

# Role of the TA in supporting inclusion Year 7-10

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te paeroa RTL B

SOUTH AND EAST CHRISTCHURCH

# Ngā pou



## Pou hihiri

May clarity be yours

## Pou rarama

May understanding be yours

## Pou o te whakaaro

Through reflection

## Pou o te tangata

Through personal endeavour

## Pou o te aroha

Through respect

## Te pou e here nei i ā tātou

The virtue that bind us as one

## Mauri ora ki ā tātou

Wellbeing to us all

## Hui e, tāiki e

Bind us all together





Ko te manu e kai ana i te miro  
nōnā te ngahere  
Ko te manu e kai ana i te mātauranga  
nōnā te ao

*The bird that consumes the miro  
berry owns the forest  
The bird that consumes  
knowledge owns the world*



## TA/Kaiāwhina

What does a good/great day look like in your role?

What are the elements of good teacher aide practice?

What attracted you to the role?

# Kaupapa



## Overview

- Definition of Inclusion
- Definition of TA/Kaiāwhina
- Indicators of Success
- Responsibilities

## Generalised classroom support

- Example (video)
- Practise
- Coaching Toolkit
- Strategies

## Delivering structured interventions

- Training
- Tools, resources and actions

## Building Cultural Competence

- Roles (TA, Kaiārahi i te reo)
- Tikanga

## Collaborative Approach

Integrated throughout all practices

## Exit Ticket

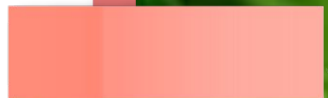
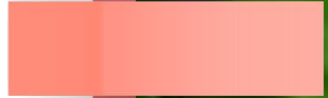
- Scenarios
- Reflections



## **TA/Kaiāwhina**




What are your roles and responsibilities in your kura?  
(talk with a buddy from another school)



Identify similarities or differences

## TAs' general areas of responsibility, identified by the Ministry of Education and NZEI Te Riu Roa

- Providing in-class support to the teacher to deliver the curriculum
- Delivering specific learning programmes to students
- Facilitating student assessment
- Supporting inclusion in school and among peers
- Building relationships and communicating with students
- Working with students to help them become well-rounded individuals
- Supporting the physical, mental and emotional wellbeing of students
- Being a Te Ao Māori teacher aide in English and Māori medium kura
- Working with specialists and external agencies
- Managing challenging behaviour and behavioural issues
- Providing care and support for medical conditions
- Providing cultural support for students
- Supporting students' extracurricular activities, trips and events
- Working with colleagues
- Building and sharing expertise
- Contributing to the effective functioning of the school



Areas of  
Responsibility



Inclusion is a way of thinking—a deeply held belief that all children, regardless of ability or disability, are valued members of the school and classroom community.

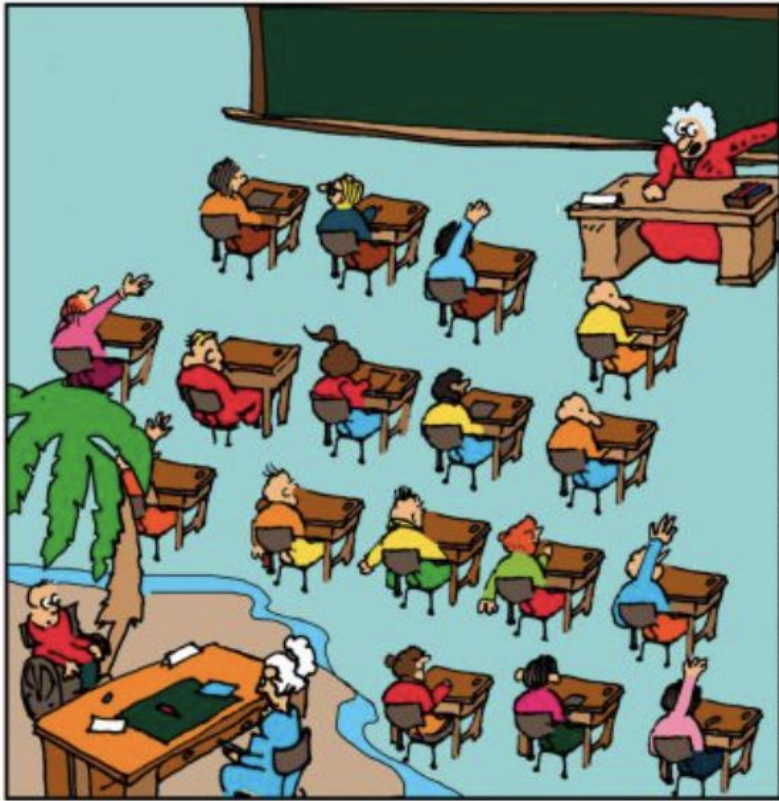
‘all children and young people are engaged and achieve through being present, participating, learning and belonging’

“The golden rule for adult support in inclusive classrooms is to support others as you would wish to be supported.”

Definitions  
of  
Inclusion



INSPIRED BY DOUG BIKLEN



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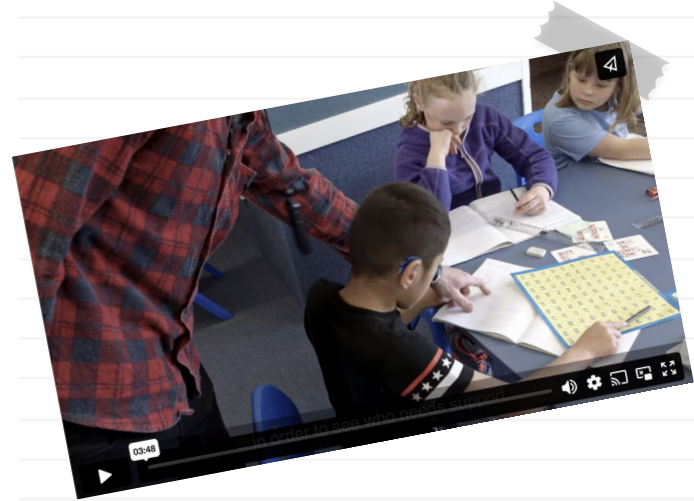
**ISLAND IN THE MAINSTREAM**  
MRS. JONES AND MRS. COOPER ARE  
STILL TRYING TO FIGURE OUT WHY FRED  
DOESN'T FEEL LIKE PART OF THE CLASS.

Moving from  
the past to  
the present

(velcro to  
inclusion)

# Generalised Classroom Support

How teacher aides can support student learning within a lesson while the teacher works with students who need extra help.





## **Advantages of working in an inclusive way**



- Fading Support
- Enhancing mana
- Having high expectations of independence
- Access to good-quality learning interactions with the teachers

## Scenarios:

### *Working in an inclusive way*

- Working on their device
- Watching a video
- Teacher instructions
- Group/peer practical task
- Independent task
- Ongoing project/inquiry assignment

What questions might you ask to help the student decide on the necessary support?



# Generalised classroom support



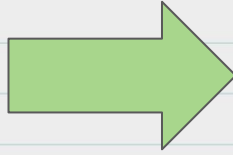
Good quality interactions include practices like:

- open questions
- wait time – giving 4–5 seconds for learners to answer before speaking again
- giving the least amount of support first
- roving the room
- encouraging peer-to-peer learning
- specific feedback and feedforward
- indicators set out in Tātaiako: Cultural competencies for teachers of Māori learners
- indicators set out in Tapasā: Cultural competencies framework for teachers of Pacific learners
- using their own cultural and language expertise to support learners to understand learning expectations and to make connections.



**Tips &  
Tricks**

## **Closed ?s**



**1. Do you have any ideas to add?**

**2. Have you thought about .....?**

**3. Will you .....?**

**4. Can you .....?**

**5. Did you .....?**

## Generalised classroom support

- ★ How do I feel about working with all learners in the class instead of mainly focusing on a few individuals? Next steps?
- ★ Which good quality interaction strategies are already strengths of mine? Next steps?
- ★ What information do I receive about class planning and how do I receive it?

Reflective Questions



## **Building cultural competence**

- Roles Māori TA/Kaiārahi i te reo
- Tikanga
- Communication (learning styles)
- [Te Whare Tapa Whā](#)

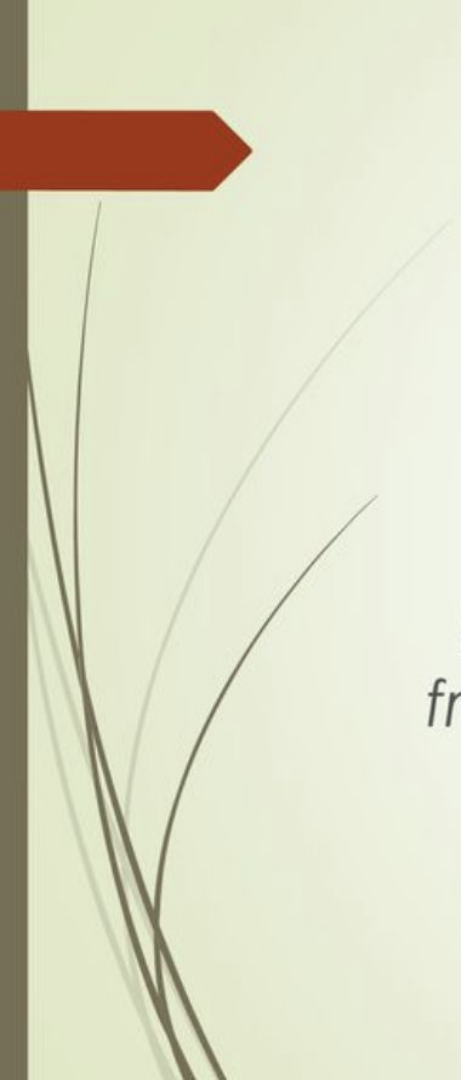




## **Delivering structured interventions**

What do TA need from kaiako in order to deliver the programmes? (scenario)

- Fidelity
- Scope
- Sequence



**Unuhia te pō, te pō whiri mārama,  
Tomokia te ao, te ao whatu tāngata,  
Tātai ki runga, tātai ki raro, tātai aho  
rau, Haumi e, hui e, taiki e!**

*From the confusion comes understanding,  
from the understanding comes unity, we are  
interwoven, we are interconnected,  
together we learn.*

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