# Module 10: Supporting student learning in the whole class

# Script for narrated presentation

# [Intro/photo page] [SLIDE2]

*[Photo/slide of narrator introducing her/himself]*

Hi. I’m Etta. When I was at school, I had a teacher aide. Usually the teacher aid worked closely with me. Even though I haven’t been out of school that long, time have changed. Teacher aides can do more than help one student. They can help the whole class.

# Introducing the module [SLIDE 3]

1. Having a teacher aide support the class can free up the teacher to work with students who require extra help.
2. In this module, you’re going to learn about how teacher aides can work with the whole class to support student learning.
3. The module is for teachers and teacher aides. You can work through it by yourself, but it’s best if people who are working together, learn together.
4. 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.

# Etta’s story [slide 4]

[Photo/slide of narrator]

I remember once in primary school, we were doing creative writing. We were learning to use descriptive language. Usually the teacher aide worked closely with me but this was *not* something I needed help with! So this time, the teacher involved the teacher aide in the lesson by describing her, using creative language. I think I remember this because they showed us they were a team. The rest of the class realised that the teacher aide was there for them, too.

~~What do you think about my story? What does it tell you about how teacher aides can support learning for the whole class? ? [~~ I don’t think we got this] ☹

# Why this module? [slide 5]

1. Everyone in an inclusive classroom is learning from each other. Even so, all students in a class need access to their teacher. When a student is struggling in their learning it’s even more important to have this time with the teacher. And yet, in lots of schools, it’s teacher aides, not teachers who work with students who need extra help.
2. This is a problem, because recent research shows that more time with a teacher aide does not always lead to improved learning and in some cases learning can go backwards.
3. What works best is when teacher aides supplement high quality teaching, and work in classrooms so that teachers are freed up to work with all students.
4. Have a think about this research. How does it compare with your experiences? Who works the most with students who need extra help in your school? Are teacher aides confident to work with the class to support student learning?

# Why this module? [slide 6]

We hope this module will help you and your colleagues develop a better understanding of how teachers and teacher aides can work within a lesson. Working together ensures that teacher aides add value to the whole class learning environment.

# Share the plan for the lesson [slide 7]

1. For teacher aides to supplement the teacher’s plan for the class, they need to know what the plan is first.
2. Sharing planning doesn’t need a formal meeting – try taking a few minutes before the lesson to talk about:
	* What students will be learning
	* The tasks the students will do and what success looks like
	* How the lesson will be set up, for example, whole class or small group work
	* What the teacher aide needs to watch, listen for and do in the lesson to help students learn.
3. Take a few moments to talk about how you can share the plan for a lesson without a formal meeting.

# Model effective teaching [slide 8]

1. Teacher aides aren’t teachers – they often need some help to know how to support student learning.
2. The best way for teachers to give this help is to show teacher aides what strategies to use. This is called modelling.
3. Modelling doesn’t need extra time or meetings either – it can happen right there in the lesson during teaching sessions or when a teacher demonstrates a specific strategy with a student or small group.

#  Modelling – tips for teachers and teacher aides [slide 9]

1. When teachers model effective teaching for the teacher aide, briefly explain the strategy you are using, why it helps and when the teacher aide should use this strategy.
2. Teachers should also draw attention to what it looks like and sounds like when the strategy is used correctly and when the student succeeds in the task.
3. When a teacher is modelling a strategy, teacher aides should get alongside the student and listen carefully to the words the teacher uses, their actions and how they respond to students.

# Working together in the lesson [slide 10]

1. When the class is working independently or in small groups, this is the perfect time for the teacher to work with students who need extra help.
2. Teacher aides are really important at these times. They can work with the rest of the class on tasks the teacher has set and make sure learning is happening.
3. Usually, when working with the whole class, teacher aides don’t work with one student or group for a long time. Instead, observe the students as they woM10 9Crk, move around the room, and only provide support when a student or group needs it.

#  Scan, rove, listen in and support attention [slide 11]

1. The way to know which students need help and the kind of help they require is by **scanning, roving, listening in, and supporting attention**
2. When scanning, stand or sit where you can see all the students and look carefully to see whether students are actively involved in the task.
3. Roving is when you move between the students and groups and take a closer look at each group as they work.
4. Listening in is just that. Join a group M10or pair of students as they work and listen carefully to their conversation – avoid butting in.
5. Supporting attention is using simple questions and statements to help the students know what they are meant to be doing and stay on task. Support attention of students who you notice are off task by saying things like:
	* “Show me where you are up to.”
	* “Show me what you’ve done so far.”
	* “Can you tell me what the next step is?”
	* “Is there someone in your group or nearby who knows what to do?”

#  Supporting all students in the classroom [slide 12]

1. Teacher aides who are used to working just with one or a few students may find this a different way to work in the classroom and it may feel strange at first.
2. Some teacher aides feel like they are not doing much or enough when roving, scanning, listening in, and supporting attention. But this is not true!
3. By standing back, observing who needs help and only providing support when students most need it, teacher aides are actually helping all students to develop independent learning skills.

# Next steps [slide 13]

1. Ngā mihi! Thank you for taking the time to view this presentation.
2. Now you’re ready to choose an activity to help you relate what you’ve learned to your own work. All of the materials are available on the *Teachers and Teacher Aides Working Together* website.
3. We hope you enjoy the learning and that it helps you support learning for all students in the classrooms you work in.