. | Slide 9  *Defining the roles: teachers*  *Classroom teachers bear overall responsibility for the learning of their students.* |
| **Alice:** The job of a teacher aide is to support teachers in their role. The teacher provides guidance so the teacher aide can work within the classroom programme.  Teacher aides aren’t there as helpers of individual students – they are there for the benefit of all students. | Slide 10:  *Defining the roles: teacher aides*  *Teacher aides:*   * *work under teacher’s guidance* * *support the implementation of the classroom programme* * *not “helpers” for individual students.*   *Photo on the right: teacher, who holds headphone to his ears, stands behind two seated students who are working their laptops.* |
| **Alice:** Teacher aides can provide valuable support to classroom teachers.  But to take advantage of that support, teachers need to make sure the teacher aide’s work is based on the classroom programme.  This means that when planning the programme for students, teachers should also plan how they will use the teacher aide’s time. In addition, teachers need to plan for how they will support and guide the teacher aide to carry out their daily activities. | Slide 11  *Supporting teachers.*  *Teachers will get the most out having support from a teacher aide when they:*   * *base the teacher aide’s work on the classroom programme* * *know how their time will be used* * *support and guide their day-to-day activities.* |
| **Alice:** It takes time to create a partnership that will really works.  You need to set up a regular time to meet. Choose a time that suits you both, taking into account the teacher aide’s working hours. You will use this time for planning, discussion, and to share feedback.  The meetings are important. You also need to keep the lines of communication open on an on-going basis.  What are some ways you communicate with each other? What would suit you best? | Slide 12  *Getting together.*  *Set up regular meeting times during the teacher aide’s working hours.*  *Find ways to maintain ongoing communication.*  On the bottom right:  *What are some strategies that would help you communicate better?* |
| **Alice:** Ngā mihi!  Thank you for taking the time to view this presentation. Now you’re ready to choose an activity to help you relate what you’ve learnt to the way you share roles and responsibilities in your own 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 13  *Next step.*  *Download /the workbook for this module at:* [*www.teachersandteacheraides.tki.org.nz/Our-roles/Module-1*](http://www.teachersandteacheraides.tki.org.nz/Our-roles/Module-1)  *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)  *We wish you well in your learning!* |