# Transcript, Module 8: Fostering peer relationships

|  |  |
| --- | --- |
| **Audio** | **Visual** |
| **Narrator:** Fostering peer relationships. | Slide 1:  *Teacher and teacher aides working together*  *Fostering peer relationships*  *Module 8 Presentation*  *Photo: group of primary students pose arm-in-arm in the playground.* |
| **Renee:** Hi, my name’s Renee. I’m in year 12.  In my life my peer relationships are an important part of who I am and have shaped me to become the person I am today. | Slide 2  *Introducing Renee.*  *Our narrator is Renee.*  *Photo: profile view of Renee* |
| **Renee:** This module is about ways that teacher aides can help strengthen relationships and friendships between students.  The module is for both teachers and teacher aides.  You can work through it yourself, but it’s best if people who are working together, learn together.  There are questions for you to consider as you work through the presentation.  If you’re working with another person, please take the time to talk them over. | Slide 3  *Introducing the module*  *This module is about teacher aides can help strengthen relationships and friendships between students.*  *It is for both teachers and teacher aides.*  Appears on the bottom right of slide 3  *Please take your time to think and reflect.* |
| **Renee:** At primary school one of my classmates was Jacinta. We also had a teacher aide in our class who helped us get to know Jacinta.  We learned how to use symbols to communicate so when we played with her, we could ask her what she wanted to do.  This allowed us to get to know Jacinta, and she was seen as a friend.  By the time my friends and I got to year 8, we knew Jacinta really well and understood how to get her out of her wheelchair.  So, at our year 8 dance, my friends and I helped Jacinta up so she could enjoy the dance just like we were.  What do you think about my story? What does is say about how teacher aides can help peer relationships? | Slide 4  *Renee’s story*  *Thumbnail photo: Renee*  *Photo (appears on the right as Renee narrates): Renee, Jacinta, unidentified classmate.*  *Photo (appears on the left as Renee narrates): Renee and friends at the year 8 dance; Jacinta is second from the left.*  Appears on the bottom right of slide 4  *What does this story tell you about how adults can foster friendships between students?* |
| **Renee:** Research in New Zealand schools and from overseas has found that support from a teacher aide can get in the way of students developing friendships and learning with their peers.  This module is about how teachers and teacher aides can help build connections between peers and increase their student sense of belonging at school. | Slide 5  *Why this module?*  *Research says teacher aide support can sometimes hinder friendships developing between students.*  *Teacher aides can help build connections between peers and increase students’ sense of belonging.*  *Photo: two students wearing bike helmets and matching jackets; the friendly embrace and huge smile says they are friends.* |
| **Renee:** Carign and supportive relationships are necessary for learning and for having a sense of well-being at school.  When we feel connected to other people, this gives us a sense of belonging in our community.  Teachers and teacher aides can help build positive relationships between classmates. They can help students connections with each other. | Slide 6 *Belonging*  *Caring and supportive relationships are critical to students’ learning and well-being.*  *When we are connected, we feel we belong.*  *It’s important to foster students’ connections with each other.*  *Photo: three boys, arm-in-arm, pose for a picture.* |

|  |  |
| --- | --- |
| **Renee:** When the culture of the classroom is inclusive, all students are recognised and respected.  The identity, language, and culture of everyone gets celebrated.  This is demonstrated in relationships, the environment, and in the teaching and learning.  Think about the range of students you work with.How do you recognise and celebrate their identities, language, and culture? | Slide 7  *Showing students that they belong.*  *In an inclusive classroom:*   * *all students are respected* * *everyone’s language, culture, and identity are celebrated* * *we see this in the relationships, environment, and classroom programmes.*   Appears on the bottom right of slide 7 *How do you recognise and celebrate your students’ identities, language, and culture?* |
| **Renee:** Teachers and teacher aides can build a sense of belonging by modelling respectful behaviour and teaching us to take responsibility for each other.  This play ed a huge role in the friendships Jacinta had at my school. On our year 8 school camp, there were a lot of games and activities.  As we were taught from a young age to care for and respect Jacinta, we took it upon ourselves to include her in our groups, and she looked like she was having just as much fun as the rest of us.  Teachers and teacher aides who have high expectations believe that all students can learn and succeed across many social situations.  When all students belong, they are expected to participate in activities. | Slide 8  *Building a sense of belonging*  *In inclusive schools:*   * *staff model behaviour and teach students to take responsibility for each other* * *staff have high expectations and believe all students can succeed.*   Appears on the bottom right of slide 8 *If students truly belong, they are expected to participate.* |

|  |  |
| --- | --- |
| **Renee:** We learn as we engage in shared activities and conversations.  Interacting with our peers is a big part of this. We love it when teachers get us working with a partner, in teams or groups, or even all together as a whole class.  Making sure that everyone is getting the most out of learning from peers is important | Slide 9  *Peer-to-peer learning*  *Students learn through peer-to-peer interactions.*  *Teachers can foster this through shared activities, with students working:*   * *as partners* * *in teams and groups* * *with the whole class.*   *Photo: two students team up for a trust activity* |
| **Renee:**  If a teacher aide is always working with a certain student, this can make the student too dependent on adults.  Although it’s unintentional, it can also make other students less likely to work with or talk to the student.  This is where a teacher aide needs to be pretty skilful. Sometimes they need to step in and help a student out, but sometimes they need to stand back.  This leaves space for the student to interact and learn from their classmates. For example, in year 4 I asked the teacher aide if Jacinta could join in a game. The teacher aide told me that I should ask Jacinta myself.  Think about the students with additional learning needs in your school. How do you make sure they get as much time with their peers as their classmates do? | Slide 10  *Making space for peer learning*  *If teacher aides provide one-to-one support, students can become dependent on them.*  *Teacher aides need to read a situation. Is it best to step in or step back?*  *Standing back provides space for peer intervention.*  Appears on the bottom right of slide 10 *How do you make sure students with additional learning needs gets as much time with their peers and classmates?* |

|  |  |
| --- | --- |
| **Renee:** Teacher aides can help with friendships, too.  You can look for common interests between students and help out when a student might need support to join in.  But if a teacher aide is always really close to a student, other kids might find this off-putting and tend to stay away.  The students themselves might feel like they stick out or are different to their classmates by having an adult with them all the time. | Slide 11 *Fostering friendships*  *Teacher aides can:*   * *look for common interests between students* * *offer help to students who need support to join in* * *check how physically close they are to the student and how often; are they helping the student to makes friends or hindering?*   *Photo: foreground – close-up of young student with curly hair; to the left of him in the background is a male student who looks at the camera* |
| **Renee:** It works best when teacher aides work in partnership with teachers and when teachers have high expectations for all their students.  By planning and working together, teachers and teacher aides can make sure that all students have opportunities to develop relationships.  They can create an environment where we can connect with and learn from our peers. | Slide 12  *Working together*  *Teachers and teacher aides plan how to ensure students can develop relationships, connect with peers, and learn from them.*  *Photo: three classroom children work together to match flip cards* |
| **Renee:** Ngā mihi!  Thank you for taking the time to view this presentation.  Now you’re ready to choose an activity to help you relate what you’ve learned to your practice.  All of the materials are available on the *Teachers and Teacher Aides Working Together* website.  We hope you enjoy the learning and that it helps you create a partnership that benefits both you and your students. | Slide 13 *Next step*  *Download /the workbook for this module at:* [*https://seonline.tki.org.nz/Teachers-and-teacher-aides/Our-work-together/Module-8*](https://seonline.tki.org.nz/Teachers-and-teacher-aides/Our-work-together/Module-8)  *To find out more about* Teachers and Teacher Aides Working Together *and to access the other modules, go to:* [*www.teachersandteacheraides.tki.org.nz*](http://www.teachersandteacheraides.tki.org.nz)  We wish you well in your learning! |