



# Teachers and Teacher Aides Working Together

**Supporting Student Learning in the Whole Class**  
Module 10 Workbook



Nāku to rourou  
nāu te rourou  
ka ora ai te ākongā.

With my basket and  
your basket the  
learner will thrive.

Published by the New Zealand Ministry of Education.  
[www.education.govt.nz](http://www.education.govt.nz)

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## About this resource

### Background

*Teachers and Teacher Aides Working Together* is a set of modules that teachers and teacher aides complete together.

Each module in this series is a 'ready-to-use' pack with a presentation, workbook and activities so learning can be put into practice. This module includes self-paced e-learning. The module materials come in different formats to allow choice about how you learn.

Find out more at [Teachers and Teacher Aides Working Together](#).

The modules follow an inquiry cycle. The workbook has a section for each step in the cycle.



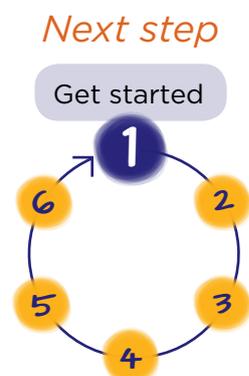
If you are leading the learning, refer to the [Facilitator Quick Guide](#) and gather any additional materials needed to complete the activities.

Download the learning materials from the [Module 10 page](#) of the Teachers and Teacher Aides Working Together site.

Note that you have some choices about how you access the module materials. This is the PDF workbook format. It includes links to required resources and printable worksheets for the activities. If you are working with hard copy, you will need to access the online version to activate the links.

For an enhanced online reading experience, access the [e-workbook for Module 10](#). In the e-workbook, activity sheets are Google Docs that you can print, download as Word documents or copy to your own Google Drive for working online. If you are a teacher aide, you could work through the self-paced e-learning resource.

You also have the option to download a PowerPoint or view a narrated presentation.





# 1. Get started

Start by watching a short video. Then read the cartoon, quotes and key principles. They introduce the main ideas covered in this module. Discuss these as a group. The learning outcomes describe what you'll achieve once you've completed the six steps.



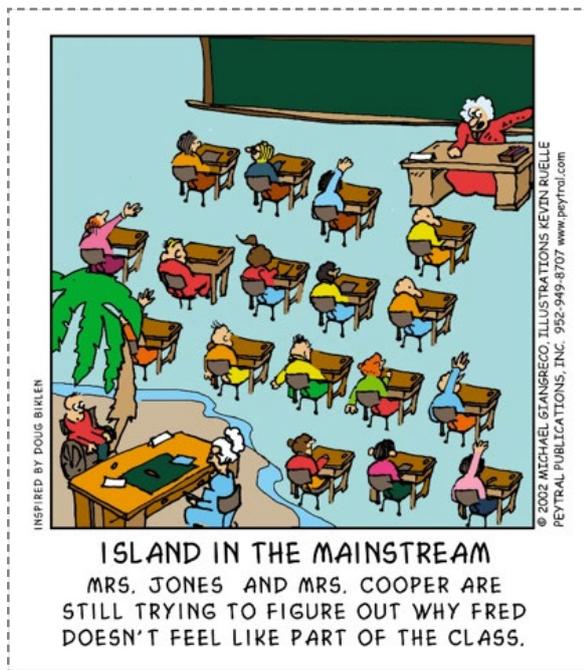
Watch the video about roving, scanning, supporting attention and asking open questions at the Ministry of Education's teacher aide Vimeo album.

“ Students learn best when they feel accepted, when they enjoy positive relationships with their fellow students and teachers, and when they are able to be active, visible members of their community. ”

The New Zealand Curriculum, 2007, p. 34

“ Excessive help and support [deprives] students of the opportunity to think for themselves. It stops them having to work through difficulties or solve problems. The tacit message is that there will always be someone else there to do it for them. ”

<http://mikegershon.com/independent-learning-classroom/>



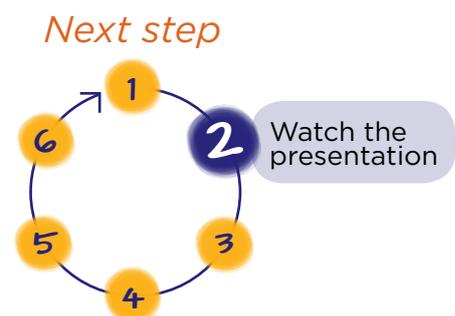
## Key principles

- An inclusive classroom enables and values the contributions of all learners. It is an environment in which all students are actively engaged in the learning.
- As students deepen their engagement in learning, they feel increased ownership of their learning and become more active participants in the classroom.
- Teacher aides are most effective when they supplement high-quality teaching. To do this well, teachers first need to share their plan for the lesson with the teacher aide and model the teaching strategies that teacher aides should use.
- Having a teacher aide (or aides) support the class while working in small groups or independently can free up the teacher to work with students who require extra help.
- The strategies teacher aides can use when supporting the whole class include scanning, roving, listening in and supporting attention. These strategies ensure that the teacher aide is only providing support when students most need it, which in turn, helps learning.

## Learning outcomes

This module is intended to support teachers and teacher aides to achieve four aims:

1. Develop a shared understanding of how teacher aides can support student learning within a lesson while the teacher works with students who need extra help.
2. Identify and discuss:
  - a. ways the teacher can support the teacher aide to be an effective contributor to student learning
  - b. strategies the teacher aide can use when working with the whole class to support student learning.
3. Trial one new strategy for supporting all the students within a lesson.
4. Reflect on and evaluate the effectiveness of the strategy and modify it where necessary.

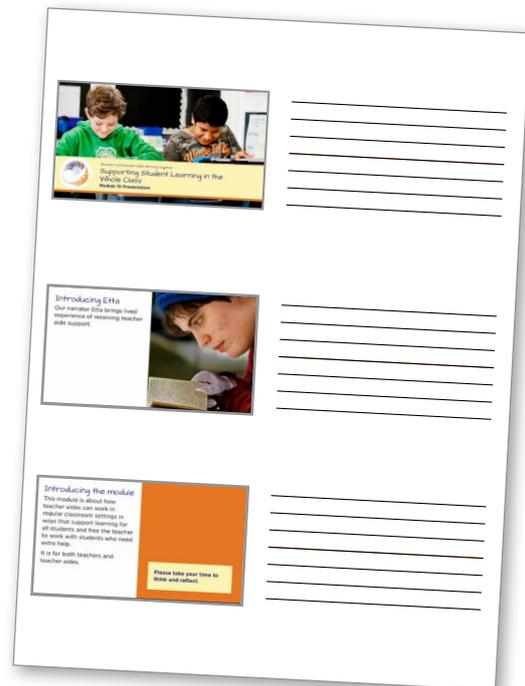




## 2. Watch the presentation

Watch the presentation about how teacher aides can support student learning within a lesson while the teacher works with students who need extra help. Read the discussion on the next pages for further information.

Visit the [Module 10 e-workbook](#) to download or watch the presentation.



### Further information

#### Why this module?

In inclusive classrooms, students learn in a range of ways – from (and with) each other, teachers and teacher aides, as well as independently. Even so, all students in a class need access to the teacher. When a student is struggling in their learning, extra time and support from the teacher becomes even more important. And yet, it is common in many schools for teacher aides to work with those students who need extra help. Recent research has shown that this is not the best use of the valuable support that a teacher aide can provide. More time with a teacher aide does not always lead to improved learning and in some cases learning can go backwards.

Having a teacher aide (or aides) in the classroom is an excellent way of freeing up the teacher to work with all students. But an extra pair of hands is only part of it. Teacher aides are most effective when they supplement high-quality teaching. This module covers ways of working within a lesson that support and encourage teacher aides to be effective contributors to learning, adding value to the whole class learning environment.

## Share the plan for the lesson with the teacher aide

Teacher aides are most effective when they are adding to the teacher's plan for the class; not replacing it. But teacher aides can only be expected to supplement a teacher's plan for a lesson if they know what the plan is. This doesn't always require a meeting. If time is short, share the following information in a brief discussion before the lesson:

- what students will be learning
- the tasks students will be doing and what success will look like
- how the lesson will be structured (for example, whole class teaching followed by some small group work)
- What the teacher aide needs to watch, listen for and do in the lesson (for example, things students might say or do if they get stuck in the lesson, any students who may need some extra help to stay focused on the task).

## Supporting teacher aide learning through modelling

Teacher aides are not teachers - they can't be expected to know how to facilitate learning in every classroom situation without some guidance. Teacher modelling is an important way to provide this guidance. By modelling effective strategies, teachers can develop teacher aides' knowledge and understanding of a task and how to encourage student learning.

Two ways that teachers can model effective strategies for teacher aides within a lesson are summarised below. Both of these approaches to modelling are time-efficient ways to enhance teacher aide knowledge and skills. Regardless of how and when the modelling takes place, it is vital for the teacher aide to know what is being modelled to them and why.

Whole class or group teaching sessions	Demonstrate a specific strategy
<p>When the teacher teaches, the students don't need to be the only ones learning. This is also an important time for the teacher aide to be actively involved and learning about:</p> <ul style="list-style-type: none"> <li>• the content that students are learning</li> <li>• the task</li> <li>• how to recognise whether students are succeeding in the task or getting stuck.</li> </ul> <p>Tips for teachers:</p> <ul style="list-style-type: none"> <li>✓ Be explicit about the intent of the lesson - this helps students and the teacher aide.</li> <li>✓ During the teaching session, draw the teacher aide's attention to what success looks like.</li> </ul> <p>Tips for teacher aides:</p> <ul style="list-style-type: none"> <li>✓ Sit alongside the students during the teaching session and act as if you are a learner too.</li> <li>✓ Listen carefully to how the teacher explains the task, what the students are saying and what the teacher says and does in response to students.</li> </ul>	<p>If it is necessary for a teacher aide to use a particular strategy within a lesson, it's best for the teacher to model it first. Show the teacher aide the type of interactions to use with students. This can be done in the teaching session or when a teacher aide observes the teacher working with a student or small group. After observing, the teacher aide can take over from the teacher or use the strategy with other students.</p> <p>Tips for teachers:</p> <ul style="list-style-type: none"> <li>✓ Be explicit about the strategy you are using and why it helps.</li> <li>✓ Draw the teacher aide's attention to what it looks and sounds like when you are helping the student's learning.</li> </ul> <p>Tips for teacher aides:</p> <ul style="list-style-type: none"> <li>✓ Use the same kinds of words and actions that you saw the teacher use.</li> <li>✓ After you have used the strategy, ask the student and the teacher for feedback.</li> </ul>

## Working together in the lesson

Setting up the class to work in small groups or independently gives teachers opportunities to work with a student or small group who may need extra help. Teacher aides are a critical resource to make this happen – they can be working with the rest of the class on the task the teacher has set and making sure that learning is happening. But what does ‘working with the rest of the class’ look like? Generally, this does not involve working directly with one student or group for a long period. Instead, observe the students as they work and move around the room, and only provide support when a student or group needs it.

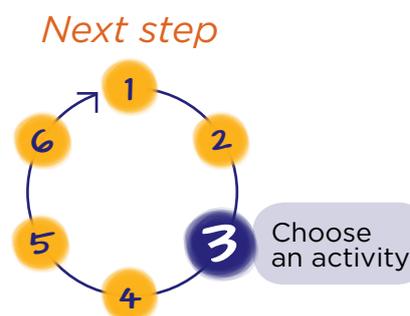
## Scan, rove, listen in and support attention

The way to know which students need help and the kind of help they require is by **scanning**, **roving**, **listening in** and **supporting attention**. This set of strategies is critical to supporting students in their learning.

What:	How:	Try this:
<b>Scanning</b>	Stand or sit where you can see everyone working; observe the students at their task.	Look carefully at each student and group to gauge whether they are actively involved in the task.
<b>Roving</b>	Move between students and groups to take a closer look at the students and their work.	Walk around the learning space and spend some time listening to and looking at each group’s or student’s work.
<b>Listening in</b>	Spend time listening to what students are saying as they are working.	Join a group or pair and listen carefully to their conversation about the work. Avoid interrupting.
<b>Supporting attention</b>	Ask simple questions that help students to understand what is required of them and remain engaged in the task.	If you notice students who are off task, try saying: “Show me where you are up to.” “Show me what you’ve done so far.” “Can you tell me what the next step is?” “What did [teacher’s name] say the first thing was to do?”

## Supporting all students in the classroom

Teacher aides who are accustomed to working intensively with one or a few students may find this a different way to work in the classroom and it may feel strange at first. Some teacher aides feel like they are not doing much or enough when roving, scanning, listening and supporting attention. But this is not the case. By standing back, observing who needs help and only providing support when students most need it, teacher aides are making an important contribution to students’ independent learning skills.





## 3. Choose an activity

Choose one or two activities to do in pairs or small groups. Go to the back of the workbook for each activity's instructions, worksheets and resources.

### Activity 1

#### What is happening in the classroom?

In this activity, you will consider a range of lesson scenarios and find a good match between what the teacher is doing and what the teacher aide could be doing to support student learning. Then discuss how these scenarios and roles compare with your experience as a teacher or teacher aide.

### Activity 2

#### Teacher modelling to support teacher aide learning

In this activity, you will watch a video of a teacher modelling a strategy that the teacher aide will use with a student. You will discuss the techniques in the video and share your own experiences of teacher modelling to support teacher aide learning.

### Activity 3

#### Roving, scanning, listening in and supporting attention

In this activity, you will watch a video of a classroom where the teacher and teacher aides work together to support the learning for all the students in the class. You will discuss the techniques in the video and the impact they have on student learning, and consider how to use these practices in your own work.



## Activity 4

### Sharing lesson plans and teaching strategies with teacher aides

In this activity, you will watch a video about teacher and teacher aide collaboration. As you watch, note the opportunities the teacher has to share their planning with the teacher aides and to model effective teaching strategies to the teacher aides. You will discuss how this compares with your experience.

## Activity 5

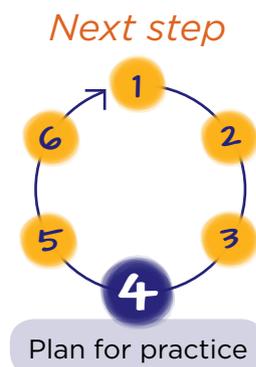
### Adding value to the whole class environment

In this activity, you will read comments from teacher aides about their preferred role in the classroom and consider how their practice might inhibit or develop student learning. You will discuss how these scenarios compare with your experience of working with teachers or teacher aides.

## Activity 6

### Planning for scanning, roving, listening in and supporting attention

In this activity, you will revisit two lesson scenarios from Activity 1 and read the information the teacher gave the teacher aide in a brief discussion before the lesson. You will work together to share this same kind of information for an upcoming lesson.





## 4. Plan for practice

It's time to plan how you will put your learning into practice. Try one of these suggestions in your work over the next few weeks.

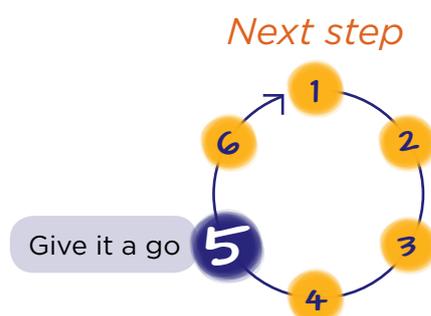
In Activity 1, you explored some lesson scenarios and discussed the changes that could be made to the way teacher aides currently work in the classroom at your school to support student learning in the whole class. Together, you identified an action that you could implement immediately – try it out and reflect on the impact this change has had on the interactions that teachers and teacher aides have with your students.

In Activity 2, you considered the pluses, minuses and interesting features of teacher modelling in order to build teacher aide knowledge. Activity 4 also explored teacher modelling. Arrange for an in-class session where teachers model effective teaching strategies for teacher aides. Afterwards, meet and discuss the effectiveness of in-class modelling for building teacher aide knowledge.

In Activity 3, you looked at specific ways for teacher aides to scan, rove, listen in and support attention. Together, agree on one or two practices for teacher aides to try in the classroom.

In Activity 5, you considered teacher aide practices that inhibit or encourage learning. Together, select a practice or strategy that encourages learning for teacher aides to try in the classroom.

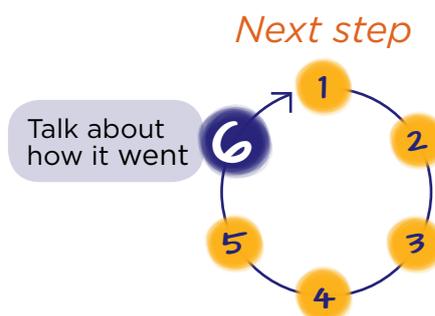
In Activity 6, you shared the plan for an upcoming lesson, which included what should the teacher aide should watch, listen for and do in the lesson. Use this to guide your scanning, roving, listening in and supporting attention during the lesson and note the impact on student engagement and learning.





## 5. Give it a go

Implement the strategy you decided on in Step 4. Use the space below to make notes about what you did and how it went.





## 6. Talk about how it went

Meet to talk about how the strategy from Step 4 went. Discuss and plan how you might adapt or modify your practice. Use the questions below to guide your reflection.

- What did we try?
- What happened when we did this? How did the students respond to the strategy? How did the adults experience and respond to the strategy?
- How might we change our practice to make it more effective in future?
- What have we learned about supporting the learning of all students?
- What did we notice about student learning when the teacher shared their planning for a lesson and modelled strategies with the teacher aide?
- What was the effect on learning of using a wider range of ways of working with the students?

### Possible next steps

When thinking about what you might do next, consider the other topics in this series:

- Teachers and Teacher Aides: Who Does What?
- Keeping Our Work Confidential, Professional, and Safe
- Supporting Students with Complex Needs
- What Do We Think about Disability and Diversity?
- Identifying Students' Strengths
- Students Participating in their Individual Education Plans (IEP)
- Understanding the New Zealand Curriculum
- Fostering Peer Relationships
- Creating Inclusive Classrooms
- Teacher Aide Interaction that Supports Student Learning

Visit [Teachers and Teacher Aides Working Together](#) to access these modules.



# Activity options

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## 10 Supporting Student Learning in the Whole Class

### *What is happening in the classroom?*      **Activity 1**

In this activity, you will consider a range of lesson scenarios and find a good match between what the teacher is doing and what the teacher aide could be doing to support student learning. Then discuss how these scenarios and roles compare with your experience as a teacher or teacher aide.

Before doing this activity, you will need to cut out the lesson scenarios and teacher aide role cards (see over).



Working individually to begin with, read the lesson scenarios.



Working in pairs or small groups, discuss the scenarios.

What do you think the teacher aide could do in these scenarios to support student learning?

Now look at the teacher aide role cards and match each one to a scenario.

Discuss these questions:

- Which scenarios or roles were familiar to you? Why?
- What is the primary role of teacher aides in the classroom at your school? Who do teacher aides work with the most within the classroom? What type of activities do they do?
- How well are teacher aides used during lessons at your school to support student learning in the whole class?
- Identify and discuss the changes that could be made to the ways teacher aides currently work in the classroom at your school to support student learning in the whole class. What could be improved? What support would need to be put in place? What could you begin immediately?

## 10 Supporting Student Learning in the Whole Class

### What is happening in the classroom? (continued)

## Activity 1

#### Lesson scenarios

Before starting a lesson about poetry with his year 5 class, the teacher works with the whole class on breaking words into syllables. He explains how to clap the natural 'sound bites' of a word and think about how each syllable contains a vowel or vowel sounds. He asks students to clap the number of syllables in their names and gives feedback as each student has a turn.

In a year 2 class, the teacher reads a big book to the whole class, then gives each student a small copy of the book and four options to read and explore it further. As well as explaining the options, the teacher shows them on a chart with simple sketches. The students can choose the task they want to do and complete it independently or in pairs.

The teacher starts a mathematics lesson with her year 4 class with a hands-on activity that students complete in pairs. She teaches some concepts, explains the activity and asks some questions to check that all the students understand. Although everyone is doing the same activity, two pairs are given different worksheets because they are learning at a different level to most of the other students. The teacher works with one of these pairs for a short time and explains the concepts in a different way.

#### Teacher aide role cards

If you were the teacher aide in this scenario, you could:

- sit with a group of students and take a turn to clap the syllables in your name
- listen to how the teacher is explaining syllables, so you can do it later in the lesson if anyone needs extra help.
- listen to each student as they have their turn and notice how the teacher responds when they get it right or have difficulty
- take note of those students who have difficulty - they might need your help later in the lesson.

If you were the teacher aide in this scenario, you could:

- suggest to the teacher that you read the story to the class
- listen to how the teacher explains the task options and notice how she uses the chart to help the students understand the options
- scan the room as students move off to complete their chosen task
- rove, listen in and support attention as students are working on their chosen task.

If you were the teacher aide in this scenario, you could:

- sit with the students as the teacher explains the concepts and activity to make sure you understand them, too
- listen to the questions the teacher asks and how she responds to students
- watch the teacher as she works with the pair - she is using a specific strategy that you can then use with the other pair who need extra help.

## 10 Supporting Student Learning in the Whole Class

### What is happening in the classroom? (continued)

## Activity 1

A year 6 class is working on a science task. The teacher has set up the task and students work in pairs to record their predictions about rolling a ball on different gradients and surfaces. The teacher works with a small group on a practical task to teach the concepts of force and motion.

If you were the teacher aide in this scenario, you could:

- look over the chart students are using to record their predictions and make sure you understand the task
- scan, rove and listen in to the pairs to make sure students are on task and understand what's required.

A year 7 class is working in groups on a whole class inquiry about ways to improve lunchtimes at the school. The teacher works with a small group who need some extra help in mathematics – they are interpreting data from a student survey. A group who is developing a plan for a flying fox starts getting noisy and disturbing other students.

If you were the teacher aide in this scenario, you could:

- move over to the flying fox group and listen in on their conversation to see if they are talking about their plan
- if the students are off task, try saying:  
“Show me where you are up to.”  
“Show me what you’ve done so far.”  
“Can you tell me what the next step is?”

A year 10 social studies class is investigating New Zealand’s system of government. The teacher is working with a small group of English language learners to help them understand the meaning and relationship between the key concepts of ‘parliament’, ‘government’ and ‘the Beehive’. She encourages the students to activate their prior knowledge by discussing familiar systems of government, such as those at school, home, church, or a sports club. The group draws a diagram to show how the different parts of one of these systems work together.

If you were the teacher aide in this scenario, you could:

- observe the teacher to make sure you understand the concepts being taught, the activity and how the teacher is supporting the students, checking with the teacher that your understanding is correct
- scan, rove and listen in to notice whether other students are having difficulties with understanding these concepts – if so, use the strategy you observed to help them connect them to systems of government that they experience in their own lives.

## 10 Supporting Student Learning in the Whole Class

### Teacher modelling to support teacher aide learning

### Activity 2

In this activity, you will watch a video of a teacher modelling a strategy that the teacher aide will use with a student. You will discuss the techniques in the video and share your own experiences of teacher modelling to support teacher aide learning.



As a group, watch the video clip: *Building support staff knowledge: modelling.*



Working individually, watch the video again and record your observations and reactions to it using the chart on the next page.

Write the **plus** (positive), **minus** (potentially negative), and **interesting** (open to me) features of teacher modelling in order to build teacher aide knowledge of strategies for learning.



Once you have completed your table, share it in pairs or a small group.

Use these prompts to guide your discussion:

- Which features are the same?
- Which ones are different?
- Discuss any experiences you have had where a teacher has modelled teaching strategies for a teacher aide. Consider the following points:
  - Did the modelling occur in a whole class/group teaching session or with an individual student?
  - How clear was the teacher about what they were modelling for the teacher aide and why?
  - How did the teacher's modelling help the teacher aide to support students' learning?
- Discuss how teacher modelling of effective learning strategies could be improved at your school.

## 10 Supporting Student Learning in the Whole Class

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### *Teacher modelling to support teacher aide learning (continued)*

### *Activity 2*

Plus (positive)

Minus (potentially negative)

Interesting (open to me)

## 10 Supporting Student Learning in the Whole Class

### *Roving, scanning, listening in and supporting attention*

### *Activity 3*

In this activity, you will watch a video of a classroom where the teacher and teacher aides work together to support the learning of all the students in the class. You will discuss the techniques in the video and the impact they have on student learning and consider how to use these practices in your own work.



As a group, watch the video *Support staff: roving, scanning, supporting attention, asking open questions.*



In the video, Janice, the deputy principal, says: “In a classroom, a support person will be roving in order to see who needs support.”

Working in pairs or small groups, watch the video again and discuss the ways that roving supports the learning of all students in this classroom.

Use these prompts to guide your discussion:

- What specific things did Dan say or do when he roved around the classroom?
- How did his actions facilitate learning?
- What impact did Dan’s roving have on the teaching and learning environment in the classroom?
- Which student is Dan in the classroom to predominately support?
- What support did Dan provide the student? How did he help?
- Which of Dan’s actions could you use to work more effectively with all students in the class?



Identify what would need to change (if anything) in your school’s learning environment to enable teacher aides to work in the way that was shown on the video.

## 10 Supporting Student Learning in the Whole Class

### *Sharing lesson plans and teaching strategies with teacher aides*

### *Activity 4*

In this activity, you will watch a video about teacher and teacher aide collaboration. As you watch, note the opportunities the teacher has to share their planning with the teacher aides and to model effective teaching strategies to the teacher aides. You will discuss how this compares with your experience.



As a group, watch the video *Collaboration and partnership between teachers and support staff*.

In the video, Jeanette, the teacher, says that “conversations are on the fly”.

Working in pairs or small groups, watch the video again and note every time you see an opportunity for:

- a. the teacher to model effective teaching for the teacher aide
- b. the teacher to share their planning with the teacher aide.



Discuss how the practice in the video compares with how you work with teachers or teacher aides.

Use these prompts to guide your discussion:

- In what situations were there opportunities for Jeanette to model effective teaching to the teacher aides?
- In what situations did you see Jeanette talking with the teacher aides about planning?
- How often and in what situations do teachers model effective teaching for teacher aides in your school?
- How often and in what situations do teachers share their planning for a lesson or for students with teacher aides?
- It’s often difficult to find time to meet and formally discuss strategies and plans for a lesson. What ways can you think of (that don’t involve meetings) for teachers to share their plans for a lesson with teacher aides and model the learning strategies teacher aides need to use?



Identify what would need to change (if anything) in your school’s learning environment to enable teacher aides to work in the ways that were shown on the video.

## 10 Supporting Student Learning in the Whole Class

### *Adding value to the whole class environment*

## *Activity 5*

In this activity, you will read comments from teacher aides about their preferred role in the classroom and consider how their practice might inhibit or develop students' independent learning. You will discuss how these scenarios compare with your experience of working with teachers or teacher aides.



Working individually to begin with, read the teacher aide scenarios (see over).



Working in pairs or small groups, discuss the scenarios.

Use these prompts to guide your discussion:

- Which scenarios were familiar to you? Why?
- In each scenario, is the teacher aide supporting learning for the whole class? If yes, how? If no, why not?
- In each scenario, is student learning being encouraged? If yes, how? If no, why not?
- What alternative practices could the teacher aide use in each scenario?



Select two scenarios and identify what you could change in the teacher aides' practice to add value to the whole class environment and encourage learning.

Consider the students that you support in your school. Discuss how independent they are, for example:

- How often do you observe their behaviour and interactions with other students?
- Can you identify any stalling strategies that student use?
- How often do they appeal to you for support, and how often for the solution?

## 10 Supporting Student Learning in the Whole Class

### *Adding value to the whole class environment (continued)*

## Activity 5

Teacher aide comments to discuss:

My role is to support Sheree. That's who I'm paid to work with. I'm there to keep her on task and make sure she gets her work done. Sheree is easily distracted by the other children in the class and can be a bit disruptive as well. I usually work with her at the back of the room where it's quiet and we don't disturb Mr Jacobs (the teacher) and the other students.

When the teacher is doing her thing with the whole class, setting them up with an activity or whatever, I tend to read a book with Malcolm in the beanbag area because he doesn't do the same work as the other kids. Once the class is working in small groups, I do the work that the teacher has planned for Malcolm and cruise around the rest of the class too.

I have an active role when the kids are working in small groups. My job is to go from group to group. I ask if students need help, check if they have finished and show them how to finish the activity if they are a bit slow or getting distracted.

The hardest time of day for me is when the teacher reads aloud for a long time from a book, or does a lot of teaching up by the board. I sit there thinking "What am I meant to be doing right now?" There's not a whole lot to do and it gets pretty boring to be honest.

The kids that I work with really struggle in their learning, and I just want them to feel like they are making progress and doing well. So I tend to give them the answers or make it really obvious what the right answer is.

I find the best way to help when the teacher is working with one kid or a small group is to go up to each student and ask if they understand. That way, all the students are getting a bit of support from me.

## 10 Supporting Student Learning in the Whole Class

### *Planning for scanning, roving, listening in and supporting attention*      **Activity 6**

In this activity, you will revisit two lesson scenarios from Activity 1 and read the information the teacher gave the teacher aide in a brief discussion before the lesson. You will work together to share this same kind of information for an upcoming lesson.

This activity works best when it is done by teachers and teacher aides who work together regularly.



Working individually to begin with, read the scenarios and the information the teacher gave the teacher aide (see over).



Working in pairs or small groups, discuss each scenario.

Use these prompts to guide your discussion:

- As a teacher aide, how confident would you be to scan, rove, listen in and support attention in each scenario based on the information the teacher has given?
- What other information (if any) would you like before the lesson started?
- What would you need to become more confident?



Using the template provided, discuss an upcoming lesson. Complete the template together, or discuss the responses to each question.

## 10 Supporting Student Learning in the Whole Class

### *Planning for scanning, roving, listening in and supporting attention (continued)*

## Activity 6

Lesson scenarios	Teacher planning - shared in a 2 minute chat before the lesson			
	<i>What will the students be learning?</i>	<i>What tasks will the students be doing and what will success look like?</i>	<i>How will the lesson be structured and what should the TA be doing?</i>	<i>What should the TA watch, listen for and do in the lesson?</i>
<p>Before starting a lesson about poetry with his year 5 class, the teacher works with the whole class on breaking words into syllables. He explains how to clap the natural 'sound bites' of a word and think about how each syllable contains a vowel or vowel sounds. He asks students to clap the number of syllables in their names and gives feedback as each student has a turn.</p>	<ul style="list-style-type: none"> <li>• How to break words into syllables.</li> <li>• Vocabulary about native animals.</li> <li>• Creating a haiku poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Clapping the syllables of a word.</li> <li>• Exploring a topic for their poem in self-directed research.</li> <li>• Writing a haiku poem.</li> </ul>	<ul style="list-style-type: none"> <li>• Whole class teaching (syllable clapping) – TA to sit with class.</li> <li>• Followed by small group work where students will start to explore the topic and vocabulary for their poem – TA to scan, rove, listen in, and support attention.</li> </ul>	<ul style="list-style-type: none"> <li>• Scan and rove when students start their research.</li> <li>• Look to see students using physical cues to determine syllables (e.g., head nods, taps, claps).</li> <li>• Look for off-task behaviour while researching, taking a long time researching and not starting to write.</li> <li>• Ask students who are off task to talk to you about where they are up to.</li> </ul>
<p>The teacher starts a mathematics lesson with her year 4 class with a hands-on activity that students complete in pairs. She teaches some concepts, explains the activity, and asks some questions to check students' understanding. Although everyone is doing the same activity, two pairs are given different worksheets because they are learning at a different level to most of the other students. The teacher works with one of these pairs for a short while and explains the concepts in a different way.</p>	<ul style="list-style-type: none"> <li>• How to use number patterns to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• A task from Figure It Out.</li> </ul>	<ul style="list-style-type: none"> <li>• The activity will be introduced to the whole class, then pair work.</li> <li>• Half the class is using an adapted worksheet and some are using tens frames to help understanding.</li> </ul>	<ul style="list-style-type: none"> <li>• Watch the teacher explain the activity to the whole class.</li> <li>• Watch the teacher use the adapted worksheet and tens frames with a pair and then use these same strategies with another pair.</li> </ul>

# 10 Supporting Student Learning in the Whole Class

*Planning for scanning, roving,  
listening in and supporting attention  
(continued)*

## Activity 6

Lesson name or description	Teacher planning - shared in a 2-minute chat before the lesson			
	<i>What will the student be learning?</i>	<i>What tasks will the students be doing and what will success look like?</i>	<i>How will the lesson be structured and what should the TA be doing?</i>	<i>What should the TA watch, listen for and do in the lesson?</i>