# Transcript, Module 9: Creating inclusive classrooms

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| **Audio** | **Visual** |
| **Narrator:** Inclusive classrooms. | Slide 1:  *Teacher and teacher aides working together*  *Creating inclusive classrooms*  *Module 9 Presentation*  *Photo (left to right): smiling student holding a marker, student and teacher aide working on a laptop* |
| **Josh:** Hi, my name’s Josh. At school I had some teacher aide support.  After school I moved to Wellington to study information technology 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 ways that teacher aides can help create learning environments that include all students.  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 ways that teacher aides can help create inclusive classrooms.*  Appears on the bottom right of slide 3  *Please take your time to think and reflect.* |

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| **Josh:** At my school there were students with additional learning needs who attended classes just like anyone else.  There were teacher aides in some of our classes as well.  Teacher aides at my school were good at their job and were well-respected. They helped when they were needed but gave us space when they weren’t.  What do you think about my experience? What does it say about how teacher aides can work in inclusive learning environments? | 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 how teacher aides can help create inclusive learning environments?* |
| **Josh:** Recent research has shown that some teacher aide practices are more effective than others.  When teacher aides are being effective, they are spending less one-to-one time with students with additional learning needs.  Part of this is keeping a check on teacher aide proximity. This [proximity] is how close and how much time a teacher aide spends with students who need extra support.  Teacher aides are working effectively when they are supporting students in the classroom alongside their peers and not withdrawing them to work in isolation. | Slide 5  *Why this module?*  *Effective ways to use teacher aide support in inclusive classrooms:*   * *reducing one-to-one time with the teacher aide* * *reducing excessive teacher aide proximity* * *supporting students in the classroom.*   *Photo: two students sitting side-by-side at a table in the classroom.* |
| **Josh:** When a teacher aide works one-to-one with a student, this can reduce the engagement between the student and the teacher.  All students need access to high-quality teaching. So, anything that gets in the way of this – even well-intentioned helped from a teacher aide – can be a problem.  Teacher engagement with all students increases when teacher aides work flexibly within the classroom. This means supporting all students in different ways as directed by the teacher.  What are some examples of how teacher aides work flexibly in classrooms at your school? | Slide 6 *One-to-one may limit teacher engagement.*  *Research says:*   * *teacher aides working one-to-one with a student can reduce teacher time* * *teacher aides working more flexibly allow more student-teacher engagement.*   Appears on the bottom right of slide 6  *Think about how teacher aides work in classrooms at your school. What are some ways that teacher aides work flexibly in classrooms?* |
| **Josh:** Teacher aide proximity means how physically close a teacher aide is to a student and how much time a teacher aide spends with that student.  If a teacher aide always stays with a student throughout the day everywhere in the school, this is too much proximity.  Keeping close to students is born out of good intentions, but it can interfere with relationships between the student, the teacher, and their peers.  It can make a student over-dependent on adults and reduces student’s personal control. | Slide 7  *How close is too close?*  *“Teacher aide proximity” is how close you stay to the student.*  *Is it too close and is it necessary?*  *Staying too close can:*   * *interfere with relationships* * *make students over-dependent on adults* * *reduce student’s personal control.*   *Photo: seated picnic table in the school yard are teacher, teacher aide and four children; one of them is in a wheelchair.* |
| **Josh:** Students who receive one-to-one from a teacher aide tend to get separated from their classmates more often than other students.  This happens when a student works with a teacher aide at the back of the classroom or in a quiet space away from the classroom altogether.  Although this support has good intentions, it results in students spending less time in the classroom and with their peers.  This reduces the student’s access to their teacher, peers, and ultimately learning. | Slide 8  *Staying in the classroom*  *Students receiving one-to-one support from teacher aide are more likely to be separated from their peers.*  *Less time in the classroom means:*   * *less time with peers* * *less access to the teacher* * *less time to access learning.*   Appears on the bottom right of slide 8  *Girl standing, pointing, and wearing a navy hoodie with “KURA” across the front.* |
| **Josh:** Natural supports are the everyday relationships and opportunities that exist in schools and communities that help people participate and be included.  Everyone relies on natural supports.  Using natural supports for students with additional learning needs can reduce the support needed from a teacher aide.  Peers are an important natural support.  Instead of a student completing a task with support from a teacher aide, why not encourage asking a peer for help.  What are some ways that natural supports are used in your classrooms? | Slide 9  *Using natural supports*  *Natural supports are everyday relationships and opportunities that foster inclusion.*  *Natural supports reduce the need for other support such as time with a teacher aide.*  *Peers are natural supports.*  Appears on the bottom right of slide 9  *In what ways are natural supports used in your classroom at school?* |
| **Josh:**  Teachers have responsibility for the learning program for all students in their class, as well as the strategies and teaching approaches to use.  The environment and teaching strategies play a big part in creating opportunities for all students to participate in learning and be successful.  This may mean thinking about teaching and learning in new ways and rethinking how teacher aides work in learning environments so that all students are included. | Slide 10  *Setting up for success*  *The way a classroom is set up can support participation.*  *Strategies can enhance students’ opportunities to participate and learn.*  Appears on the bottom right of slide 10  *Think about how teacher aide support can help include all students.* |

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| **Josh:** It may be that specialists or specialist teachers can suggest specific strategies to support students or the whole class, including effective practices for teacher aides.  Some schools use parent-teacher conferences or IEP meetings as opportunities for students and their whānau to share their preferences for support.  It’s important for teachers and teacher aides to meet so that teachers can share their planning and model strategies.  These meetings are a time to agree the way of working in the classroom. | Slide 11 *Working together.*  *Specialist teachers may have ideas about what may work in the classroom.*  *Meetings and discussions with students, families, and whānau create opportunities for people to say how they want students to be supported.*  *Teachers and teacher aides need to meet regularly to discuss plans, strategies, and ways of working in the classroom.*  *Photo on the right: seated at a table outside, two boys wearing caps read* Mums and Dads*.* |
| **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 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-work-together/Module-9*](https://seonline.tki.org.nz/Teachers-and-teacher-aides/Our-work-together/Module-9)  *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! |