# Transcript, Module 11: Teacher aide interaction that supports student learning.

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| **Audio** | **Visual** |
| **Narrator:** Teacher aide interaction that supports student learning. | Slide 1:  *Teacher and teacher aides working together*  *Teacher aide interaction that supports student learning*  *Module 11 Presentation*  *Photo: two primary students working side-by-side.* |
| **Alice:** Hi. My name’s Alice. I am one of the people who got teacher aide support at school.  Education is important to me. I now volunteer as a teacher aide myself.  I recently gained a degree in Education, and I hope to be a teacher one day. | Slide 2  *Introducing Alice.*  *Our narrator is Alice Leslie, who brings lived experience as both a recipient and provider of teacher aide support.*  *You can read about Alice on the* Teacher and Teacher Aides Working Together *website.*  *Photo on the right: headshot of Alice* |
| **Alice:** The way adults talk with students can either open up new learning or it can shut it down.  In this module, you’re going to be learning about how to talk with students in ways that help them to engage actively in their 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 with another person, please take the time to talk them over. | Slide 3  *Introducing the module*  *This module is about how the type of talk that helps students to develop as active and engaged learners*  *It is for both teachers and teacher aides.*  Appears on the bottom right of slide 3  *Please take your time to think and reflect.* |
| **Alice:** I’d like to tell you something about how I get young people listening and talking to each other.  When I’m working with cubs and scouts at Sea Scouts, I sometimes put them into pairs for discussion.  One time I had one pair talking about hypothermia and another talking about what to do when your boat is dragged by the tide.  When they were finished, the pairs talked to each other.  In each pair, one person talked about the dangers, and the other one talked about how to prevent them. Then, each pair had to repeat what the other pair had said, just to summarise it.  I found that the Scouts really listened to each other in a way that they don’t usually.  One boy finds it hard to talk clearly, but this time, they found out he knows a lot more than they thought.  What do you think about my story?  What does it tell you about how teacher aides can help students take part in exciting learning conversations?  And how equally, they can shut students out of the conversation. | Slide 4  *Alice’s story*  *Four thumbnail photos, left to right: Alice in a wheelchair; photo to the right of this is indiscernible; Alice navigating a wheelchair on a running track; Alice dressed in a blue top and blue pants, sitting atop a yellow canoe that is on dry land.*  Appears on the bottom right of slide 4  *What does this story tell you about what needs to happen for all students to be included in learning conversations?* |
| **Alice:** We want all young people to enjoy success as learners.  Every student should feel they own their own learning and can take an active part in the classroom community.  Language underpins all our learning. For most people, it’s oral language, and for some, it’s sign language.  Purposeful talk about new concepts and problems lets us think out loud. It builds our ability to understand, make connections between different ideas, ask questions, and wonder.  Please take a moment to think about how you would describe an active learner and why talk is so important. | Slide 5 *Why this module?*  *We want all students to be actively engaged in their learning.*  *Actively engaged learners feel ownership of their learning and take an active part in the classroom community.*  *Language is the foundation of learning.*  Appears on the bottom right of slide 5  *How would you describe an “active learner”?*  *Why do you think purposeful talk is so important to learning?* |
| **Alice:** Research shows that too often adults in the classroom are shutting students out of the talk.  Adults talk too much, and often adults make tasks so easy that students miss the chance to extend and deepen their thinking.  Have a think about this research. How does it compare with your experience with students?  Who does most of the talking?  Do you help the students complete the tasks for themselves, or do you sometimes give so much help, there isn’t much left for the students to do? | Slide 6 *Why this module?*  *Research shows that adults often dominate classroom talk and oversimplify questions and tasks.*  Appears on the bottom right of slide 6  *Who does most of the talking in your classroom?*  *How do you help students to think through problems?* |
| **Alice:** In a classroom community of learners, student talk dominates.  The role of the teacher or teacher aide is to stimulate the conversation and keep it focused on the intended learning. | Slide 7  *What is personal learning talk?*  *In a classroom community of learners, student talk dominates.*  *Purposeful learning talk:*   * *requires teachers and teacher aides to prompt students to explore new ideas* * *is focused on intended learning.*   *Photo on the right: three boys, wearing baseball caps, sit on the ground and interact with each other* |
| **Alice:** Purposeful learning talk requires purposeful questions.  Purposeful questions are focused on the intended learning and encourage students to bring their own knowledge, ideas, and questions to the learning.  Too often, teachers and teacher aides ask questions that contain the answer or that are so simple, they can be answered by simple recall.  Sometimes teachers and teacher aides can ask too many questions. The learning experience can feel like a test. | Slide 8  *Asking purposeful questions*  *Purposeful questions:*   * *focus on learning* * *require the respondent to think.*   *Avoid asking questions that are too easy or contain the answer.*  *Try not to ask to many questions.*  *Photo on the right: seated at a table in the classroom, teacher and student discuss student’s assignment.* |
| **Alice:** The typical lessons moves through a sequence from explaining the intended learning to exploring new ideas and questions to reflecting on what has been learnt and whether the learning intentions were achieved.  Different types of questions have different purposes.  For example, questions can help students connect new learning with previous learning, make connections between different ideas, think about their own or another person’s reasoning, or monitor their learning progress.  Look at the examples on the slide of how questions might be used at the beginning, middle, or end of a lesson.  Then, brainstorm some examples of questions that could be used in each phase.  Review your questions, asking whether they are likely to shut discussion down or open it up. | Slide 9  *Asking purposeful questions*  *Purposeful questions have specific purposes that vary throughout a lesson, for example:*   * **Beginning**: helping students what they already know can help with the learning * **During**: helping students clarify their thinking and compare it with other people’s idea. * **At the end**: helping students reflect on what they have learned.   Appears on the bottom right of slide 9  *Brainstorm some questions that could be used for these different purposes.*  *Then review your questions. Are they likely to open up learning conversations?* |
| **Alice:**  Wait time is a period of silence between when a teacher or teacher aide asks a question to when students are expected to respond.  The ideal is to wait for at least three seconds. This shows students that they are expected to respond and gives them time to think about what they will say.  Wait time is a very simple strategy, but in practice people often find it very hard to do.  Do you think you give students time to think before replying?  What is your hunch?  Maybe you should check it [your “wait time”] out. | Slide 10  *Purposeful waiting*  *Wait time is a period of silence between a question and a response.*  *It’s best to wait at least three seconds, but we often don’t wait that long.*  *Using wait time shows that we expect a response and gives students time to think.*  *Photo on the right: seated at a table, teacher, primary student in a wheelchair look at an opened document.* |
| **Alice:** It’s important that students know that their teacher and teacher aide share the same expectations for their learning and participation.  (pause)  Partnership and communication are key to ensuring that teachers and teacher aides work together to promote purposeful classroom talk.  What you say to students and the questions you ask matter. It takes planning.  Before a lesson, you should discuss how you will support the kind of talk that will let all students participate and move towards higher thinking.  Together, teachers and teacher aides can support all students on the path to independence. | Slide 11 *Working together*  *Purposeful classroom talk requires partnership, communication, and planning!*  *Teacher aides need to plan what they will say and the questions they will ask to get students talking about the intended learning.*  *Working together, teachers and teacher aides can support all students to engage actively in learning.*  *Photo on the right: two teachers looking at a teaching guide* |
| **Alice:** 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 the way you talk with students at your school.  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 12 *Next step*  *Download /the workbook for this module at:* [*https://seonline.tki.org.nz/Teachers-and-teacher-aides/Supporting-student-learning/Module-11*](https://seonline.tki.org.nz/Teachers-and-teacher-aides/Supporting-student-learning/Module-11)  *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! |