



# Teachers and Teacher Aides Working Together

## Teachers and Teacher Aides: Who Does What? Module 1 Workbook



Nāku to rourou  
nāu te rourou  
ka ora ai te ākongā.

With my basket and  
your basket the  
learner will thrive.

Published by the New Zealand Ministry of Education.  
[www.education.govt.nz](http://www.education.govt.nz)

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## About this resource

### Background

*Teachers and Teacher Aides Working Together* is a professional development resource for schools. It is a set of modules that teachers and teacher aides complete together.

Each module in this series is a 'ready-to-use' pack with a presentation, workbook and activities so learning can be put into practice. Some modules include self-paced e-learning. The module materials come in different formats to allow choice about how you learn.

Find out more at [Teachers and Teacher Aides Working Together](#).

The modules follow an inquiry cycle. The workbook has a section for each step in the cycle.



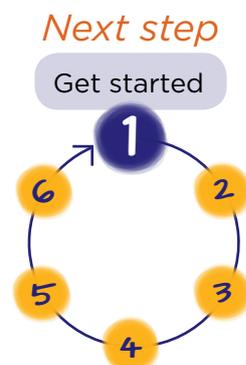
If you are leading the learning, refer to the [Facilitator Quick Guide](#) and gather any additional materials needed to complete the activities (for example, job descriptions).

Download the learning materials from the [Module 1 page](#) of the Teachers and Teacher Aides Working Together site.

Note that you have some choices about how you access the module materials. This is the PDF workbook format. It includes links to required resources and printable worksheets for the activities. If you are working with hard copy, you will need to access the online version to activate the links.

For an enhanced online reading experience, access the [e-workbook for Module 1](#). In the e-workbook, activity sheets are linked Google Docs that you can print, download as Word documents or copy to your own Google Drive for working online.

You also have the option to download a PowerPoint or view a narrated presentation.





# 1. Get started

Start by watching a short video. Then read the cartoons, quotes and key principles. They introduce the main ideas covered in this module. Discuss these as a group. The learning outcomes describe what you'll achieve once you've completed the six steps.



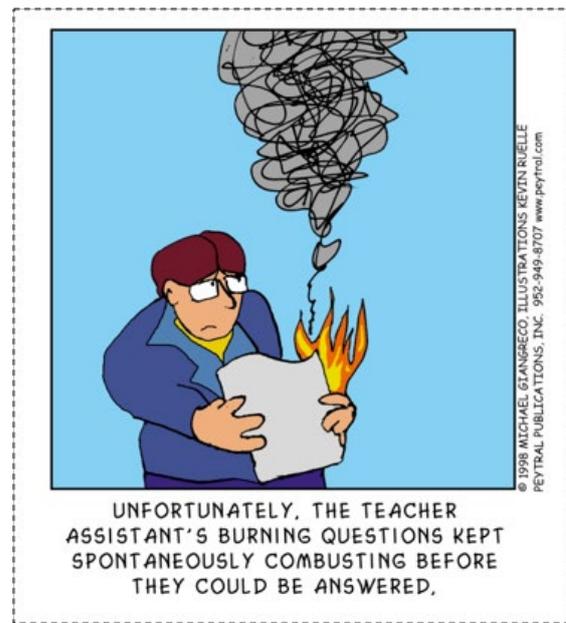
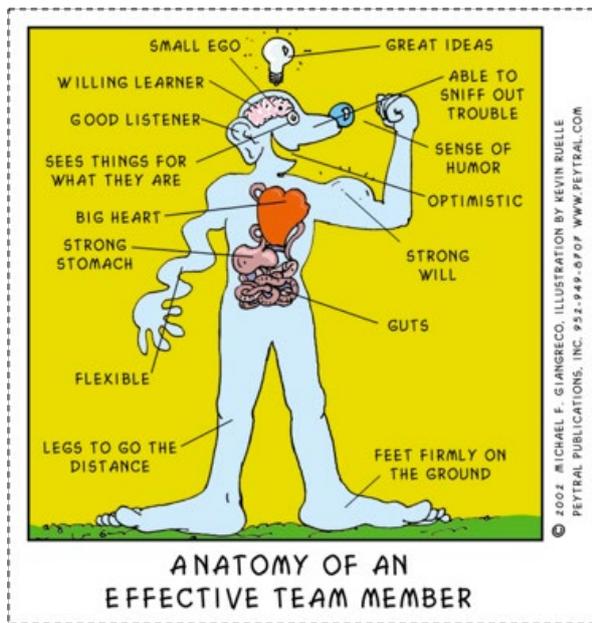
Watch the video about [collaboration and partnership between teachers and support staff](#) at the Ministry of Education's teacher aide Vimeo album.

“ When teachers and teacher aides are clear about their roles and ways of working together, all students in the class can benefit. ”

*Principal*

“ It is clear that the roles of teacher aides have evolved over time. Both principals and support staff talk about the ineffectiveness of having teacher aides operating simply as child minders. There are positive indications ... that more deliberately planned collaborative approaches between teachers and teacher aides are being developed. ”

*Support Staff Working Group report, 2011, p. 36*



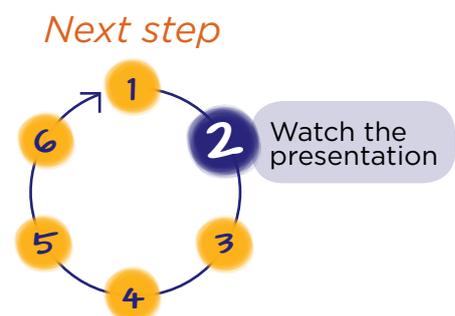
## Key principles

- Teachers bear full responsibility for the learning and behaviour of all the students in their class.
- The main role of a teacher aide is to be an aide to the teacher (not a 'helper' for individual students). Teachers provide guidance so that teacher aides can support the classroom teaching programme and student learning.
- It works best when teachers and teacher aides know about each other's roles and responsibilities and respect the knowledge and experience each person brings to the team.
- Teachers and teacher aides need time to meet if they are to be effective in building relationships and planning how they will implement the classroom programme. .

## Learning outcomes

This module is intended to support teachers and teacher aides to achieve four aims.

1. Develop a shared understanding of their roles in their work together.
2. Identify current supports or barriers to working together and ways to use the support or address the barriers.
3. Trial a jointly agreed solution for enhancing the way they work together.
4. Reflect on and evaluate the effectiveness of what they have tried together, using the questions in this module.

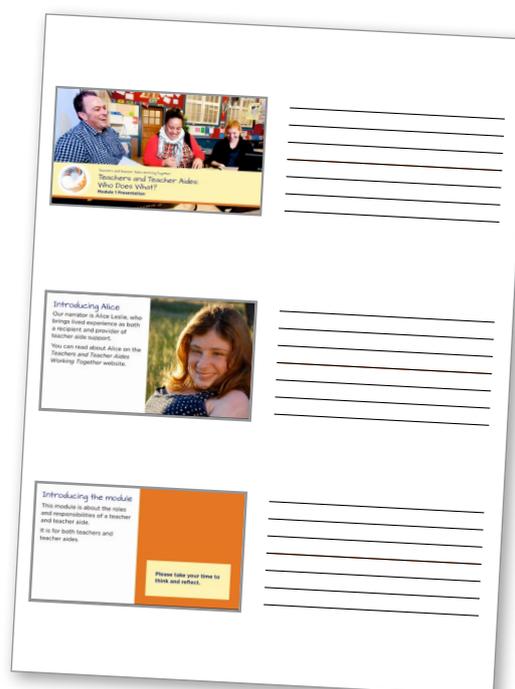
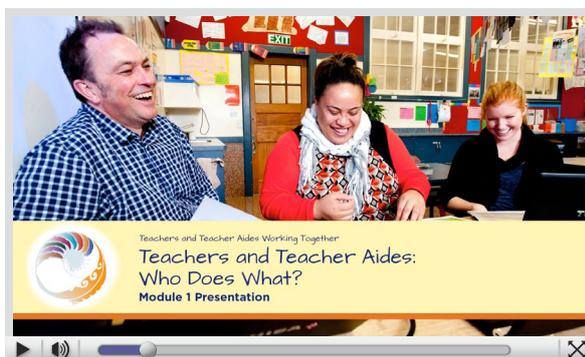




## 2. Watch the presentation

Watch the presentation about teachers' and teacher aides' roles and responsibilities. Read the handout on the next pages for further information.

Visit the [Module 1 e-workbook](#) to download or watch the presentation.



### Further information

#### Why this module?

Research carried out in New Zealand and internationally shows that teacher aides are often unsure about their roles and that many teachers are unsure about their roles in relation to teacher aides (Rutherford, 2008; Thomas, 2004; Ward, 2011). *Teachers and Teacher aides Working Together* has been designed to provide best practice advice for schools to guide effective working partnerships between teachers and teacher aides.

#### Being clear about who does what

Being clear about what's expected of you at work is fundamental to doing a good job, so it makes sense for teachers and teacher aides working together to clarify their roles and responsibilities. You could talk to a senior member of staff if you need help clarifying your role or responsibilities. If your school has a learning support coordinator (SENCo), you could talk to them.

The work of teachers and teacher aides is strengthened when they understand each other's roles and responsibilities and respect the knowledge and experience each person brings to the team. Teacher aides often have a number of roles and some work with a number of staff and students. It's important that each role or responsibility is clarified and processes are identified so that everyone knows what's expected of them.



## Supporting teacher aides

It's important for schools to identify the key person (or people) supervising and guiding each teacher aide. This ensures that the teacher aide knows where to go for support or information if they're unclear about their work.

In secondary schools, teacher aides work with more than one teacher across a variety of subjects. It's important to establish who the teacher aides will communicate with and be responsible to for each area. Often the head of learning support or the learning support coordinator will take on this role.

Like all staff, teacher aides benefit from being familiar with school policies and documents that clarify their roles and responsibilities and explain the procedures for getting support if they need it.

## Defining the roles

- **Teachers** bear full responsibility for the learning and behaviour of all the students in their classes. They are responsible for planning, implementation, and ongoing monitoring and evaluation of learning.
- The main role of a **teacher aide** is to support the teacher. Teacher aides work within the classroom programme. They are not employed as 'helpers' for individual students.

Teacher aides work alongside the classroom teacher and with the teacher's supervision and guidance.

## Supporting teachers

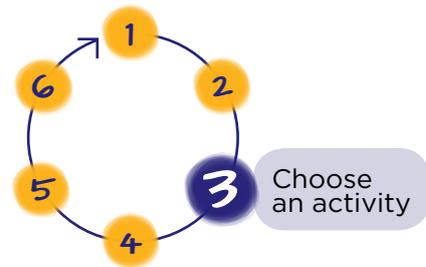
When a teacher is allocated teacher aide time, their planning should include information about how this time will be used. While it's up to teachers to decide on the best way to support the diverse needs of all their students, some may require support from school management to understand their roles and responsibilities when working with teacher aides, especially if they haven't had a teacher aide in their classroom before.

The teacher aide should be given clear support and guidance for their day-to-day tasks and duties. The plan for a teacher aide work should be based on the classroom programme.

## Getting together

The teacher and teacher aide should have regular discussions and meetings to give each other feedback about the planning and responsibilities in the classroom. These meetings are an opportunity to clarify the teacher's expectations about what the teacher aide does, when they will do it, and with whom. Meetings should take place within teacher aides' working hours, perhaps after school or at interval. Emails and written notes between staff can also help to support clear communication.

*Next step*





## 3. Choose an activity

Choose one or two activities to do in pairs or small groups. Go to the back of the workbook for each activity's instructions, worksheets and resources.

### Activity 1

#### Sorting out who does what

In this activity, you sort a wide variety of tasks into teacher responsibilities/teacher aide responsibilities/shared responsibilities. It's an opportunity to clarify your roles by identifying agreements, confusions and areas that may need to be discussed.

### Activity 2

#### Looking at school documentation

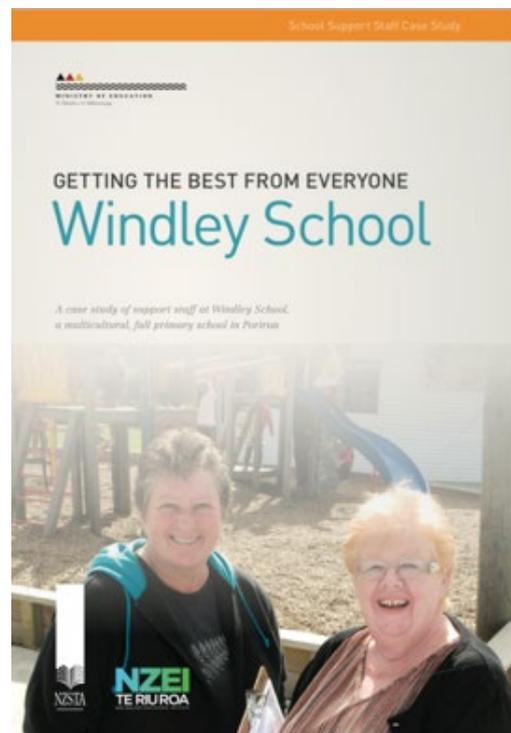
In this activity, you read your job descriptions and related school policies, then talk about how these reflect and relate to the information in this module.

### Activity 3

#### What Windley School did

This activity is based on a case study of Windley School, a multicultural full primary school in Porirua. The case study explains how the school made changes to get the best from all of their staff, including support staff.

The activity invites you to discuss how teacher aides support teaching and learning in your school. The instructions include a link to the case study and questions to guide your discussion.



## Activity 4

### Working as a team

In this activity, you work together to generate practical ideas for how teachers and teacher aides can work together collaboratively. An activity sheet provides prompts and questions for generating ideas.

## Activity 5

### Agreeing on who does what

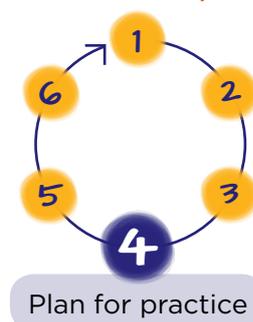
In this activity, you work through a survey to reach agreement on critical issues, such as how the teacher aide will be involved in classroom planning, how they will work with all the students in the class, how to manage student behaviour and the ways the teacher and teacher aide will communicate with each other. The instructions include survey questions and an activity sheet to help you discuss the issues and document your agreements.

## Activity 6

### How do the roles differ?

This activity provides you with a sample set of guidelines that clarify the roles of teachers and teacher aide for a wide variety of tasks. Some roles and responsibilities have been left blank for you to discuss and complete. The instructions include a completed set of guidelines for you to compare your answers with.

*Next step*

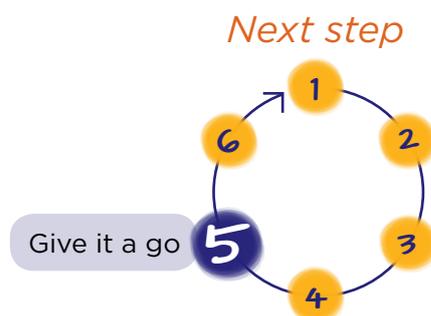




## 4. Plan for practice

It's time to plan how you will put your learning into practice. Try one of these suggestions in your work together over the next few weeks.

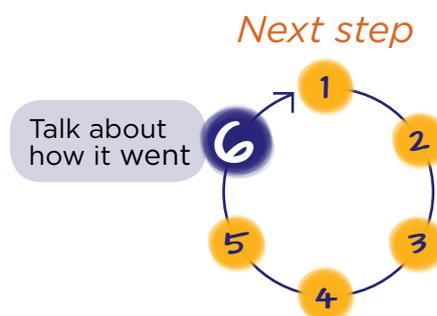
- Identify one thing that you will try differently in your work together.
- Decide on one thing you are going to do together to further clarify your roles and responsibilities.
- If you did Activity 4 and discovered practical ways you can work more collaboratively, try one of these things in your work together.
- Go back over your notes and discussion. Did you agree that some roles or tasks are best shared? If so, take one of those tasks and develop a clear plan for how you will share it.
- Go back over your notes and discussion. Did you agree that some roles or tasks should be completed by the other person? If so, take one of those tasks and develop a clear plan for how you will swap over.





## 5. Give it a go

Implement the strategy you decided on in Step 4. Use the space below to make notes about what you did and how it went.





## 6. Talk about how it went

Meet to talk about how the strategy from Step 4 went. Discuss and plan how you might adapt or modify your practice. Use the questions below to guide your reflection.

- To what extent do we have a better understanding of our roles and responsibilities when working together?
- In what ways are we clearer about how to work together successfully?
- Are there opportunities for us to share information with each other?
- How successful was our strategy in helping us to work together better?
- What are we going to do next to improve our understanding of our roles and responsibilities and enhance our work together?

### Possible next steps

When thinking about what you might do next, consider the other topics in this series:

- 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
- Creating Inclusive Classrooms
- Supporting Student Learning in the Whole Class
- Teacher Aide Interaction that Supports Student Learning

Visit [Teachers and Teacher Aides Working Together](#) to access these modules.



# Activity options

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# 1 Teachers and teacher aides: Who does what?

## *Sorting out who does what*

## *Activity 1*

In this activity, you will sort a wide variety of tasks into teacher responsibilities/teacher aide responsibilities/shared responsibilities. It's an opportunity to clarify your roles by identifying agreements, confusions and areas that may need to be discussed.

This activity works best when it is done by teacher/s and teacher aide/s who work together regularly.



Working individually to begin with, cut up and sort the cards onto the Venn diagram (see over). Each card has a task on it, e.g., 'assist in preparation of resources'. Blank cards are provided for you to fill in activities specific to your class or school.

Place tasks that are a teacher's role in the 'teacher' circle, tasks that are a teacher aide's role in the 'teacher aide's' circle and tasks that could be carried out by either in the area where the circles intersect.



Working in pairs, compare the way you sorted the cards. Are your diagrams similar? Are there areas of confusion about your roles? If a teacher aide is working in a variety of roles, e.g., bilingual tutor, classroom support, or administration, you may need to use more than one diagram.



Identify those responsibilities that are clearly either teacher or teacher aide roles. There may be some tasks where boundaries are blurred and further clarification is needed. This may require feedback from others in your school, such as senior management.

# 1 Teachers and teacher aides: Who does what?

## Sorting out who does what (continued)

## Activity 1

Assess students' learning and report on progress

Plan for individual students and the class as a whole

Coordinate the development, implementation and evaluation of Individual Education Plans

Coordinate and supervise the work of support staff

Talk with family/whānau about their children

Supervise and deal with students' behaviour in a positive way

Organise, run and evaluate learning experiences outside the classroom

Provide a positive role model in terms of professional behaviour in carrying out responsibilities

Guide, supervise and evaluate student teachers

Act as a relieving teacher

Maintain confidentiality about students

Assist students in activities and tasks set by the teacher

Supervise students at play and lunchtimes

Reinforce learning in small groups or with individual students while the teacher works with other students

Perform administrative tasks, e.g., photocopying

Assist in preparation of resources

Assist in dealing positively and constructively with student behaviour

Help organise and maintain the classroom environment

Participate in Individual Education Plan meetings by sharing ideas and observations

Liaise with family/whānau under supervision of the teacher

Assist with student's personal care requirements

Dispense medication as directed by senior staff

Be a cultural advocate, e.g., translate for families/whānau and school

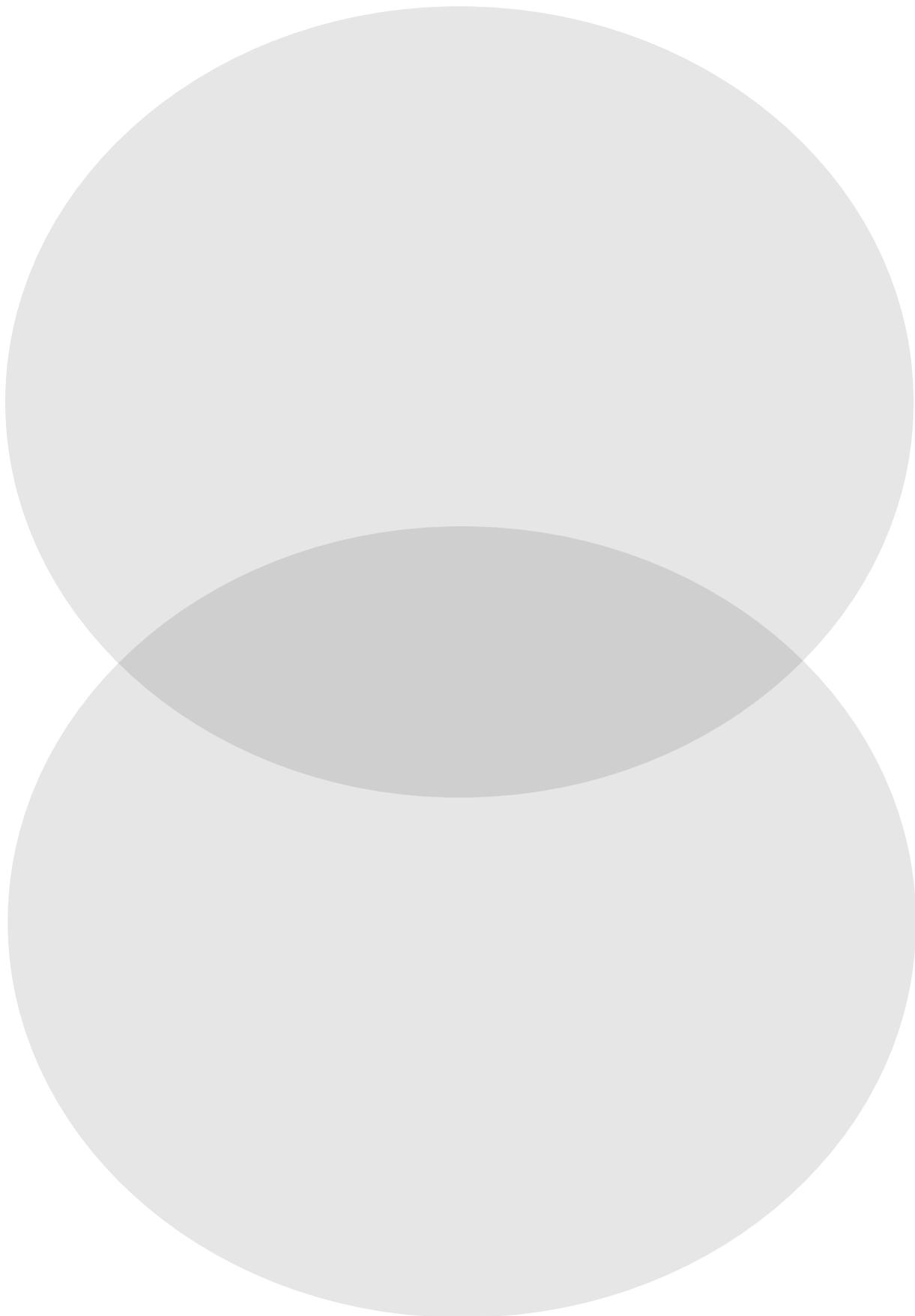
Work as a reader-writer

Use a variety of prompts (e.g., visual, verbal) to support students

**1** Teachers and teacher aides: Who does what?

*Sorting out who does what (continued)*

**Activity 1**



## 1 Teachers and teacher aides: Who does what?

### *Looking at school documentation*

### *Activity 2*

In this activity, read your job descriptions and related school policies, then talk about how they reflect and relate to the information in this module.



Working individually to begin with, read your teacher or teacher aide job description and any related school policy affecting support staff. Read each other's job descriptions.



In pairs or small groups, discuss the job descriptions and school policies.

Use these prompts to guide discussion:

- Revisit the key principles from Step 1 in this module. Are these principles reflected in your job descriptions and school policies?
- To what extent does your school documentation reflect the roles and responsibilities you carry out?



If you have questions or suggestions about the documents, talk to others in your school about this activity, e.g., a member of senior management.

## 1 Teachers and teacher aides: Who does what?

### What Windley School did

### Activity 3

Read about Windley School, a multicultural full primary school in Porirua, Wellington that made some changes to get the best from all its staff, including support staff. Discuss how teacher aides support teaching and learning in your school.



Working individually to begin with, read the case study *Getting the best from everyone: Windley School*. It can be downloaded from:  
[www.educationalleaders.govt.nz/Managing-your-school/School-support-staff](http://www.educationalleaders.govt.nz/Managing-your-school/School-support-staff)

As you read, highlight any ideas that are new or interesting.



In pairs or small groups, talk about the work Windley School has done to get the best from all its staff. Discuss any sections you highlighted.

Reread the section on page 3, Focusing teacher aides on learning.

Discuss these questions:

- How has Windley School set things up so the teacher aides are more focused on learning?
- What benefits has Windley School found in having teacher aides more focused on learning?
- Are teacher aides being used to their full potential in your school to support teaching and learning? Are there ways to use teacher aides more effectively?



If you have questions or suggestions about how to get the best from everyone at your school, talk to others in your school about this activity, e.g., a member of senior management.

# 1 Teachers and teacher aides: Who does what?

---

## *Working as a team*

## *Activity 4*

In this activity, you generate practical ideas for how teachers and teacher aides can work together collaboratively.

This activity works best when it is done by teachers and teacher aides who regularly work together.



Work in pairs or small groups (ideally at least one teacher and one teacher aide). Complete the table on the following pages, ensuring each person contributes one or two ideas for each prompt.



When you have completed the table, each decide on a strategy that you will start doing, keep doing or do more of.

# 1 Teachers and teacher aides: Who does what?

## *Working as a team (continued)*

## *Activity 4*

Describe at least TWO specific ways of making teacher aides feel welcome in your workplace.

Think of a situation where you may not have agreed with a teacher aide/teacher with whom you work. Describe at least TWO positive and constructive ways that you can challenge/question each other's thinking/practice?

Describe at least TWO ways teachers can effectively share their planning with teacher aides.

Describe at least TWO kinds of support teachers and teacher aides can give each other.

Describe at least TWO ways teachers can foster an effective working relationship with teacher aides.

# 1 Teachers and teacher aides: Who does what?

## *Working as a team (continued)*

## *Activity 4*

Describe at least TWO ways to show respect and appreciation for teacher aides.

Describe at least TWO ways of providing constructive feedback, i.e., positive and helpful comments, not criticism.

Describe at least TWO strategies for 'finding time' for teachers and teacher aides to meet regularly.

Describe at least TWO ideas for dealing with stress.

Over to you - space for any ideas or suggestions.

## 1 Teachers and teacher aides: Who does what?

### *Agreeing on who does what*

### *Activity 5*

In this activity, work through a survey to reach agreement on critical issues, such as how the teacher aide will be involved in classroom planning, how the teacher aide will work with all the students in the class, how to manage student behaviour and the ways the teacher and teacher aide will communicate with each other.

This activity works best when it's done by teacher/s and teacher aide/s who regularly work together. It's useful to complete this activity at the beginning of the school year or when there is a new teacher-teacher aide relationship.



Work in pairs or small groups (ideally at least one teacher and one teacher aide). Read, discuss, negotiate and agree on the ways of working in the survey (see over).



Use the check boxes and spaces provided to record your agreements.



If, once you've done the survey, you have questions that can't be answered in your pair or small group, talk about this activity with others in your school, eg, a member of senior management.

## 1 Teachers and teacher aides: Who does what?

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### *Agreeing on who does what (continued)*

## Activity 5

### Planning

#### How will the teacher aide be involved in planning?

- Share ideas in regular meetings
- Indirectly/informally before/after classes
- Through getting a copy of the lesson plan (emailed, copy, pigeon hole, etc.)
- Other

#### How frequently will planning meetings occur?

Day  Time  Location

### Teaching

#### How will the teacher aide be involved with helping ALL students when required?

#### How will the teacher aide help?

- Working with small groups of students
- Working with a group or the whole class while the teacher works with the students with additional learning needs
- Implementing teacher-designed strategies/programmes/activities
- Working one-to-one with a student
- Other

### Student behaviour

#### What are the classroom expectations/rules for students and adults?

## 1 Teachers and teacher aides: Who does what?

---

### *Agreeing on who does what (continued)*

## Activity 5

**What happens in the event of unacceptable student behaviours, i.e., who does what/how?**

### Communication

**How can the teacher and teacher aide communicate most effectively and efficiently, particularly if there are any concerns?**

- |   |   |
|---|---|
| <input type="checkbox"/> Regular meetings (as noted above)          | <input type="checkbox"/> Via communication notebook kept in class |
| <input type="checkbox"/> Indirectly/informally before/after classes | <input type="checkbox"/> Home phone                               |
| <input type="checkbox"/> Via note in pigeon hole/email/text         | <input type="checkbox"/> Other                                    |

**Who is responsible for communicating with parents/caregivers when appropriate/necessary?**

- |  |                                  |                                       |
|--|----------------------------------|---------------------------------------|
| Matter about student learning and progress | <input type="checkbox"/> teacher | <input type="checkbox"/> teacher aide |
| Any matters of concern                     | <input type="checkbox"/> teacher | <input type="checkbox"/> teacher aide |
| Routine, daily events                      | <input type="checkbox"/> teacher | <input type="checkbox"/> teacher aide |

**What are the channels of communication with other people involved with the students, e.g., Specialist Teacher, Resource Teacher Learning and Behaviour, therapists?**

### Assessment

**What role does the teacher aide play in student assessment?**

### General

**What other things need to be clarified/considered?**

# 1 Teachers and teacher aides: Who does what?

## How do the roles differ?

## Activity 6

This activity uses an example set of guidelines that clarify teachers and teacher aide roles for a wide variety of tasks. Some roles/responsibilities have been left blank for you to discuss and fill in. This exercise shows how teachers and teacher aide roles differ in specific tasks and activities.



Working individually to begin with, read the guidelines that have blank spaces (see over). If you notice things in the guidelines that are different to your experience, highlight these.



Working in pairs or small groups, talk about the roles/responsibilities that have been left blank. Decide together on the missing roles/responsibilities.



Write the missing roles/responsibilities into the blank spaces. Refer to the completed set of guidelines and compare your answers.



In pairs or in a large group, talk about any roles/responsibilities you highlighted. Are there responsibilities in your school that are not included on the guidelines?

Talk as a group about how the guidelines are different to your experiences in your school and the reasons for this. Talk about whether the guidelines raise some ideas that could be tried in your school.



If you have questions or suggestions about clarifying or changing teachers or teacher aide roles or responsibilities, talk to others in your school about this activity, e.g., a member of senior management.

## 1 Teachers and teacher aides: Who does what?

### How do the roles differ? (continued) Activity 6

#### Overall responsibilities

##### Teacher aide

Recognise that all students are unique. There is a shared responsibility in schools to support each student to flourish and succeed.

Teacher aides can carry out a range of duties and individual schools determine the particular roles and functions of each teacher aide.

##### Teacher

Recognise that all students are unique. There is a shared responsibility in schools to support each student to flourish and succeed.

The teacher is responsible for the planning, teaching, assessment and behaviour of all students. Some students may be supported by a specialist teacher in addition to their classroom teacher. The specialist teacher and class teacher work together to develop and support learning opportunities for the students in the classroom.

The teacher is responsible for structuring, guiding and supervising the work of teacher aides. Teacher aides may also receive this support from the school's learning support coordinator (SENCo).

#### Supporting students in the classroom

##### Teacher aide

Support a range of students within the class.

Work flexibly in a classroom. This may mean working with a group of students or an individual student, as directed by the teacher.

##### Teacher

Direct and support teacher aide to work with students – think about using teacher aide time to allow you time to work with students who require additional support. Allocate space within the classroom as necessary.

# 1 Teachers and teacher aides: Who does what?

## How do the roles differ? (continued) Activity 6

Support students to work in pairs/groups and to participate.

Teach students individually, in pairs, in groups and whole class. Model and encourage cooperative ways of working where all students are engaged and learning alongside their peers.



Provide opportunities for students to be independent.

## Planning for individual students

### Teacher aide

Use age-appropriate language and resources to meet student needs, as identified in their learning plans. Contribute to developing learning plans.

Complete tasks as per planning provided by the classroom teacher. It is not the teacher aide's responsibility to plan any teaching for a student. The teacher is the person responsible for supervising the teacher aide's delivery of the planning.



Collect and provide assessment information to be included in an IEP meeting, as directed by the teacher.

### Teacher

Use age-appropriate language and resources to meet student needs identified in the learning plans you have written with others including the student, family/whānau, other school staff, specialists and teacher aide.



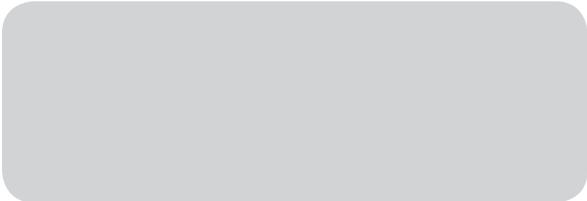
Participate in Individual Education Plan (IEP) meetings. The teacher, specialist teacher or learning support coordinator (SENCo) may write up the IEP. Discuss the plan with the teacher aide and provide them a copy.

Plan for, collect and provide assessment information to be included in an IEP meeting. Ask the teacher aide to collect and provide assessment information, as appropriate.

# 1 Teachers and teacher aides: Who does what?

## How do the roles differ? (continued) Activity 6

### Teaching and learning

Teacher aide	Teacher
	<p>Teach key points to all students. Provide opportunities for some students to revisit key points with you or the teacher aide.</p>
<p>Use a variety of strategies to support students, as per their agreed plan. This may include making some resources, as directed by the teacher.</p>	<p>Develop plans that describe the specific strategies to be used with students. This may be done with the learning support coordinator (SENCo), specialist teacher or other staff member.</p>
<p>Follow programmes and specialist suggestions under the guidance of the teacher and specialists.</p>	<p>The classroom teacher works with others, e.g., the learning support coordinator, specialist teacher and the teacher aide to implement specialist suggestions into classroom teaching and learning.</p>
<p>Use teaching techniques and strategies, as modelled by the teacher/ learning support coordinator (SENCo)/ specialist teacher/specialist.</p>	
<p>Assist students to develop behaviours related to organising themselves, relating to others, learning new social skills and other individual goals.</p>	<p>Teach students to develop behaviours related to organising themselves, relating to others, learning new social skills and other individual goals.</p>
<p>Give praise and encouragement to students.</p>	
<p>Work as a reader-writer.</p>	<p>Learning support coordinator (SENCo)/specialist teacher/head of department/The Correspondence School liaison provides guidelines of reader-writer role to teacher aide.</p>

# 1 Teachers and teacher aides: Who does what?

## How do the roles differ? (continued) *Activity 6*

### Teacher aide

#### Supporting behaviour

Provide behaviour support for individual students as per the student's plan. In the classroom, follow the teacher's protocol for promoting positive behaviour.

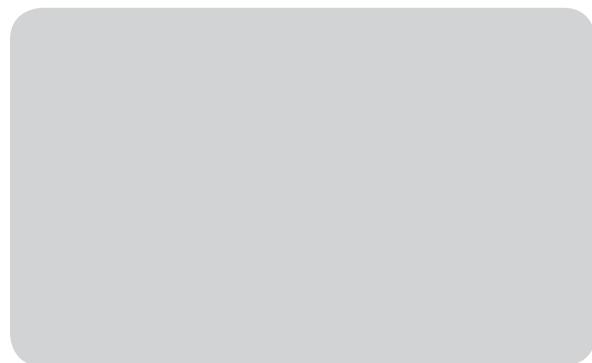
#### Record keeping



#### Providing medication to students

Dispense medication as directed and agreed by senior staff and record as specified. Refer to the written instructions detailing the medication protocol for individual students.

#### Providing personal care and physical support



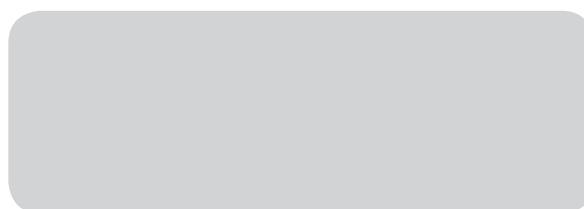
#### Add other roles and responsibilities



### Teacher

Participate in the team that writes the plan for the student. Share this with the teacher aide. Share the classroom protocol for promoting positive behaviour.

Set up the record keeping system and discuss this with the teacher aide. Provide the teacher aide with necessary tools for record keeping, e.g. recording sheets, book, template or application on iPad.



Identify students who require additional support with personal care. Make sure there is a support plan that reflects the student's preferences and provides clear information. Discuss the plan with the teacher aide and learning support coordinator (SENCo). For physical support, the team around the student develops the plan. Share the plan with the teacher aide.



## 1 Teachers and teacher aides: Who does what?

### *How do the roles differ? (continued) Activity 6*

#### Overall responsibilities

##### Teacher aide

Recognise that all students are unique. There is a shared responsibility in schools to support each student to flourish and succeed.

Teacher aides can carry out a range of duties and individual schools determine the particular roles and functions of each teacher aide.

##### Teacher

Recognise that all students are unique. There is a shared responsibility in schools to support each student to flourish and succeed.

The teacher is responsible for the planning, teaching, assessment and behaviour of all students. Some students may be supported by a specialist teacher in addition to their classroom teacher. The specialist teacher and class teacher work together to develop and support learning opportunities for the students in the classroom.

The teacher is responsible for structuring, guiding and supervising the work of teacher aides. Teacher aides may also receive this support from the school's learning support coordinator (SENCo).

#### Supporting students in the classroom

##### Teacher aide

Support a range of students within the class.

Work flexibly in a classroom. This may mean working with a group of students or an individual student, as directed by the teacher.

##### Teacher

Teach all students in the class. Identify students who may benefit from additional support to access learning.

Direct and support teacher aide to work with students – think about using teacher aide time to allow you time to work with students who require additional support. Allocate space within the classroom as necessary.

## 1 Teachers and teacher aides: Who does what?

### *How do the roles differ? (continued) Activity 6*

Support students to work in pairs/groups and to participate.	Teach students individually, in pairs, in groups and whole class. Model and encourage cooperative ways of working where all students are engaged and learning alongside their peers.
Provide opportunities for students to be independent.	Provide opportunities for students to be independent.

## Planning for individual students

### Teacher aide

Use age-appropriate language and resources to meet student needs, as identified in their learning plans. Contribute to developing learning plans.

Complete tasks as per planning provided by the classroom teacher. It is not the teacher aide's responsibility to plan any teaching for a student. The teacher is the person responsible for supervising the teacher aide's delivery of the planning.

Participate in Individual Education Plan (IEP) meetings.

Collect and provide assessment information to be included in an IEP meeting, as directed by the teacher.

### Teacher

Use age-appropriate language and resources to meet student needs identified in the learning plans you have written with others including the student, family/whānau, other school staff, specialists and teacher aide.

Write and provide planning regularly to the teacher aide. Regularly discuss with the teacher aide how this work is going, include the learning support coordinator (SENCo), specialist teacher or other staff as appropriate.

Participate in Individual Education Plan (IEP) meetings. The teacher, specialist teacher or learning support coordinator (SENCo) may write up the IEP. Discuss the plan with the teacher aide and provide them a copy.

Plan for, collect and provide assessment information to be included in an IEP meeting. Ask the teacher aide to collect and provide assessment information, as appropriate.

## 1 Teachers and teacher aides: Who does what?

### *How do the roles differ? (continued) Activity 6*

#### Teaching and learning

Teacher aide	Teacher
Repeat key teaching points from a lesson to small groups of students. Work with a group of students while the teacher works with an individual or small group who require teaching points to be revisited.	Teach key points to all students. Provide opportunities for some students to revisit key points with you or the teacher aide.
Use a variety of strategies to support students, as per their agreed plan. This may include making some resources, as directed by the teacher.	Develop plans that describe the specific strategies to be used with students. This may be done with the learning support coordinator (SENCo), specialist teacher or other staff member. The teacher may ask the teacher aide to prepare resources to use with students.
Follow programmes and specialist suggestions under the guidance of the teacher and specialists.	The classroom teacher works with others e.g., learning support coordinator, specialist teacher, and the teacher aide to implement specialist suggestions into classroom teaching and learning.
Use teaching techniques and strategies, as modelled by the teacher/ learning support coordinator (SENCO)/ specialist teacher/specialist.	Teacher/learning support coordinator (SENCO)/specialist teacher/specialist models teaching techniques and strategies for the teacher aide to use to support student learning.
Assist students to develop behaviours related to organising themselves, relating to others, learning new social skills and other individual goals.	Teach students to develop behaviours related to organising themselves, relating to others, learning new social skills and other individual goals.
Give praise and encouragement to students.	Give praise and encouragement to students and the teacher aide.
Work as a reader-writer.	Learning support coordinator (SENCo)/specialist teacher/head of department/The Correspondence School liaison provides guidelines of reader-writer role to teacher aide.

## 1 Teachers and teacher aides: Who does what?

### *How do the roles differ? (continued) Activity 6*

#### Teacher aide

#### Supporting behaviour

Provide behaviour support for individual students as per the student's plan. In the classroom, follow the teacher's protocol for promoting positive behaviour.

#### Record keeping

Contribute to monitoring and keeping records of students' daily progress by using the record keeping system and tools designed by the teacher.

#### Providing medication to students

Dispense medication as directed and agreed by senior staff and record as specified. Refer to the written instructions detailing the medication protocol for individual students.

#### Providing personal care and physical support

Provide daily personal care and physical support to students as required. Always provide personal care and physical support in line with the school's policies and the student's plan and preferences. Only provide this support after receiving appropriate training.

#### Add other roles and responsibilities

#### Teacher

Participate in the team that writes the plan for the student. Share this with the teacher aide. Share the classroom protocol for promoting positive behaviour.

Set up the record keeping system and discuss this with the teacher aide. Provide the teacher aide with necessary tools for record keeping, e.g. recording sheets, book, template or application on iPad.

Clearly identify the students who require medication (type, time dosage) and share this information with the adults required to dispense the medication.

Identify students who require additional support with personal care. Make sure there is a support plan that reflects the student's preferences and provides clear information. Discuss the plan with the teacher aide and learning support coordinator (SENCo). For physical support, the team around the student develops the plan. Share the plan with the teacher aide.