# Transcript, Module 5: Identifying students’ strengths

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| **Audio** | **Visual** |
| **Narrator:** What do we think about disability and diversity? | Slide 1:  *Teacher and teacher aides working together*  *Identifying students’ strengths*  *Module 5 Presentation*  *Photo: two children in the classroom experimenting with a spool of thread* |
| **Josh:** Hi, my name’s Josh. At school I had some teacher aide support. After school I moved to Wellington to study information technology at and commercial law. I am now employed as an administrator at Victoria University. | Slide 2  *Introducing Josh*  *Our narrator is Josh.*  *Photo: headshot of Josh.* |
| **Josh:** This module is about identifying your students’ strengths and building on their strengths to enhance learning.  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’re working with another person, please take the time to talk them over. | Slide 3  *Introducing the module*  *This module is about identifying students’ strengths and building on these to enhance 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.* |
| **Josh:** While at school, I played wheelchair rugby in the National competition.  Performing well at this was important to me. I used to go my IEP meetings, and we used to talk about any barriers and support I needed, including teacher aide support.  Because I didn’t need academic support, my teacher aide hours were used to spot me in the gym to complement my sport.  What do you think about my story?  What does it say about the benefits of a strengths-based approach? | Slide 4  *Josh’s story*  *Four thumbnail photos of Josh, from left to right: in his wheelchair; at wheelchair ruby training; on a motorboat; in his graduation robe and cap.*  Appears on the bottom right of slide 4  *What does this story tell you about the benefits of a strengths-based approach?* |
| **Josh:** All students are active, competent, and capable learners.  When educators know what their students are capable of and what they love to do, they can use this to guide teaching and learning.  This module explains how narrative assessment and learning profiles can help teachers and teacher aides use a strengths-based approach with their students. | Slide 5  *Why this module?*  *When we know what students can and love to do, we can use this to guide teaching and learning.*  *Narrative assessment and learner profiles can support a strengths-based approach.*  *Photo: smiling male student walking to his next class.* |
| **Josh:** The best way to learn about your students is to ask them and include them in teaching and learning processes.  For some students, this involves discussion with family. For others it will mean working alongside them to observe and understand what they are good at and what they want to learn.  Talking with whānau also helps to get to know your students better. It’s a good way to learn about and recognise the different strengths and skills that the students show outside of school.  How do you find out what your students enjoy? | Slide 6 *Learning about your students*  *We learn about students’ strengths and learning preferences by:*   * *talking to the student* * *observing the student* * *asking family and whānau* * *finding out about students’ strengths and skills outside of school.*   Appears on the bottom right of slide 6  *How do you find out what your students enjoy doing and are good at?* |
| **Josh:** Teachers use assessment to improve two things: student learning and their own teaching.  Teachers are responsible for assessment for all students in their class, and teacher aides might support this.  For example, a teacher aide may take photos or complete observations about a student’s involvement at a particular activity as directed by the teacher. | Slide 7  *Assessment*  *Teachers use assessment to improve student learning and their own teaching.*  *Teachers are responsible for student assessment.*  *Teacher aides are responsible for supporting the teacher (for example, by carrying out observations that the teacher has designed).*  *Photo: foreground – close-up of young student with curly hair; to the left of him, in the background is a male student who looks at the camera.* |
| **Josh:** Narrative assessment uses learning stories that describe what the student is doing in a particular situation or activity.  They show the student’s interactions with others and their environment.  Learning stories gather information from a range of sources, including whānau, other teachers, peers, and the students themselves.  Part of the learning story is the teacher’s analysis that describes the student’s learning in relation to the curriculum. | Slide 8  *Using narrative assessment*  *Narrative assessment uses learning stories.*  *Learning stories describe what a student is doing in a certain situation or activity. They show the students’ interactivity.*  *Learning stories draw on information from families and whānau, other teachers, peers, and students.*  *Information in the story is analysed to show what and how the student is learning in relation to the curriculum.*  *Photo on the right: two students, seated at a table, drawing* |
| **Josh:** Narrative assessment is strengths-based. Learning stories who what a student can do and is learning and what they could learn next.  Narrative assessment can be a good alternative to show actual progress and help to plan next steps, [especially] when other types of assessment is not showing the learning and progress that a student is making. | Slide 9  *Benefits of narrative assessment*  *Narrative assessment is strengths-based because the learning stories show what a student* ***can*** *do and* ***is*** *learning.*  *It's an effective way to show actual progress and plan next steps.*  *As with all assessment, observation and discussions are key.*  *Photo: Two children seated at a table work on their reading.* |
| **Josh:**  Some schools use learner profiles to capture and celebrate what students can and love to do.  Profiles provide information that help other people to understand the student’s aspirations, interest, strengths, and skills. Profiles can also explain any barriers to learning that a student has and how other can help to address these. | Slide 10  *Learner profiles*  *Can be used to capture and celebrate what student can and love to do.*  *A profile can show a student’s:*   * *aspirations and interests* * *strengths and skills* * *barriers to learning and ways to address these.*   *Photo on the right: two children finger painting.* |
| **Josh:** It’s best if students are involved in developing their learner profile.  Involve whānau as well so their knowledge is incorporated and [so] their views determine how the information about their child is shared with others.  Learner profiles can be used in different ways.  The purpose is agreed between the student, their whānau, and teachers. The purpose informs what’s in the profile, the format it takes, and how it’s used.  How are profiles written at your school?  What are the ways that students get involved in writing their own profile? | Slide 11 *Developing and using learning profiles*  *Learning profiles can be created by the student or collaboratively with families, whānau, and teachers.*  *Involving families and whānau means they can contribute their knowledge of their child and their preferences about how the profile is shared.*  *Learner profiles can be created for a variety of purposes.*  Appears on the bottom right of slide 11  *How are learner profiles developed at your school? How are students involved in developing learner profiles?* |
| **Josh:** 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 practice.  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 both you and your students. | Slide 12 *Next step*  *Download /the workbook for this module at:* [*https://seonline.tki.org.nz/Teachers-and-teacher-aides/Our-students/Module-5*](https://seonline.tki.org.nz/Teachers-and-teacher-aides/Our-students/Module-5)  *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! |