



Leading Teacher Aides & Learning Assistants in Specialist School Settings



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

Learning how to consistently **get results through others** lies at the heart of effective teaching in specialist settings. Achieving this requires skills, mindsets & competencies most of which are not taught and can take years to master – and often by trial and error.

Rather than leaving this to chance many leaders in specialist school settings are recognising how investing in this form of teacher-leadership development is a crucial piece of their strategic jig-saw puzzle.

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 this programme

"Tony, the way you nudge, cajole, challenge and provoke has been so important to the way we lead and influence teaching and learning at base and across our satellites. Leaders here really look forward to working with you because not only do you grow their leadership but you add so much to their personal growth, and the way you have provoked our teachers to think differently has added an exciting and new dimension to our school's strategic direction."

Trudi Brocas - Principal
Central Auckland Specialist School

"I have always thought one of the crucial elements for successful teaching and learning in our sector is support for teachers to effectively lead other adults in their team. Initial teacher training focuses on teaching and communicating with children – not leading and working closely with other adults. Participation in the Leading Teacher Aides & Learning Assistants workshops has provided our teachers with that "WOW – I hadn't thought of it that way" 'light-bulb moments' that have empowered them to be leaders and stimulated reflective thinking and mindset changes. Everyone was eager for the next session. All feedback I have received has been overwhelmingly positive in every way, with most expressing 'I wish we'd done this earlier'."

Kathy Davidson – Principal
Sir Keith Park School (Auckland)



"We so appreciated your running for us the Leading Teacher Aides & Learning Assistants workshops for our teachers and teacher aides. The impact has been significant – teachers lead with confidence and candour and teacher aides understand their primary role is to support the teacher first, not the learner. This alone has seen a profound shift in thinking and practice."

Sherrie Collins – Principal
Rotorua Specialist School

"The support Tony provides our teachers to effectively lead teacher aides is spoken of highly by all involved. Tony's understanding of teaching roles is a huge bonus for us, bringing increased value, insights and practical advice whilst supporting opportunities for teachers to gain deeper understanding into the working relationships between teachers and teacher aides. We are very much looking forward to continuing our journey with Tony."

Carol Willard – Principal
Parkside Special School (Pukekohe)

"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."

Andrea Neil - Principal
Patricia Avenue School (Hamilton)

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Leading with Confidence in Complex Educational Settings



Creating clarity - simplifying the complex and demystifying the ambiguous

Leaders holding senior and middle leadership positions in specialist school settings confront complex workplace demands leaders in mainstream school settings don't.

These can include but are not limited to:

tensions between educators and therapists; multidisciplinary & transdisciplinary teams; grieving parents & whānau; IEP processes; large numbers of teacher aides & learning assistants; widely varying needs of learners; hands-off board governance; satellites - relationship building with host schools; property; educating ERO on specialist education; outreach programmes; Specialist Service Standards reviews; transport & taxis; and positioning within Kāhui Ako.

A challenge when working in complex environments is achieving desired strategic objectives whilst remaining hopeful, optimistic & resilient, and whilst building and retaining one's self-efficacy. Leaders in NZ specialist school settings are discovering this can be achieved by investing in tailored specialist school leadership development that is shaped by, and accounts for, the distinctive context within which specialist educators are called to lead.

"Your understanding of our sector, of our constraints and needs, of our unique pressure points, and of the distinctive drivers of specialist educators, means we never have to worry about you hitting the sweet spot. You do it on every occasion. Whether it's coaching, mentoring, strategic leadership, crisis leadership or having honest conversations, you continue to add much capacity to our team. Thank you."

Shaki Padayatchi – Principal
Arohanui Special School (Auckland)

"There aren't many people who have contextual understanding of our sector, built up over 20 years, providing tailored professional learning for leaders seeking to grow themselves and others. Because you do, and you understand the nuanced leadership required to be effective in our setting, the learning you provide consistently leaves people seeking more. It's a nice problem to have!"

Belinda Johnston – Principal
Sommerville Special School (Auckland)

"Tony, at the start of the day you arrive with nothing but a blank canvas. You listen attentively and ask questions. By the end of the day you have taken us on the most amazing personal journeys challenging us to be the best we can be. We value what you bring so much that I can honestly say we consistently believe your time with us is some of the most important times of our year."

Natalie Todd – Principal
Wairau Special School (Auckland)

What are people saying about this developmental pathway

"Tony, the way you nudge, cajole, challenge and provoke has been so important to the way we lead and influence teaching and learning at base and across our satellites. Leaders here really look forward to working with you because not only do you grow their leadership but you add so much to their personal growth, and the way you have provoked our teachers to think differently has added an exciting and new dimension to our school's strategic direction."

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