# Transcript, Module 2: Keeping our work confidential, professional, and safe

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| **Audio** | **Visual** |
| **Narrator:** Keeping our work confidential, professional, and safe. | Slide 1:  *Teacher and teacher aides working together.*  *Keeping our work confidential, professional and safe.*  *Module 2 Presentation*  *Photo: three people, seated at a table in a classroom, having a discussion.* |
| **Michael:**  Hi, I’m Michael. I’m a teacher aide at primary school in my local community.  As a teacher aide, my job involves assisting kids that have trouble going through school by themselves or just without further assistance. | Slide 2:  *Introducing Michael.*  *Our narrator Michael works as a teacher aide at a school in his local community.*  *Photo on the right: headshot of Michael* |
| **Michael:** This module is about confidentiality, safety, and professional behaviour.  You’ll think about the different kinds of connections you have with people in the school community and the importance of drawing boundaries between your professional and personal lives.  The 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 are working with another person, please take the time to talk them over. | Slide 3  *Introducing the module.*  *This module is about confidentiality, safety, and professional behaviour at work.*  *It is for both teachers and teacher aides.*  Appears on the bottom right of slide 3  *Please take your time to think and reflect.* |
| **Michael:** Members of a school community can be connected to each in many ways. Teachers and teacher aides are in a professional relationship. Making that relationship work takes thought.  It’s important for teachers and teacher aides to identify how they are connected to other each other and to other people, both at school and in the wider community. | Slide 4  *Why this module?*  *Working together in a professional relationship requires teacher and teacher aides to identify the ways in which they are connected, at school and in the wider community.*  *Photo: two people standing behind a table; they look down at a document.* |
| **Michael:** Knowing students well is very important to their learning; however, sometimes your connections with people in your community can create difficulties. You can find yourself in situations where your personal relationships conflict with your professional role.  A typical situation can be when talking with friends about something at school. In this sort of situation, how do you see your role: as friend or a fellow community member or as a teacher or teacher aide? | Slide 5  *When professional and private lives overlap.*  *It’s good to know your students well.*  *However, it can also be tricky to live and work in the same community.*  *There can be conflict between your role as a professional and the roles you play in our personal life.*  Appears on the bottom right of slide 5  *When talking about school matters in a social situation, what is your role? A friend or community member? Or a teacher or teacher aide?* |
| **Michael:** So, last year I started as a teacher aide, spending most of my time with one kid in particular. As I grew in confidence with my role as a teacher aide, we became more and more friendly, and he began to trust me – more as a mate than as someone assigned to make sure he does his work. (pause) We had a few conversations where I really had to think about what the right thing to do was and how much I had to keep confidential.  What do you think about my story?  Have you experienced a similar conflict within your professional role?  How did you deal with it? | Slide 6  *Michael’s story*  *Photo on the right: (left to right) student doing classwork; teacher aide overseeing student; student typing; student speaking*  Appears on the slide 6 underneath the photo:  *What do you think about my story? Have you experienced a similar conflict within your professional role?*  *How did you deal with it?* |
| **Michael:** Under the privacy act, you must keep all information about students and their whānau private and confidential.  You may only share information with other people working with the student, and the information must be relevant to that work. | Slide 7  *Knowing the Privacy Act 1993.*  *Practice must comply with the Privacy Act 1993.*  *Keep information you learn about the students, family, and whānau private and confidential.*  *Only share information with those supporting the student at school.*  *The information must be relevant.* |
| **Michael:** Effective partnerships are built on trust and respect. It is important to show whānau that you value their knowledge and input and respect their child’s privacy.  Reach agreement with whānau about how you will communicate with other – when and where this will happen and who will be involved.  It will not always be right for the teacher aide to attend. | Slide 8 *Creating partnerships with families and whānau.*  *Show respect for students’ privacy in how you communicate with families and their whānau – value their knowledge and input.*  *Be clear on the right time and place for conversations with family and whānau.*  *Some conversations will be appropriate for the teacher to have and others for the teacher aide to have – reach an agreement.*  *Photo: young child smiles at the teacher who speaks to her.* |
| **Michael:** While privacy is critical, it’s just as important that people take action when they think a student’s safety or well-being is at risk.  It is important to know and keep to your school’s guidelines on confidentiality.  However, if you’re concerned that a student may be at some kind of risk, you must share your concern with a member of the school’s management team. | Slide 9  *Knowing what to do for a student whose safety or well-being may be at risk.*  *Sometimes the need to protect privacy can conflict with concerns.*  *Know your school’s guidelines for confidentiality.*  *If you believe a student is at risk, it is your responsibility to discuss your concerns with senior management.*  *Photo on the right: three teachers, standing and discussing* |
| **Michael:** It’s also important to know and follow the school’s policies on health and safety.  If your job involves providing personal or physical care, make sure you get specialist-training.  Keep yourself and the students safe. The risks can increase as students get older.  Have a think about any risks to your safety at work and how to deal with them. | Slide 10  *Keeping yourself safe.*  *Follow your school’s health and safety policies.*  *Get specialist training if you provide personal or physical care for students.*  *Consider your own safety, especially when working with older students.*  Appears at the bottom right of the slide 10: *What are the risks to your safety at work? What helps to keep you safe?* |
| **Michael:** Teachers and teacher aides who work well as a team think about how they will communicate and collaborate with each other.  They take time to identify potential problems before they happen.  They are clear about the expectations of each other, and they talk about how they will raise and resolve any issues. | Slide 11  *Working as a team*  *Working together effectively in a busy classroom requires a strong collaborative relationship:*   * *identify conflict areas* * *clarity expectations* * *agree on how to raise any issues* * *agree on how to problem-solve issues.*   *Photo: two teachers, seated at a table, working collaboratively.* |
| **Michael:** Regular meetings between teachers and teacher aides let you reflect on what is going on in the classroom, celebrate success, and problem-solve any issues.  They provide an opportunity to take what you have learned and put it into your planning.  How often do you meet with your colleagues?  How do you use the time?  Are there any other things that you could be doing to keep improving your professional relationships? | Slide 12  *Keeping up the good work.*  *Regular meetings help build and maintain your professional relationship.*  *Meetings provide opportunities to:*   * *reflect* * *celebrate* * *problem-solve* * *plan.*   Appears at the bottom right of the slide 12: *How do you keep your professional relationships in good shape?* |
| **Michael:** Ngā mihi!  Thank you for taking the time to view this presentation.  Now you’re ready to choose an activity to further develop your understanding about how to keep your work confidential, professional, and safe.  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:* [*https://seonline.tki.org.nz/Teachers-and-teacher-aides/Our-roles/Module-2*](https://seonline.tki.org.nz/Teachers-and-teacher-aides/Our-roles/Module-2)  *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!* |