# Transcript, Module 10: Supporting student learning in the whole class

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| **Audio** | **Visual** |
| **Narrator:** Supporting student learning in the whole class. | Slide 1:  *Teacher and teacher aides working together* *Supporting student learning in the whole class* *Module 10 Presentation*  *Photo: two primary students working side-by-side.* |
| **Etta:**  Hi, I’m Etta. When I was at school, I had a teacher aide.  Even though I haven’t been out of school for that long, times have changed. Teacher aides can do more than help one student; they can help the whole class. | Slide 2  *Introducing Etta.*  *Our narrator Etta brings a lived experience of receiving teacher aide support.* |
| **Etta:** Having a teacher aide support the class can free up the teacher to work with students who require extra help.  In this module, you are going to learn about how teacher aides can work with the whole class to support student learning.  The module is for 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 with another person, please take time to talk them over. | Slide 3  *Introducing the module*  *This module is about how teacher aides can work in regular classroom settings in ways that support learning for all students and free the teacher to work with students who need extra help.*  *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 in primary school we were doing creative writing. We were learning to use descriptive language.  Usually, the teacher aide worked closely with me, but this was not something I needed help with.  So this time, the teacher involved the teacher aide in the lesson by describing her using creative language.  I think I remember this because they showed us they were a team.  The rest of the class realised that the teacher aide was there for them too. | Slide 4  *Etta’s story*  *Three photos: (photo on left) two teachers, a classmate and Etta looking at a book; (photo in the middle) Etta, seated in wheelchair, accepting a framed award from a male faculty member; (photo on the right) two teachers and Etta in the classroom.*  Appears on the bottom right of slide 4  *What does this story tell you about how teacher aides can support learning for the whole class?* |
| **Etta:** Everyone in an inclusive classroom is learning from each other.  Even so, all students in the class need access to their teacher.  When a student is struggling in their learning, it’s even more important to have time with the teacher, and yet, in lots of schools it’s teacher aides – not teachers – who work with students who need extra help.  This is a problem because recent research shows that more time with a teacher aide does not always lead to improved learning, and in some cases, learning can go backwards. | Slide 5  *Why this module?*  *All student need access to the teacher.*  *Students who are struggling often get more help from a teacher aide than a teacher.*  *Research shows that more time with a teacher aide doesn’t improve learning.*  *Photo: student and teacher aide sitting side-by-side at a table in the classroom* |
| **Etta:** What works best is when teacher aides supplement high-quality teaching and work in classrooms so teachers are freed up to work with all students.  Have a think about this research.  How does it compare with your experiences?  Who works the most with students who need extra help in your school?  Are teacher aides confident to work with the class to support student learning? | Slide 6 *Why this module?*  *It works best when teacher aides supplement high-quality teaching.*  Appears on the bottom right of slide 6  *Who works the most with students who need extra help in your school?*  *Are teacher aides confident to work with the class to support student learning?* |
| **Etta:** For teacher aides to supplement the teacher’s plan for the class, they need to know what the plan is first.  Sharing planning doesn’t need a formal meeting.  Try taking a few minutes before the lesson to talk about what students will be learning, the tasks students will do and what success looks like, how the lesson will be set up (for example, whole class or small group work), what the teacher aide needs to watch, listen for, and do in the lesson to help students learn.  Take moment to talk about how you can share the plan for a lesson without a formal meeting. | Slide 7  *Share the plan for the lesson.*  *Teacher aides need to know what the plan is.*  *Talk about:*   * *what students will be learning* * *the tasks and what success looks like* * *how the lesson will be set up* * *what the teacher aide needs to watch, listen for, and do in the lesson to help students learn.*   Appears on the bottom right of slide 7 *How can you share the plan for a lesson without a formal meeting?* |
| **Etta:** Teacher aides aren’t teachers. They often need some help to know how to support student learning.  The best way for teachers to give this help is to show teacher aides what strategies to use. This is called “modelling”.  Modelling doesn’t need extra time or meetings either. It can happen right there in the lesson, during teaching sessions, or when a teacher demonstrates a specific strategy for a student or small group. | Slide 8  *Model effective teaching*  *Show teacher aides strategies to use.*  *Modelling can happen:*   * *during whole class or group teaching sessions* * *when demonstrating a specific strategy with a student.*   *Photo to the right: student works on device while smiling teacher aide watches.* |
| **Etta:** When teachers model effective teaching for the teacher aide, carefully explain the strategy you are using, why it helps, and when the teacher aide should use this strategy.  Teachers should also draw attention to what it looks like and sounds like when the strategy is used correctly and when the student succeeds in the task.  When a teacher is modelling a strategy, teacher aides should get alongside the student and listen carefully to the words the teacher uses, the actions, and how they respond to students. | Slide 9  *Modelling – tips*  *Teachers:*   * *explain the strategy, why it helps, and when it should be used* * *draw the teacher aide’s attention to what success looks like.*   Teacher aides:   * get alongside the student * listen and watch carefully for the words, actions, and responses to students.   *Photo on the right: three people seated at a table collaborate and plan.* |
| **Etta:**  When the class is working independently or in small groups, this is the perfect time for the teacher to work with the students who need extra help.  Teacher aides are really important at these times. They can work with the rest of the class on tasks the teacher has set and make sure learning is happening.  Usually, when working with the whole class, teacher aides don’t work with one student or group for a long time. Instead, observe students as they work, move around the room, and only provide support when a student or group needs it. | Slide 10  *Working together in the lesson*  *The teacher can work with students who need extra help.*  *Teacher aides can work with the whole class on tasks the teacher has set.*  *Observe the students, move around the room, and only provide support when students need it.*  *Photo on the right: seated picnic table in the school yard are teacher, teacher aide and four children; one of them is in a wheelchair.* |
| **Etta:** The way to know which students need help and the kind of help they require is by scanning, roving, listening in, and supporting attention.  When scanning, stand or sit where you can see all the students and look carefully to see whether students are actively involved in the task.  Roving is when you move between students and groups and take a closer look at each group as they work.  Listening in is just that. Join a group or pair of students as the work and listen carefully to their conversation.  Avoid butting in. | Slide 11 *Scan, rove, listen in, and support attention*  **Scanning**: look carefully to see whether students are actively involved in the task.  **Roving**: move between students and groups and take a closer look at each group as they work.  **Listening in**: join a group and listen carefully to their conversation – avoid interrupting*.* |
| **Etta:** Supporting attention is using simple questions and statements to help the students know what they are meant to be doing and stay on task.  Support attention of students you notice are off task by saying things like:   * “Show me where you’re up to.” * “Show me what you’ve done so far.” * “Can you tell me what the next step is?” * “Is there someone in your group or nearby who knows what to do?” | Slide 13 *Support attention*  *Use simple questions and statements to help students stay on task, for example:*   * *“Show me where you’re up to.”* * *“Show me what you’ve done so far.”* * *“Can you tell me what the next step is?”* * *“Is there someone in your group or nearby who knows what to do?”*   *Photo: three classmates, seated on the ground, play a game together.* |
| **Etta:** By standing back, observing who needs help, and only providing support when students most need it, teacher aides are actually helping all students to develop independent learning skills.  Teacher aides who are used to working with just one or a few students may find this a different way to work in the classroom and it may feel strange at first.  Some teacher aides feel like they are not doing much enough when roving, scanning, listening in, and supporting attention, but this is not true. | Slide 14 *Supporting all students in the classroom.*  *Standing back, observing who needs help, and only providing support when students most need it helps all students.*  *You are helping students to develop independent learning skills.*  *Scanning, roving, listening in, and supporting attention feels different to one-on-one support, but it’s an important strategy.*  *Photo, bottom right: two classmates, seated side-by-side, work together.* |
| **Etta:** 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 learned to 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 benefits you and your students. | Slide 15 *Next step*  [*Download /the workbook for this module at:  https://seonline.tki.org.nz/supporting-student-learning/Our-work-together/Module-10*](https://seonline.tki.org.nz/Teachers-and-teacher-aides/Supporting-student-learning/Module-10)  *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! |