



# Leading Teacher Aides & Learning Assistants

Using Language, Rituals & Routines to Ensure Teacher Aides & Learning Assistants Impact on Learning.

## THEMES

authority, autonomy, collaboration, communication, consultation, defensiveness, dependence, expectation setting, help seeking, inappropriate behaviour, inclusion, independence, influence, initiative, interdependence, learner outcomes, partnership, preventable failure, professionalism, reassurance, reframing, self-authoring, self-efficacy, situational propriety, transacting, understanding information, unwanted help, vital practices, workplace relationships.

Teachers are responsible for the outcomes of all learners yet when it comes to learners with additional learning needs their influence comes in more unfamiliar hands-off ways, through learning assistants and teacher aides.

This requires a shift in thinking – from teacher to leader – but teachers fall into these leadership roles when they may not necessarily be mature enough to lead, when they may not themselves be confident in their own teaching ability, when they may lack teaching experience, or when they may not be interested in pursuing leadership at all.

Working closely with leaders, teachers and teacher aides in Special Education and mainstream settings over the last 2 decades, we have synthesised what those teachers who consistently develop and maintain highly effective working relationships with their in-class adult assistants do. It comes down to a few vital practices - high impact rituals and routines - and their use of language.

Leading adult helpers does not have to come down to trial and error and teachers do not have to be involved in extensive leadership development programmes to become more effective in these roles. Teachers can learn on-the-job, they can drive their own learning and improvement, and they can learn to yield significant influence.

If you are seeking to fill your teachers' and leaders' kete's and tool kits with deliberate acts of teacher



leadership to improve inclusive education and outcomes for your learners across your school, this might just be part of the solution you're seeking.

This is an in-school leadership development opportunity facilitated to take into account your school's and teachers' unique contexts.

## What are people saying about our programmes?

*"We've noticed most of the team you worked with chatting about the experience as 'the best day's PLD I've ever had,' and other similar comments. As we've come to expect after a day with you, our staff are inspired!*

*Susan Jennison, Principal, Westburn School*

*Tony, you were an absolute asset ... you gave me some wonderful tools and insight. It was such a valuable and memorable PD session. By far this is the best PD I have taken! Thanks again.*

*Juliette McKelvey, Teacher, Westburn School*

### CONTACT DETAILS

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