Learning Support and Guidance Handbook
Pukapuka Tautoko Akoranga
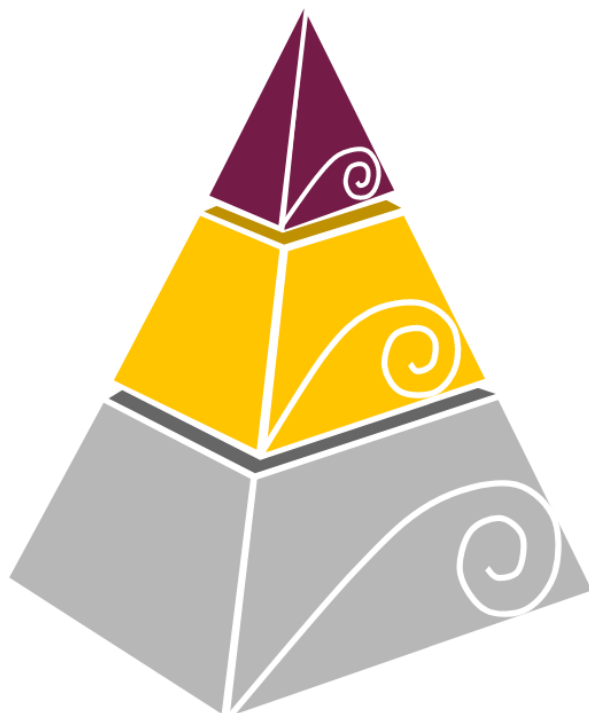
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The New Learning Support model

"The purpose of LSC role is to ensure children and young people with disabilities and additional learning needs have access to the services they need. They will substantially contribute to a collaborative approach that organizes learning support around what best meets the needs of children and young people across a local community. They will help simplify the current learning support system, particularly for the key stakeholders that interact with it, including parents and whanau."
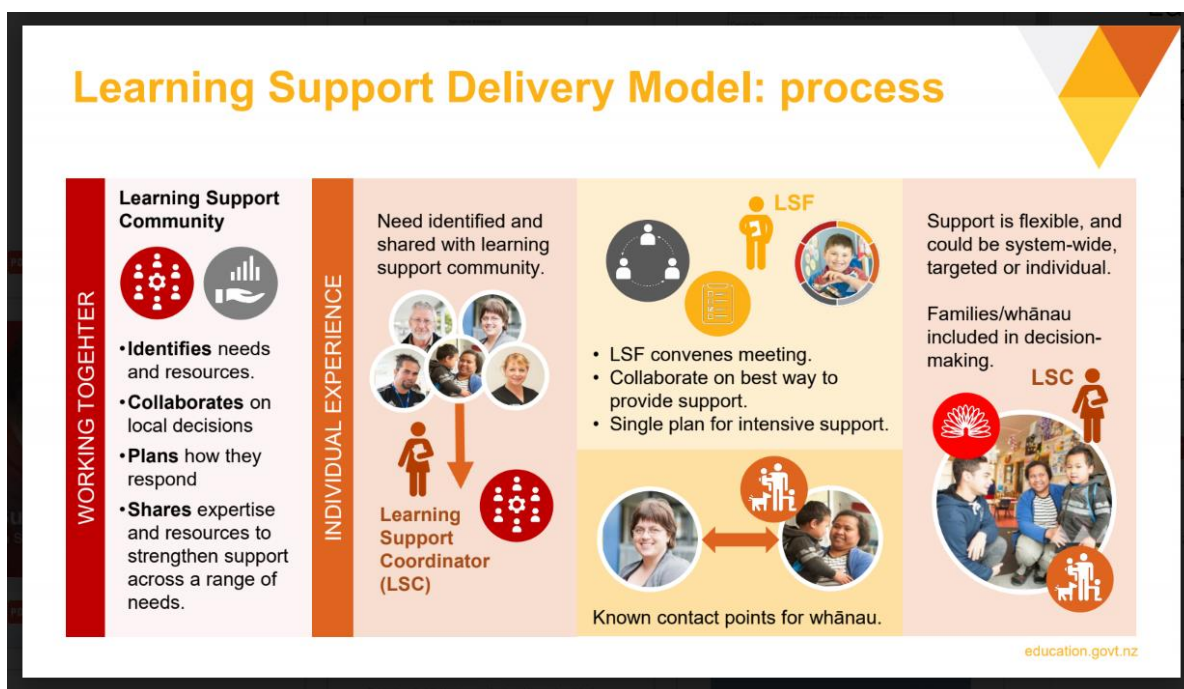
The Six Elements of Learning Support

The Learning Support team, in conjunction with the school leadership team are responsible for enacting the six elements of learning support. We aim to do this by...

Family and Whanau Connection Points
- Making connections through consultation
    - Gathering information
    - Obtaining consent
    - Working collaboratively
    - Providing regular feedback
- Developing an understanding of learning support processes
- Ensuring parents and whanau know who to contact if needed

One Plan
- Accessing support from external agencies as needed (MOE, RTLB, Swiss, Oranga Tamariki)
    - Meeting to develop "one plan" with agreed goals
    - Assigning actions by best fit
    - Completing referrals and support applications
    - Updating the database
    - Accessing funding and resources (TA's, AT)

- Organizing additional (external) assessment
- Tailoring the support to meet a student's individual need
- Timeline meetings for iteration and feedback

Working Together
- Organising regular meetings
- Opening lines of communication
- Keeping everyone in the loop

More Flexibility
- Responding quickly
- Providing early support at classroom level
- Applying the "Tiers of Intervention Support"
- Offering flexible learning solutions

Better Facilitation
- Listening to the stakeholders
- Offering flexible times to meet together
- Including all partners (external agencies, school, whanau and child)
- Identifying opportunities to utilise local resources e.g. Boxfit, Refined Sisters etc

Sharing Data
- Accurately identifying the needs
- Communicating clearly with those involved (with consent)
- Using transparent language
- Protecting student data across organizations
- Protecting student information within the school system

The Learning Support Register

In order to track the volume of students requiring support at each of the levels and the interventions in place, the school has a Learning Support Register (groups) within Edge. It includes…

Tier 1: Students who require specialist support for the Ministry of Education, such as those receiving ORS funding, Interim response funding (IRF) or the support of a MOE case worker or Educational Psychologist.

Tier 2: Students who require a modified or adapted classroom programme and whose teachers seek support to develop that programme from Resource Teachers of Learning and Behaviour (RTLB). Low level 1 learners who are receiving In-Class Support (ICS) funding for a teacher aide that supports them to access the teachers adaptations to the curriculum.

Tier 2 - School: Students who have been identified at Pastoral Care meetings as performing well below expectation and/or are at risk of not achieving without the support of an Individualised Education Plan (IEP) or an Individualised Behaviour Plan (IBP). This includes students at risk through low attendance. In some cases, they may be receiving support from the school social worker (SWIS) and/or STRIVE.

In addition to the Tiers above, the register includes students who are...
- ESOL (English as a Second Language) and Refugee Students
- International Students

Working with Agencies

The Ministry of Education (MOE)

Many students who experience challenges with their behaviour have underlying difficulties with their learning and/or understanding what is said to them. Where possible, Papatoetoe Intermediate will manage challenging behaviour by preventing dangerous situations developing or using de-escalation techniques to calm things down. In situations where behaviours have become extreme or remain ongoing, the school may engage the Behavioural Support services of the Ministry of Education.

The service is for students who behave in a way that:
- significantly affects their learning
- risks their safety or the safety of other people
- gets in the way of positive relationships with other people.

Referrals at this level are only made by the Senior Leadership of the school and require sign off from the principal and the caregiver.

Once submitted, a Ministry representative will work with the school, the student, their whānau, and specialists such as psychologists, RTLBs, speech language therapists and kaitakawaenga to assess the student's needs and co-design tailored support for them. A lead practitioner will support the process and facilitate the creation of an individualised learning and/or behaviour support plan for the student.

Regular interagency meetings will be organised by the Learning Support team and progress will be monitored at the schoolwide Pastoral Care Meetings.

Resource Teachers of Learning and Behaviour (RTLB)

RTLB respond to requests for support for:
- individual students
- groups of students
- individual schools, school systems and inclusive practices
- groups of schools/Kāhui Ako schools' systems and inclusive practices.

RTLB indicate one or more of the following focus areas for each case:

Learning:	Behaviour (mild to moderate):
Participation – Tātaritanga Learning Achievement – Whaiwāhitanga	Managing Self – Rangatiratanga Relating to Others – Manaakitanga

RTLB follow a ten step process for all work within the school. The updated Learning Support practice sequence called 'He Pikorua' provides a framework of practice for all people working in Learning Support (He Pikorua Is Now Live – New Practice Framework For Learning Support Staff)
1. Initial meeting
2. Data gathering

3. Analysis

4. Goal setting

5. Planning

6. Implementation

7. Review, reflect and refine (monitoring)

8. Post implementation data gathering/follow up

9. Review, reflect

10. Close

RTLB works with teachers to develop adapted learning and behaviour programmes for learners. In most cases, RTLB does not work with learners directly to enact those programmes. This is the responsibility of the teacher and the school.

To access the support of an RTLB, teachers must first have…

☐	1.	Collected data to support their concern
☐	2.	Tried a range of strategies within the classroom
☐	3.	Shared their concerns at Syndicate Pastoral Care
☐	4.	Tried strategies suggested by their team and Syndicate Leader
☐	5.	Met with Learning Support
☐	6.	Obtained Parental Consent

Requests for support require teachers to gather data and report on what strategies they have already tried. This includes the support provided by their Syndicate Leaders. Parental consent is also required before a referral can be processed. See data gathering form [here](#).

Social Workers in Schools (SWIS)

SWiS is a community social work service, delivered in the school setting. SWiS social workers work with the most vulnerable children and their families/whānau. They provide timely social work intervention where there are concerns about a child's safety, or where the child's family circumstances are affecting his/her "well being" and ability to learn.

Children and their families/whānau referred to SWiS may be experiencing challenges in one or more of these areas:

Children and families/whānau have been referred by Oranga Tamariki Care and Protection, and/or there is:

- childhood history of abuse or neglect (child/either parent)

- care and protection history (child/either parent involvement with Oranga Tamariki)

- risk of statutory intervention

Children are having difficulties attending and/or engaging in school due to issues such as: - recurring or chronic health issues, or disability

- mental health issues , (child/parents/primary caregiver)

- lack of transport - lack of supervision/parental/adult guidance
- transience/frequent change of address

Children experiencing grief and loss, or other adverse life events, which are affecting their ability and/or the ability of their family/whānau to manage.

Children or their families/whānau are experiencing multiple social, economic or parenting issues such as:
- isolation (no/little access to whānau or community resources/services)
- addiction problems (drugs, alcohol, gambling)
- low income/ beneficiary/ long term unemployment
- chaotic living situation/home environment
- family violence - parenting and child development issues
- young parents (age under 18 years)
- lack of basic amenities/child's basic needs not being met
- currently incarcerated or history of incarceration (either parent/primary caregiver).

Children with social or behavioural problems.

Within the school setting, the role of SWIS is not to deal with any incidents, big or small, as that can impair relationships with both families and students. They need to remain 'good cop' whenever possible so students feel safe to speak with them if they need support in some way. Incidences go back to the teachers, and/or leadership team. However, SWIS may support a <u>student</u> during or after the process.

Referrals: Students and/or families can self-refer at any time. If the school is wanting to refer a family they need to ensure both student and family are happy to receive support. It is also important to note that any goals set are done so with the family and may or may not align with the school.

Consent: Both students and families have to be willing to engage and can withdraw consent at any stage. Eg, if a family gives consent but the child is not willing – SWIS cannot support the student. Or if a student wants support but parents do not, SWIS has to disengage.

Cases can be:
- a one off action/meeting
- short term (a month or less)
- long term intervention

Cases stay open until the goal that has been set with the family has been met, the family no longer requires support, the family moves schools/areas, or consent is withdrawn.

STRIVE

Whanau are required by law to ensure their children attend school. The Ministry of Education has responsibility for the provision of truancy or 'non-attendance' services for schools. The Ministry, in conjunction with Oranga Tamariki oversees the support the agency provides to the school and their work with referred families. The agency contracted to provide non-attendance services in this area is 'STRIVE'.

Every school has a legal responsibility to follow up on student absences. This begins with the classroom teacher and follows a process within the school before the services of STRIVE are engaged. This process is outlined in the Papatoetoe Intermediate Attendance Procedure and
- requires the teacher to call the home immediately of an absence is not explained
- requires parents to provide a medical certificate for absences after 2 days
- if non-attendance is on-going
- (i.e. for significant periods of times, regular (eg every Monday and Friday) or frequent (1 or 2 days a week) and if the efforts made by the teacher indicates no improvements the process requires a senior teacher call the home
- The students non-attendance, efforts made, and reasons for non-attendance will be discussed at Pastoral Care Meetings therefore teachers, administration staff and senior leaders to provide dates, and times of whanau contact and to keep notes in EDGE so that review is simplified.

The Pastoral Care team may then
- refer to SWIS for a home visit
- refer to STRIVE (Truancy service)
- provide a letter warning regarding 'Truancy' intervention
- refer to Oranga Tamariki as a 'Report of Concern'
- refer for prosecution

This flowchart outlines the school process for absences.
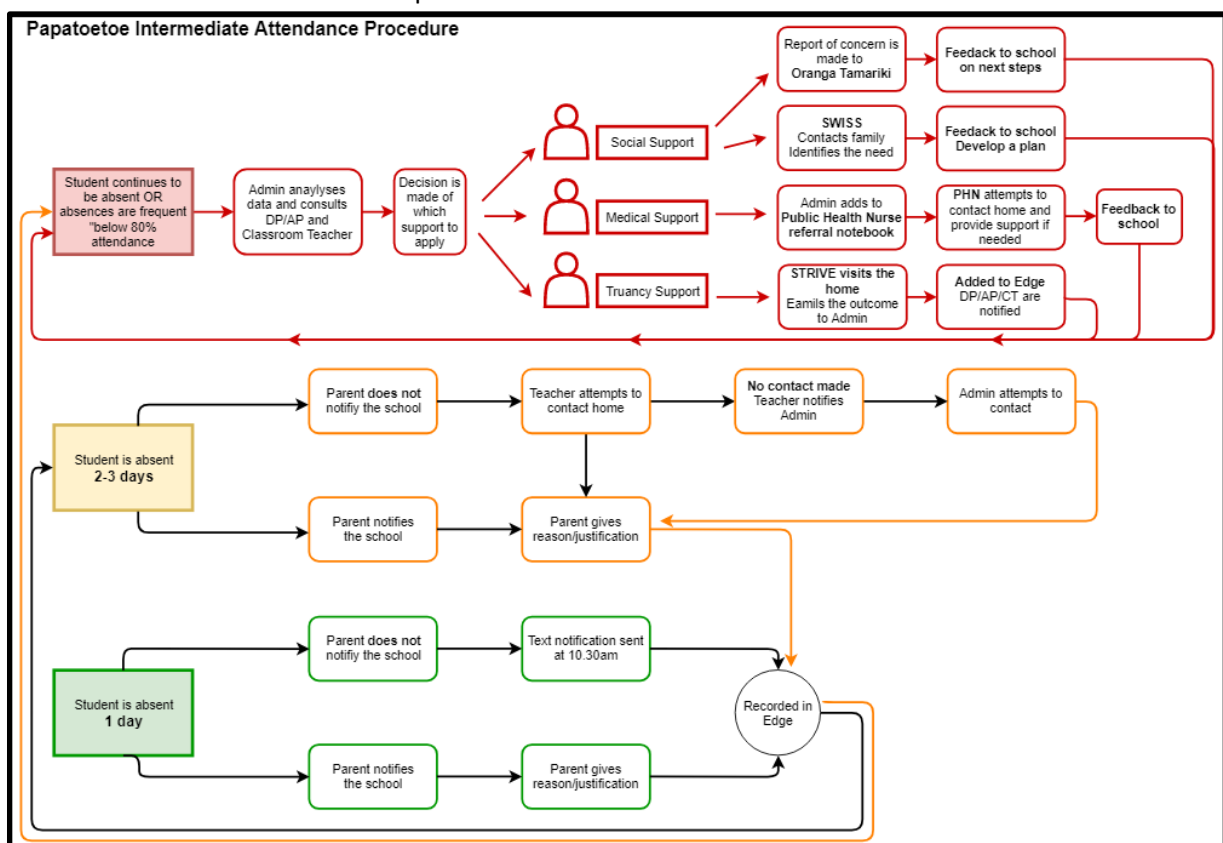
Individualised Education Plans (IEP)

IEP's are used to support students who have been identified as needing an adapted or modified programme of learning, in order to achieve within the curriculum.

Adaptations are changes to the school and classroom environment, teaching and learning materials, and associated teaching strategies. These changes support students to access and respond to the school and classroom curriculum.	**Differentiations** are changes to the content of the school and classroom curriculum and expected responses to it. These changes support students to experience success.

An IEP is (see TKI)...
- a succinct outline of a few priority learning goals, and strategies to meet them, within the classroom programme
- a forward-looking plan that records student achievements, where they want to go, what supports are needed and what success might look like
- a 'living' document that team members regularly update to reflect the student's changing development

While support and guidance is provided, classroom teachers are ultimately responsible for developing and following through on IEP's. IEP's are shared with parents and should always represent the schools commitment to their child's learning and wellbeing. IEP meetings and documents are official methods for reporting to parents on student progress.

Oversight of IEPs has been divided between the Learning Support Team and Syndicate Leaders (APs) depending on the level of support required.

Learning Support Leader/SENCo	**Syndicate Leader/AP**
Level 1 learners with ICS Learners with Interagency teams attached (E.g. MOE, Oranga Tamariki with RTLB)	All other Level 1 learners Learners identified as 'at risk' of not achieving (due to learning and/or behaviour)
Learners transitioning from RTLB support	

Writing IEPs

The following is intended to support and guide the process of IEPs at Papatoetoe Intermediate School. A link to the IEP document can be found here and for help writing goals and success criteria click here.

Before the meeting…

1. Gather data (be prepared to talk to it clearly and succinctly in the meeting).	2. Talk to the student (get their perspective). Learn their STRENGTHS.	3. Set a meeting. Contact home and notify all others that need to be involved.

During the meeting…

Purpose Explain the reason for the meeting and the purpose of an IEP.
Strengths

Start with strengths - Hear from the parents but ensure YOU CAN contribute.
Parents want to know that you know what is right with their child as much as what is wrong!

Challenges
Share the data. Be specific and talk in a language parents can understand.
Hear from the parents. Ask: What challenges are they facing at home?

Aspirations and Goals
Hear from the parents. Ask: What do they want to see for their child?
Agree on a few priority areas to focus on.
Structure specific measurable goals.

Success criteria - How will you (and the others involved) know the student has met the goal?
Identify the success criteria. Be specific and ensure that it can be measured.

Actions
Agree on actions to support the goals.
Begin with yourself (as the teacher). What will you adapt and/or differentiate for the learner?
Be prepared to do what you say you will do.

Your Learning Support Leader and/or Syndicate Leader should be involved in this discussion, offering ideas that you could implement. If additional (new/unfamiliar) interventions are decided on, ensure you set a timeline for how you will be supported to action them.

Parents will listen to your ideas, explain what you are thinking of trying; They will have a good idea of whether they think it will work for their child or not.

Finally work with the parents to decide on some actions for them to do at home.

Set a review date
Consider how you will keep yourself accountable to the actions.
When will you meet with your leader to discuss progress and/or iterate?
When will you retest the learner?
Decide on a time to meet together with the family and report back on the progress.

After the meeting…

Classroom teacher	Syndicate Leader/Learning Support
Set up a planning template and tracking sheet to support you in the classroom. Consider how you will use teacher aides and other support people. Ensure they have access to your planning and tracking sheet. Follow up promptly on any new or unfamiliar interventions that may have been suggested. Gather resources you need and organise them for ease of access.	Check the teacher knows how to plan appropriately for the learner. Provide any professional learning the teacher may require. Ensure resources are available. Follow up promptly on any new or unfamiliar interventions. Set regular times to check and review the teachers planning and progress with the IEP.

An IEP will only be effective if it is 'taken up' by the classroom teacher. It requires a commitment to creating opportunities for success that current curriculum delivery cannot meet.

"If you always do what you have always done, you will always get what you always got."

IEP Must haves

Callout annotations around the form:

1 — Identify the student's current strengths and successes across various settings.

2 — Identify and agree on a few clear, achievable, measurable goals that build on current strengths and reflect next learning steps.

3 — Identify a few success criteria for each goal that show what success might look like.

4 — Identify opportunities for the student to engage with new ideas and practise new learning through various tasks and settings.

5 — Initiate ongoing planning to support the achievement of goals, for example, adaptations and differentiations.

6 — Include an agreed review date.

Show assessment of the student's achievement against success criteria.

Include a statement that identifies what has happened since the previous IEP.

https://seonline.tki.org.nz/IEP/IEP-guidelines/IEP-process

There are a great deal of resources available to help you understand IEPs, their purpose and process.

TKI has a lot of information, including the following, which you may find useful.

Adaptations and differentiations

Taken from TKI: https://seonline.tki.org.nz/IEP/IEP-guidelines/IEP-process

When planning IEP's, consider the following: Can you…

Differentiate content
- Leave out very complex content or present it in a simpler way.
- Reduce the size or breadth of the school and classroom curriculum.
- Use the same activity but include IEP objectives.
- Overlap learning areas to help students grasp the connections between them.
- Include activities that reflect the student's preferences.

Adapt teaching and learning materials
- Present content in different ways by substituting or modifying regular teaching materials.
- Provide written and visual equivalents of spoken material (for example, sign language, speech-to-text software, subtitles or captions for videos, diagrams and charts).
- Provide spoken or tactile equivalents of written or visual material (for example, spoken description of visuals, text-to-speech software, manipulatives, tactile graphics).
- Use interactive web tools (for example, interactive comic strips or animations).

Adjust expectations for student responses
- Allow more time to interact with and respond to learning materials and activities.

Return to top

- Provide opportunities for the students to express what they know in multiple ways (for example, through text, speech, movement, illustrations, storyboards, video, interaction with web tools).

Utilise specialist supports and technology
- Link specialist supports the classroom programme, including strategies and resources (for example, assistive technology).
- Review assistive technologies that the student currently uses to achieve their learning goals.
- Record any additional learning needs in relation to assistive technology.

Individualised Behaviour Plans (IBP)

Individualised Behaviour Plans are utilised by the school when a student needs support to 'manage themselves or 'relate to others' in safe and appropriate ways. The school uses a range of IBP formats and they are customised to suit the learner. A general behaviour plan will include:
- Preventative measures - to decrease the likelihood of the behaviour occurring
- Possible antecedents - that can result in undesired behaviour
- The behaviour - is specifically identified
- Strategies for success - appropriate responses to de-escalate behaviour
- Interventions and support people

Interventions

Papatoetoe Intermediate has a number of school wide interventions in place. They range from regular intensive withdrawal programmes to non-intrusive digital programmes of learning.

Withdrawal Programmes include:
- ESOL
- Maths Matters
- Paired Reading
- Lego Robotics

These programmes operate at specific times throughout the year and require students to meet an eligibility criteria to access.

Digital Programmes include:
- Google-Read-Write
- Stepsweb
- Sunshine Online
- Assistive Technologies

With the exception of Google-Read-Write, our digital interventions are individualised programmes of learning for specific students. While not all students may have access to these programmes, Learning Support can assist teachers with sourcing digital material and free websites to support their learners.

Classroom Programmes include:

- Reading Rockets
- Quick 60
- Paired Reading
- Paired Writing
- Specific leveled reading boxes
- Writing Legends
- Sentence Starters

The list of classroom programmes is plentiful. For more support with classroom based strategies, contact Learning Support directly.

ESOL and using the English Language Learning Progressions

The English Language Learning Progressions (ELLP) are key documents for the assessment, planning and teaching of English language learners. They help teachers to choose content, vocabulary, and tasks that are appropriate to each learner's age, stage, and language-learning needs. This may include learners for whom English is a first language, who would benefit from additional language support.

ESOL in-class support
- In-class support from a teacher and teacher aide allows the English language learners to learn alongside their peers.
- Lessons plans are literacy based, building in a focus on language and key vocabulary.
- This consists mainly of oral language, reading and writing within small groups of students who need language and learning support.
- Use of a first language to engage the learner and to ensure inclusiveness practice in known language and the learning of English.

ESOL withdrawal programmes
- A withdrawal group, which consists of a small number of children who will need intensive and long term Withdrawal Group support at Foundation Stage and Stage 1.
- This program runs for 4 weeks of withdrawal then 2 weeks back into the classroom to practice and cement their learning across the Curriculum.
- Groups will continue in Terms 1 - 3
- The program focuses on a range of curriculum areas for Oral interaction, Reading, understanding and responding and Writing.
    - Basic alphabet
    - Phonics
    - Vocabulary
    - Sentence structure
    - Grammar
    - Punctuation
    - Device - typing practice to enforce alphabet recognition
        - Type the Alphabet - SpeedTypingOnline

Term 1: ESOL Program common sequence

Weeks	1	2	3	4	5	6	7	8	9	10
ESOL	Testing - New ESOL students identified			Withdrawal Group: Wks 4 - 7				Back in Class		Reflect Review
	- Students are tested. - Assessments are shared with classroom teachers - Names are sent to MOE for funding. - School notified of students on the ESOL register - Parents informed of successful applicants - IEP's are created based on the assessment results and completed by the end of March.			- Students placed in cohort groups. - Withdrawal Monday to Thursday during the literacy block. - Specific planning for each cohort. - Classroom teachers are notified of the learning that their students will be doing. Resources used: - Google Read/Write - ELLP Resources - Phonics - Numeracy Resources - Sunshine onLine - ELLs Extension - Lego Robotics				- Students return back to class. - New learning is used across the curriculum. - Review of program and progress of students - Meet with classroom share updates and next steps		

Maths Matters

This is a new withdrawal intervention being developed in 2021. It will follow a similar timeline to the ESOL withdrawal timeline, with four weeks intensive withdrawal followed by two weeks back in the classroom to integrate new skills. The focus will be on developing Place Value and Basic Facts through hands-on activities and games.

Term 1: Math Matters Program common sequence

Weeks	1	2	3	4	5	6	7	8	9	10
ESOL	Testing - New ESOL students identified			Withdrawal Group: Wks 4 - 7				Back in Class		Reflect Review

	- Students are tested using the NUMPA assessment
	- Assessments are shared with classroom teachers
	- IEP math goals are based on the assessment results and reviewed at the end of each term.
		- Students placed in cohort groups.
		- Withdrawal Monday to Thursday during the Mathematics block.
		- Specific planning for each cohort.
		- Classroom teachers are notified of the learning that their students will be doing.
		
		Resources used:
		- Numeracy Resources
		- Maths Vocabulary
		  - [Basic MATH vocabulary in English](#)
		- NZ Maths online
		  - https://nzmaths.co.nz/
		  - https://nzmaths.co.nz/rich-learning-activities
			- Students return back to class.
			- New learning is used across the curriculum.
			- Students cement the learning through in class practice
			- Review of program and progress of students
			- Meet with classroom share updates and next steps	

Paired Reading

This is a 10 week withdrawal programme in which students read with a buddy for 45 mins each day. It is aimed at...
- providing individualised tutoring
- building confidence
- improving fluency
- modelling effective reading strategies, e.g. predicting, re–reading for meaning and accuracy
- scaffolding the dependent reader in reading in the content area
- reinforcing the helper's reading strategies

Students are selected for the withdrawal programme based on their reading performance. Preference is given to Year 7 students who are 'just below' the reading standard.

Paired Reading is assessed (pre and post), by the Learning Support Team, using the YARC Assessment. https://rgt.testwise.net/YARC_index.htm

Lego Robotics

This is a 13 week withdrawal programme with provision to extend to 15 weeks. It is structured to develop and build collaboration and oral language skills. Students work in pairs to complete tasks, test and modify builds and work collaboratively to develop solutions to problems. There is a strong focus on building vocabulary knowledge, sharing ideas and working together. The specific skills the programme aims to develop with our learners include
- working as a team
- accepting feedback
- resolve conflicts of opinion and designs
- presenting information
- persevere when things don't go right the first time around

Timeline: This programme will run twice per year.

Term 1 Week 4 - Term 2 Week 6
Term 3 Week 2 - Term 2 Week 6 (One week allowed for Camp and one for TOD)

Students are selected for the programme, based on oral language needs rather than academic learning needs. Students not already involved in ESOL or other language programmes are given preference. Two groups of 14 to work on different days during the week.

Once identified, students will be tested using Schnollel and BURT. *This will provide the pre and post test data for the programme. In addition to this, students will be assessed using an oral language rubric (currently being developed).*

Semester One:

Term 1 Week 4	Milo 1	Expectations for working with the equipment Preloading Vocabulary - Moon rovers; First build
Term 1 Week 5	Milo 2	Understanding motion sensors - practice
Term 1 Week 6	Milo 3	Understanding tilt sensors - practice
Term 1 Week 7	Milo 4	Collaboration - why and how
Term 1 Week 8	Pulling	Friction - Preload vocabulary and build
Term 1 Week 9	Pulling	Code and modify
Term 2 Week 10	Speed	Friction - Preload vocabulary and build
Term 2 Week 1	Speed	Code and modify
Term 2 Week 2	Robust Structures	Preload vocabulary and build
Term 2 Week 3	Robust structures	Code and modify
Term 2 Week 4	Recycling	Sustainability - Preload vocabulary and build
Term 2 Week 5	Recycling	Code and modify
Term 2 Week 6	Recycling	Extension

Google-Read-Write

Google Read & Write offers learners a range of tools to help learners gain confidence with reading, writing, studying and research. The school has a school wide license for Google Read & Write that allows all learners equitable access to this learning tool. Teachers are strongly encouraged to spend time familiarising themselves with this tool and to 'model and teach' students how to use it.

Commonly used icons for struggling students include...
- Text-to-speech which allows learners to hear words, passages, or whole documents read aloud with easy-to-follow dual color highlighting
- Text and picture dictionaries allow learners to see the meaning of words explained
- Speech-to-text assists with writing, proofreading & studying by allowing learners to dictate words
- Word prediction offers suggestions for the current or next word as you type

- Collect highlights from text in documents or the web for summarizing and research
- Create and listen to voice notes directly inside of Google Docs
- Simplify and summarize text on web pages to remove ads and other text that can be distracting

A link to the full Reference Guide (above) can be found here.

Managing a chromebook organisation can sometimes be a challenge. For support to develop classroom systems that ensure equitable access to Google Read Write, see your Syndicate Leader, mentor teacher or the Learning Support Team.

Stepsweb

StepsWeb is a computer based programme that develops all aspects of literacy, including vocabulary, comprehension and verbal reasoning. Students who would benefit from Stepsweb include learners who are...
- Dyslexic, and/or
- working at Level 1 of the curriculum and/or
- struggling with working memory
- ELL needing support to develop basic English vocabulary

The programme takes the student through a series of activities, using words from their wordlists. Teachers can set up their own lists and tailor the programme specifically to the learner. All of the word activities within the programme develop fluency, since it is through repetition of words that automaticity develops. Activities that specifically target this are…

Choose the Word – sight vocabulary, using/choosing words in context

Word Flash – instant word recognition. Note: This activity (together with the speed reading activities in the workbook courses) is specifically designed to activate the occipito-temporal.
Visual Memory – word recognition, visual and spatial memory

There are also a number of printable worksheets, workbook activities and games that support the programme.

Students on the programme will require regular access to a device and a set of headphones.

The process for students who have been identified as needing Stepsweb as an intervention is…

Learning Support	Purchase license and set up account.
Teacher	Complete pretests using Schonell for Spelling, Burt for Word recognition.
	Timetable a minimum of 4 slots per week for the student to use the programme.
	Organise headphones - see learning support for assistance.
	Share the login with the student.
	Allow a quiet place for the student to complete their placement test.
	Check students logs weekly
	Assign specific tasks based on the needs of the student
	Provide additional paper activities to support the student offline
	(Print ahead of time)
	Organise opportunities for students to engage in word games
	(TA can be used to support this)
	Add wordlists that are relevant to the learner

Learning Support will provide training for teachers on using the Stepsweb programme and accompanying resources.

For additional information on using Stepsweb in your classroom click here.

Sunshine Online

Sunshine Online is a digital literacy and numeracy programme used by Learning Support as part of our ESOL withdrawal programme and by some of our teacher aides working with Level 1 learners. The programme requires the use of 'flash player', which does not currently work on our school chromebooks. However, the school ipads have been set up with the Sunshine Online App. Teachers can also access the programme on their laptops and make use of the many teacher support resources within the site. To learn how to activate 'flash player' on your laptop, click here. To explore the site, visit www.sunshineonline.co.nz & enter papint (all in lowercase) for both the username and password. For any other information, contact the Learning Support team.

LearningSpace 1

Emergent, Levels 1-5

Literacy

At the emergent level, the focus is on letter names and sounds, high-frequency words and beginning reading and writing skills. The texts are simple and repetitive with supportive illustrations.

Maths

The emergent level maths e-books introduce early maths concepts and skills as well as maths language. Engaging interactive activities and games further explore the mathematical ideas introduced through the e-books.

LearningSpace 2

Early, Levels 6-15

Literacy

The early level features fiction and non-fiction e-books, with the student practising letter blends and word families. The interactive activities focus on comprehension, writing, phonics and word knowledge.

Maths

The early level maths e-books continue to explore the language, concepts and skills from the content strands of Number and Algebra, Statistics and Probability, Measurement and Geometry.

LearningSpace 3

Fluent, Levels 16-30

Literacy

The e-books at this level include early bridging paperbacks through to novels. The interactive activities explore the texts further with a focus on comprehension, grammar, spelling, writing and fluency.

Maths

The fluent level maths e-books explore more complex concepts and skills.

Teacher Support Materials

STAFFROOM
Click on the apple to enter the staff room for
Teaching Notes, Activities & Overview Skill Charts

There is a separate section on Sunshine Online called the Staffroom. Here teachers can access overview skill charts and the teaching notes and BLMs for the featured e-books on the website. This support material makes classroom planning easy and supports teachers in effectively linking print and technology.

Assistive Technologies

Assistive technology (AT) is specialised equipment and technology, purchased by the Ministry of Education, for students with additional learning needs. It is purposefully designed to increase or improve their ability to participate and learn. Learning support will monitor the use of Assistive technologies, in 2020, through AT Management Plans and IEPs.

Teachers managing Assistive technology within their classrooms should be aware of the expectations around the device, for both them and the student. Devices remain at school at all times and are treated with care, as the school is answerable to the Ministry of Education and is responsible for any damage or loss of equipment. Furthermore, teachers must ensure that the student has access to the device for their learning. This means an adapted learning programme, with digital options for literacy being made available to them, as well as time to access specific software such as Word Q. Therefore it is recommended that teachers have a reasonable understanding of Google docs, Hapara and Google Read & Write. For support in developing these skills further, see Learning Support and/or the Digital Technologies team.

Reading Rockets

Reading Rockets are a comprehensive resource that supports teachers to plan and teach reading. They are a recommended resource for teachers with Level 1 or ESOL learners and will support IEPs as they clearly identify the specific skills and strategies required for reading at each level, as well as incorporating the key competencies. This resource is available to all teachers, on Staff Docs.

Direct links for learners operating at Level 1 can be found here.

Levels 9/10/11 (Blue),   Levels 12, 13, 14 (Green),   Levels 15/16 (Orange),   Levels 17/18 (Turquoise)

Quick 60

The Quick60 programme can be delivered individually or in groups of up to five students. It aims to bring students up to the expected level for reading and spelling in 60 lessons. Quick60 is a fast and easy-to-administer programme that can be carried out by the classroom teacher or a teacher aide. For more information about this programme, see the Learning Support Team.

Paired Reading

As a classroom level intervention, Paired Reading can be used to
- provide individualised tutoring
- build confidence
- improve fluency
- model effective reading strategies, e.g. predicting, re–reading for meaning and accuracy
- scaffold the dependent reader in reading in the content area
- reinforce the helper's reading strategies

In Paired Reading a tutor and a student read aloud together from one shared copy of the text OR two or three students work together; one student is the helper. The procedure is as follows:
- Helper and dependent reader read text silently and simultaneously up to an agreed point, for example to the end of one sentence, two sentences, a paragraph, a page or a chapter.
- Helper and dependent reader discuss the text when both have read to the agreed point.
- The dependent reader points out words causing difficulty. Find meaning in text and a strategy to remember it.
- Helper and dependent readers discuss how they overcame any reading difficulties, for example, words they did not understand and know, and how they worked out the meaning.

To prepare for Paired Reading in the classroom, teachers will need:
- Texts at an appropriate level: instructional to independent (90% accuracy or above), and even a little into the frustration range (< 90% accuracy) to allow exposure to new text types. Both literary and factual texts are suitable.
- A copy of the text for each helper and dependent reader. Match the text with dependent reader's interest and reading ability.

When used as a Learning Support intervention, Paired Reading is assessed (pre and post) using the York Assessment. https://rgt.testwise.net/YARC_index.htm

For further support see: Using Paired Reading in the Classroom - Reading Rockets and this appendix.

Paired Writing

As a classroom level intervention, Paired Writing supports older students with writing difficulties and less able students (emergent writers). This programme requires tutors to be trained to support their peer/s to develop a story over a number of sessions (usually for 20–30 min sessions, 3 or 4 times a week for 6–8 weeks).

The role of the tutor is to support the tutee to produce a coherent story by:
- talking to tutee about extending story ideas
- helping to create a story map
- helping the tutee to structure story
- encouraging the tutee
- helping tutee to edit and proofread
- giving positive feedback about the story
- completing the tutoring checklist

For Using Paired Writing with ESOL Learners - See Using Peer Assisted Writing to Promote ESL Narrative Writing Skills and for further reading see *The Paired Writing Handbook Cameron and Walker, 1994, Longman Paul.*

Working with Neurodiverse Learners

Autism (*Autistic Spectrum Disorder* - ASD)

Autism is a lifelong neurodevelopmental condition that affects how people perceive the world, how they think and behave, and how they communicate and interact with others. Autistic people see, hear and feel the world differently to other people.

Identification
- A delay in speaking, or not speaking at all
- They may find it hard to communicate what they want and find different ways of making themselves understood (e.g. may use objects or another person's hand to indicate what they want)
- May seem to be deaf, even though hearing tests are normal
- May not understand non-verbal communication such as facial expressions, body language and gestures
- Have difficulty following instructions and can take information and instructions very literally
- Repeated types of behaviour, interests and play eg. rocking, attachments to objects, getting very upset when routines change
- They may not join in with play with other children
- They may have difficulty initiating or sustaining eye contact

- They may also have poor problem-solving or organisational skill
- This means they may be hyper or hypo sensitive to various stimuli (link to sensory

Classroom Strategies
  Visual Supports
  - Use visual supports to decrease anxiety and increase independence, eg classroom schedule is visible, individual check lists for when goals are achieved
  Seating in the classroom
  - Seating, be aware of noise. Many students with autism process normal sound as too loud or quiet
  - Keep in mind who will sit next to the student. Preferably seated with someone who is especially helpful, kind and compassionate
  Minimise Distractions
  - Too many wall posters/charts can distract the student
  - Teach in front of a blank background (i.e. whiteboard with minimal writing)
  Calm Place/Sensory Stimulation
  - Provide quiet area for breaks with minimal distractions. Bean bag chair and headphones.
  - Fluorescent lighting can cause headaches or a distraction
  - Sensitive to smells
  - Give sound warnings to students who are sensitive to sound eg. fire drills, make available headphones as necessary

Teacher Expectations
  - An IEP that may include social goals based on individual needs.

For further support visit https://www.inclusive.tki.org.nz/guides/asd-and-learning/

Attention Deficit Disorder and Attention Deficit Hyperactive Disorder (ADD/ADHD)

Students with ADHD are often energetic, creative, and innovative problem solvers. They commonly need support managing hyperactivity, impulsivity, and concentration.

Identification
  - Cannot sustain attention, effort or persistence in all settings
  - Avoids dislikes or is reluctant to engage in tasks that require mental effort
  - Appears forgetful - doesn't remember which day it is
  - Loses books, pencils, homework and clothing
  - Cannot follow instructions, is distracted while you're giving instructions
  - Impulsiveness
  - Cannot settle into activities without constant prompts or established routines
  - Will ask questions that you have just given the answer to
  - May rush through a task and complete it to a poor standard
  - Interrupts other conversations
  - May ignore others and walk away during a conversation
  - Interrupts others conversations
  - Intrude on other groups or activities

- Has trouble waiting in line, gets feelings hurt easily
- Becomes easily frustrated, over react to correction and criticism

Classroom Strategies
- Ask the student what will help as they may well know what works for them
- Consistency, structure and be a role model
- Positive or negative consequences need to be as soon as possible
- Gain child's attention by name, short simple instructions
- Be positive - avoid negative comments
- Tasks need to be small, achievable
- Positive behaviours praised often

Teacher Expectations
- Set routines
- Identified buddy for support
- Behaviour plan

For further support visit https://www.inclusive.tki.org.nz/guides/adhd-and-learning/

Auditory Processing

Auditory processing disorder (APD) is a hearing problem that affects about 5% of school-aged children. Kids with this condition, also known as central auditory processing disorder (CAPD)can't process what they hear in the same way other kids do. They usually have good functional hearing (ie. no physical hearing problems) but have difficulty discriminating, understanding or processing what they hear. The child may be over-stimulated or distracted by surrounding society.

Identification
- Saying 'huh' or 'what' frequently
- Often misunderstanding what is said
- Frequent requests for repeats
- Poor auditory attention
- Easily distracted
- Difficulty following verbal instructions
- Difficulty listening in the presence of background noise
- Poor auditory memory
- Difficulty with phonics and speech sound discrimination
- Poor receptive and expressive language
- Slow or delayed response to verbal stimuli
- Behaviour problems

Classroom Strategies
- Seat student close to the teacher
- Gain the students attention prior to giving instructions.
- Use cues such as 'are you ready' , 'listen' or call the student by name first
- Reduce the amount of written responses required

- Seating arrangement - avoid noisy areas like traffic, doorways, avoid open classroom placement
- Using visual information to back-up verbal information
- Teach listening skills, wait until instructions are completed before beginning a task
- Buddy system that a student can use for check ins
- Praise the child often for even minimal effort and improvement
- Encouragement and support are key factors to develop patterns of success
- Have students estimate the length of time it will take to complete a task
- Severe cases consideration should be given to using an FM radio system

Teacher Expectations
- Assigned buddy
- Appropriate resources to meet student needs
- Planning to support and meet the students learning

For further support visit https://www.inclusive.tki.org.nz/guides/deaf-or-hard-of-hearing-students-and-learning/understanding-being-deaf-and-hard-of-hearing/

Visual Processing

A visual processing, or perceptual, disorder refers to a hindered ability to make sense of information taken in through the eyes. This is different from problems involving sight or sharpness of vision. Difficulties with visual processing affect how visual information is interpreted, or processed by the brain.

Identification
- Have difficulty retaining a visual image in their mind
- Poor eye contact, visual distractibility/inattention
- Little interest in computer games, things that require solving
- Gather information on what they have heard
- May do better at oral than written work
- May appear to be clumsy, bump into things
- May have R-L confusion
- Focusing problems, eye coordination or tracking problems
- Have problems perceiving words and numbers as separate units
- Poor spelling and reading, but may do better in oral spelling
- Can begin to avoid reading, or tire easily when reading
- May misread assessment questions or homework instructions
- May miss visual social cues, interrupting conversations

Classroom Strategies
- Talk through steps in a task
- Use both visual and auditory input when giving instructions
- Bullet points, key features, keep written instructions clear and to the point
- Use bullet points, coloured arrows or one word instructions
- Reduce situations where board copying is required
- Consider verbal presentations as an alternative

- Use simple memory joggers, single words or pictures to recall content
- Give cues for remembering L-R
- Talk in class about visual social cues, reading people's faces, body language

Teacher Expectations
- Identify student
- Plan accordingly to the difficulty
- Seating position in class
- A buddy for support
- Adjust learning strategies for the student
- Seek support from Leaders/LS

For further support visit [Visual Processing tki.org](#)

Dyslexia

Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.

Identification
- Spatial Temporal: Difficulties with telling the time, left/right confusion, Gets lost easily, slow processing
- Memory Difficulty: Alphabet, dates, sequences, times tables, phone numbers
- Motor Control: Coordination difficulties, difficulty copying, handwriting difficulty
- Reading: Losing place in text, needing to re-read, moving or overlapping text
- Spelling: Similar sounds cause confusion, difficulty 'hearing sound', can't remember what words look like
- Listening: Finds background noise distracting, problems taking notes
- Writing: Organisational problems, can't find the right word, difficulty getting ideas on paper

Learning Support have a quick checklist, available on request, that can help when deciding whether to recommend a student for a Dyslexia screening test. As of 2020, the Learning Support Team will be able to carry out screening tests but it is important to note that this does not act as a diagnosis.

Classroom Strategies
- Repetition repetition repetition
- Teach to the difficulty, does not learn like others
- All work to be modified and adjusted to the literacy level of the student
- Instructions and explanations are in short clear sentences.
- Give the student more time to complete tasks
- 'Chunk a task'
- Reduce amount to be written
- Dyslexic students need 25 to 30 repetitions and often more than that

- Reading/spelling need to be systematic and cumulative eg. basic sounds, vowels, digraphs, letter combinations
- Take breaks between activities and assessments
- Use real objects as props, use coloured lines under words
- Minimise board copying, use post it notes, use visual cues

Teacher Expectations
- Know your students
- Make note of students who are finding it hard to learn
- Speak to your Syndicate Leader
- Seek help from Learning Support when you have tried other strategies

For further support visit https://www.inclusive.tki.org.nz/guides/dyslexia-and-learning/

Dysgraphia

Dysgraphia is a specific learning disability that affects writing, which requires a complex set of motor and information processing skills. Dysgraphia makes the act of writing difficult. It can lead to problems with spelling, poor handwriting, and putting thoughts onto paper. Students with dysgraphia can have trouble organising letters, numbers and words on a line or page.

Identification
- Illegible handwriting
- Trouble thinking of words to write
- Omitting or not finishing words in sentences
- Trouble organizing thoughts on paper
- Trouble keeping track of thoughts already written down
- Difficulty with syntax structure and grammar
- Large gap between written ideas and understanding demonstrated through speech

Classroom Strategies
Accomodations:
- Providing alternatives to written expression eg. adjusting assessments - oral or visual projects
Modifications:
- Changing expectations or tasks to minimize or avoid the area of weakness
Remediation:
- Providing instruction for improving handwriting and writing skills
- Create a checklist for editing work
- Allow extra time for writing
- Creative drawing or speaking ideas before writing
- Varied areas of focus, neatness, spelling, grammar or organisation of ideas
- Teach different types of writing
- Take regular breaks, proofread, check for mistakes
- Reduce amount of copying
- Step by step plan that breaks writing into small tasks
- Clear constructive feedback

- AT device

Teacher Expectations
- Know your students
- Plan to the difficulty of the individual student
- Anecdotal information/keep updated notes
- Resources for modeling text types

For further support visit https://www.inclusive.tki.org.nz/guides/dyslexia-and-learning/

Dyscalculia

Dyscalculia is a learning disability involving math skills. People with dyscalculia have a huge struggle acquiring arithmetical skills in spite of a good learning environment at home and at school. Dyscalculic learners may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers, and have problems learning number facts and procedures. Even if they produce a correct answer or use a correct method, they may do so mechanically and without confidence.

Identification
- Spatial/Temporal: Difficulties with spelling, left/right confusion, map reading difficulties
- Memory: Constantly recapping and learning skills, organisational issues, cannot accurately recall number facts
- Counting: Difficulty navigating back and forth along a number line or sequence, can lose place easily, finds counting in twos, threes etc problematic
- Calculations: Lack of confidence in their answers, problems transferring information: e.g 2+3 = 5 therefore 3+2=5
- Numbers: Issues with place value, struggles to understand chronology
- Measures: Problems handling money and working out change etc, struggles to understand mathematical concepts - speed, time other

Classroom Strategies
- Identify student/s difficulty
- Teach to the students difficulty
- Use concrete materials to link mathematical symbols to quantity
- Start at a level which the child is comfortable at, so that they experience some success, and slowly move to more difficult areas
- Provide a lot of practice for new skills/concepts
- Reduce the need for memorisation, especially experience
- Make learning as fun and active as possible
- Provide positive experience
- Spending time on drilling math facts
- Use of computer, card games
- Calculators can make up for memorisation

Teacher Expectations
- Use of concrete materials for modeling maths lessons
- Differentiated math lessons

For further support visit https://www.smartkids.co.nz/collections/dyscalculia

Dyspraxia

Dyspraxia is broadly defined as a neurological disorder of motor coordination that involves difficulty in thinking and purposeful movement. Developmental dyspraxia therefore is the condition in which this motor planning system in the brain and body does not function well from birth.

Identification
- Clumsy and accident prone
- Frequently bangs into things or people
- Uncoordinated, awkward gross motor movement
- Poor handwriting is a common indicator
- Difficulty coordinating movements of arms and legs
- Inconsistent ability to do motor tasks eg. they may be able to learn a new task one day but has forgotten it by the next.
- Struggles with PE
- Frustration, anxiety, tension, failure
- May have difficulties with reading and spelling
- Limited concentration and poor listening skills
- Insecure and threatened by unfamiliar tasks

Classroom Strategies
- Repetitive practice of skills
- Understand and be sensitive to difficulties
- Raise self-esteem and confidence
- AT device
- Teach handwriting and keyboard skills
- Use post-its to mark important sections of work
- Frequent changes of activity
- Set them up for success

Teacher Expectations
- IEP
- Observations/Anecdotal Observations

External Assistance
- Possible RTLB support for strategies
- Students assessed for an AT device for classroom learning

For further support visit https://www.kiwifamilies.co.nz/articles/dyspraxia/

Planning for Level 1 Learners

During the 2022 Teacher Only Week, planning for Level 1 Learners will be offered as a workshop. In addition to this, the Learning Support team is happy to support ideas and resources, most of which will be shared at the Term 1 IEP meetings.

Utilising Teacher Aides

At Papatoetoe Intermediate School, teacher aides are employed to…
- provide in-class learning support for individual students with specific learning and social needs (ORS, ICS, MOE)
- provide classroom and playground support for individual students with emotional, social and physical needs (ORS, MOE, IRF)
- provide withdrawal and in-class literacy and numeracy support for students with moderate needs (ESOL, Intervention Groups)
- work with identified student/s either 1:1 or in small groups, in conjunction with the classroom programme

Teacher aides are assigned to specific learners for specific purposes. This is determined by the funding allocated to those particular children. Level 1 learners who receive In-Class Support are entitled to roughly four hours of teacher aide support per week whereas children with ESOL funding may only receive one hour per week. It is important for teachers to ensure that these students are getting the time they have been funded for and that it is used wisely to support their specific learning needs.

In addition to this, a teacher aide may be allocated to a student exhibiting behaviours that are not conducive to learning. Students receiving this level of teacher aide support are likely to have more hours allocated for initial support, reducing over time as the child settles. While it is important for the teacher aide to develop a relationship with the learner, teachers need to ensure that their relationship with the child is also nurtured, ready for when the teacher aide support is withdrawn and/or reallocated.

Teacher Expectations:
- Discuss with your class the role of the TA
- Have the TA introduce themselves to the class
- Have a space available for the TA and students to work in
- Planning to be provided each week for the learners that the TA will work alongside
- Have regular conversations with your TA about the students they work with
- Include your TA in new learning workshops for the groups they will work with
- Teach/Model with your TA any new strategy or skill that will help your students with their current learning
- Share with the TA learning strategies that are suggested by the RTLB for the student
- Share and explain the IEP for students that the TA works alongside
- Regularly check anecdotal notes written by the TA, in their notebook
- LS box is to be resourced regularly for students requiring in-class support

For further support see: https://www.inclusive.tki.org.nz/guides/supporting-effective-teacher-aide-practice/#key-resources

Teacher Aide Guidance Handbook Pukapuka Awhina Kaiako 2021 / 2022

Hours of Work:

- Teacher aide basic hours are 11 hours 40minutes per week. These hours can be negotiated with the Learning Support Leaders as requested. A new contract is then written up, checked and signed by the Principal and the teacher aide.
- Basic hours are Monday 8am - 11.40am. Tuesday through to Thursday 9am to 11.40am.
- Contracts for teacher aides are created in collaboration with the EO, written by the EO and signed by the Principal and the TA.
- Hours may increase depending on allocated students' funded hours and the number of students needing cover across the school.
- Changes to teacher aide hours due to unforeseen circumstances are written in a letter and sent to the Principal who will then make the final decision on the requested hours or any changes to the current contract.
- Each teacher aide will receive a timetable for students that they cover at set times throughout their allocated working hours.
- Duties to be assigned to TA: allocated school duties, the monitoring of students at morning break or lunch break or a school assigned duty is added onto their timetables. Changes occur on a Term by Term basis.
- All teacher timetables are shared with the Admin Team (Matariki), Syndicate Leaders, teachers and Learning Support.
- Teacher Aide contracts are Term by Term, annualisation is offered after a year of employment. These are confirmed __4_ weeks out from the following term beginning
- *Master Timetables 2021*

Meeting Times/Expectations

- Teacher aides are expected to be on time to all LS meetings. There is a regular meeting held each week on a Monday morning from 8.30am to 9am in Room 14.
- Whole staff briefing meetings are held every Monday at 8.00am. All teacher aides are expected to attend. Their attendance is taken at all meetings.
- Attendance at Learning Support meetings is expected, if you are going to be absent, or late please give notice by adding your apologies to the meeting minutes, a phone call, text or email message prior to the meeting or as circumstances allow.

- Meeting minutes are sent prior to the meeting, this allows you to fill in the affirmations and add to the agenda any matters of discussion. It also enables you to read notices, new links and PD that is on offer.
- Everyone is assigned to give Karakia at our meetings. A copy of the karakia is attached to the minutes so that they are accessible and give an opportunity to learn it.
- Meetings are an opportunity to share challenges, for discussion and problem solving.
- All discussions and conversations that relate to the students are to be conveyed in a professional manner thus supporting the integrity of our students and to foster the best solutions and outcome where possible. Support from the DP is also available as needed.
- Information that is recorded, is made available to caregivers on request or to inform home of outcomes. ANY information shared must first be approved by a senior school leader
- Teacher aides are to complete tasks if assigned for meetings, all questions are welcomed and valued and all contributions are appreciated.

What If You Are Away?

- If you are going to be absent, you must notify Nawinta by 6am the morning of your absence, your learning support leader as well. Contact Nawinta on her *school phone #0226580876*
- A leave form is to be filled out prior to your absence if you are aware of the day, dates and times. If you are away on the day that you are scheduled to work, then it is required of you to fill out a leave form and send it through stating the reason for leave e.g. sickness, , bereavement, accident, car problem, ill children or other.
- Leave forms can be found on the icon bar in your device. If you are unsure of how to locate them or to fill them out please seek support from your LS leaders.
- If you are absent longer than 3 days because of illness, a doctor's certificate is to be sent through to the Principal.
- *PapInt Leave Form Application*

What it looks like to work in a classroom.

- Teachers aides are introduced to their assigned classes, teams and teachers before they meet their students.
- TA's are provided with the classroom timetable for their student allocations and room numbers
- TA's are to liaise with the classroom teacher re:
    - Individual planning for specific students
    - When students will be at TECH, EAE, Sports, Library, Music
- Teachers have a specific place to work with the students in the classroom
- Students requiring specific resources, are shared this information via the classroom teacher, RTLB or other specialised agency working alongside the student.
- TA's attend specific meetings for students, eg IEP, RTLB support meeting and other
- Being in class on time, doing the right thing at the right time. Checking in with your student at the start of the day (well being)
- Attending workshops for new learning, modelled by the classroom teacher for your assigned students.
- Working with assigned students using planning that meets the level of needs for your group.
- Listening and questioning the students on processes, using the 5 w's,and other strategies as a way of assessing whether students have achieved the learning outcomes.
- Showing interest in responses, and using 'ako' to show a 'can do ' attitude with students.
- If your student is absent you will be assigned other students by the classroom teacher that you can support.

Relationship Management - Behaviour Management

- It is important that the students know your role as a teacher aide.
- You are an adult, you are friendly and supportive, you work alongside them to achieve success in all the areas of the curriculum.
- Maintain a positive and professional attitude with the student/s at all times.
- Following school and classroom protocols will enable you to reinforce school expectations with the students.
- Any issues that occur in the classroom are referred to the teacher, they will then instruct you on what the next step actions will be for the student.
- Any issues/problems that occur in the playground refer to the school processes.
- Minor incident/ Major incident *Dealing with an incident - flow chart*

IEP

- An IEP is an 'Individual Education Plan' that outlines a student's learning goals based on assessment data gathered from core curriculum subjects, maths, writing and reading. IEP TEMPLATE - 2021
- An IEP is specific to the students learning needs, teacher aides use them as a guide for learning and achievement.
- A meeting is held with the classroom teacher, student, parent, RTLB and other agencies as needed to discuss the outcomes of the assessment and learning goals that are set for the student to achieve.
- Teacher aides are invited to be a part of this meeting, your role is to give feedback on observations on the students, guidance on how the goals will look for you when supporting the student.
- The IEP will guide the teachers' planning for the student, your role is to support the achievement of these goals through your DAT's and teacher guidance.
- Goals are reviewed often during the term as needed, to ascertain whether the goal has been met. A new goal or next steps are then added to the IEP.
- Parents are informed of the achievement and the next steps in the IEP.

What It Looks Like To Be On Duty

- Be in the right place at the right time, doing the right thing while on a set duty area:
- Place - each duty area has a folder that outlines that areas expectations
- Time - you are expected to be out on duty once the break time bell goes. At the end of the break you are expected to assist with directing students back to class
- The folder is handed back to the office.
- Avoid the use of your cell phone while on duty, except to call the office for support. Maintain a roving eye and interactions with students at different intervals during break times.
- When on duty for the term, you can collect your assigned folder for the area you are to monitor from the office. You must wear a high vis jacket, this is available in Room 14, outside the staffroom by the teachers cubby holes or via the front office. You are to use tokens in the folder to award students for good behaviour. Use the notebook to record incidents, and ensure that you are covering your allocated area. It is important that you do not stay in the same spot for long periods of time engaging in conversation with students or other adults.
- You can check in on students, have a conversation, engage in a game for a short time then continue on with walking the area you are assigned to.

- If an incident occurs where help is required,
  - send a runner to the office for support if needed
  - Have student escorted to the office by another teacher/other student/s
  - Keep students away from incident area
  - Move students on
  - Seek other teachers support who are in close proximity
  - Do not leave assigned area of duty
- When the music starts at the end of break time, encourage the students back to class before returning the folder back to the office or leaving your assigned area.

Monitoring/Observing students:

- Student must be in sight at all times
- If they move, you must move as well at a proximity that does not interfere with a students interactions with their friends, games or other sporting activities
- Use of cell phones is discouraged unless emergency re: student
- Avoid standing in one place talking with another adult, engage interactions with students within proximity of the student you are monitoring.
- Follow the individual Behaviour plan strategies set out for that student -

Dress code
- Any clothes that are neat, clean and tidy that you can't see up it, through it, or down it is acceptable. Smart-casual and comfortable, clean and tidy is encouraged. If you are unsure, please ask

PD Opportunities:

- PD is provided for teacher aides by the LSL (Learning Support Leaders), RTLB (Resource teachers of learning and behaviour), MOE (Ministry of Education) and other agencies providing learning that will help students of all divergent abilities. The PD will support teacher aides in class with their assigned students to act appropriately to learning and behaviours that occur, also to support the classroom teacher.
- PD is made available to TA's with notification in advance to prepare time or cover for their students. PD will sometimes be offered during working hours, where attendance is a must, or TOW where they choose to participate or not. There are also other combined opportunities with staff where PD is offered during the year.
- Teacher Aides who are part of the union are given time to attend these meetings.

Queries re: Pay

- Re Pay: See Office - Executive Officer who will discuss with you any overtime, overpayment or other issues that need to be resolved. If you have worked above your contract hours, an overtime form is filled out, checked, signed by a LSL before it is handed to the EO.
- Re Hours: Team Leader's are available to discuss with the teacher aide timetable scheduling that may conflict with hours of pay.
- If you are an NZEI member, you can ask the NZEI Rep for help.
- Highly recommend that everyone joins NZEI

Where Belongings Can be Stored

- All teacher aides are assigned an individual locker to store their personal belongings and devices. Allocation of a locker and key is done through the resource room. All lockers are located on the top floor beside Room 14 and the SWISS office.

- Other resources that they use daily can also be stored in Room 14 and Learning Support 2, located by the Central Stairwell on the 2nd floor.

Devices

- Teacher aides are provided with a chromebook that is used for the purpose of supporting students, this is through:
  - How teacher aide support has helped the learning of the student
  - Inform teachers of students learning gaps
  - Issues that may arise with the student when working with the teacher aide
  - Contact when on lockdown, and working with student through google classroom
  - TA professional learning:
    - Google read write
    - RTLB resources (slide show presentations)
    - Google sites
    - Steps web
    - Math whizz
    - Google translate
    - Jamboard
    - Sharing Information
    - Appraisals
- School devices taken home still fit under the school 'code of conduct' and 'use of a school device' protocols and guidelines
- ***Code of Conduct - Digital Citizenship***

Supporting Students on Trips Outside of School

- Teacher aides are asked to support students on out of class activities. You are assigned to keep the student/s safe, engaged in the focus of the out of school activity and to support them in having a positive experience.
- You need to ensure that you have seen the RAMs for the trip ahead of time so that you are aware of the expectations / programme etc
- You may be assigned a group of students that includes your assigned student within that group, to monitor for the duration of the day out. You can speak with the classroom teacher if you are able to do this or not depending on the needs of your assigned student/s
- It is your responsibility to ensure that your student knows what the safety rules are, where the washrooms are located and where you will be, if they need your support. Having your student in your sights at all times.
- If you work outside of your hours you need to put an overtime sheet in, or discuss with the LSL if you would like to do hours in lieu. To have hours in lieu, it must be approved by the Principal.

Privacy - Student Information

- We are required, by law, to take all reasonable steps to ensure that information is gathered and used in accordance with current legal requirements and MOE guidelines.
- We take all reasonable steps to protect the confidentiality of all students, whanau and staff members and ensure that any information shared is done so with the full understanding and permission of the 'owners' of that information.

- y parents prior to carrying out assessments that require external support from RTLB, SWISS or other agencies.
- Teacher aides are trained in how some assessments are done and administered.
- All student data remains private to the teacher, student and family.
- Teacher Aides are required to maintain this privacy - <u>only</u> Senior leaders can share information with families.

School information

https://docs.google.com/document/d/1BnjXwRoDXeUJg4c4PEGTTw7w61IKPf5h1Yk03_cKu20/edit

Appraisals- Teacher Aide
- An appraisal is a document that all teacher aides have, it outlines team goals and personal goals.
- A meeting is set with the LSL, prior to the appraisal to discuss with the teacher aide what goals the team will work on and their own personal goals.
- The personal goals are based on how they will support the students in their learning. The goals may be an area in the core curriculum subject that they would like to enhance through the use of resources, PD and the evidence of the PD on student outcomes.
- Appraisals are written up in collaboration with the teacher aide. It is signed by the teacher aide and the LSL. It is then sighted and signed by the Principal.
- The appraisals are checked and added to by the teacher aide at the end of each term.
- AT the middle and end of the year meetings are held with teacher aides to determine if goals have been achieved, or if they will continue with the same goal to the end of the year. Next steps in learning are adding to the appraisal at these times.
- They are signed by the teacher aide, LS and again sent to the Principal for signing.
- Copies of appraisals are added to teacher aide folders and a hard copy is also provided.
- *Appraisal Template - TA*

Learning Support Handbook.
- *Learning Support Handbook 2020*