



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 in specialist schools are leaders first – teachers second. They are responsible for the outcomes of all learners yet when it comes to learning with additional learning so much of it has to be achieved in hands-off ways through learning assistants and teacher aides.

This shift in thinking lies at the heart of being an effective specialist school teacher. In specialist school settings the uncomfortable truth is that teachers are not afforded the luxury of choosing whether to be a leader or not. It does not matter if they lack confidence in their own teaching ability, if they have insufficient teaching experience, or if they are not interested in pursuing leadership at all, your teachers become leaders the minute they accept a teaching position in your school.

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 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?

"Tony, the professional learning you provided for our teachers was empowering... the models, strategies and approach you shared have been instrumental in shaping our teachers' mindsets as leaders. They are more confident, their self-efficacy is higher and that is impacting positively in our classrooms and learning spaces at base and across our satellites."

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