

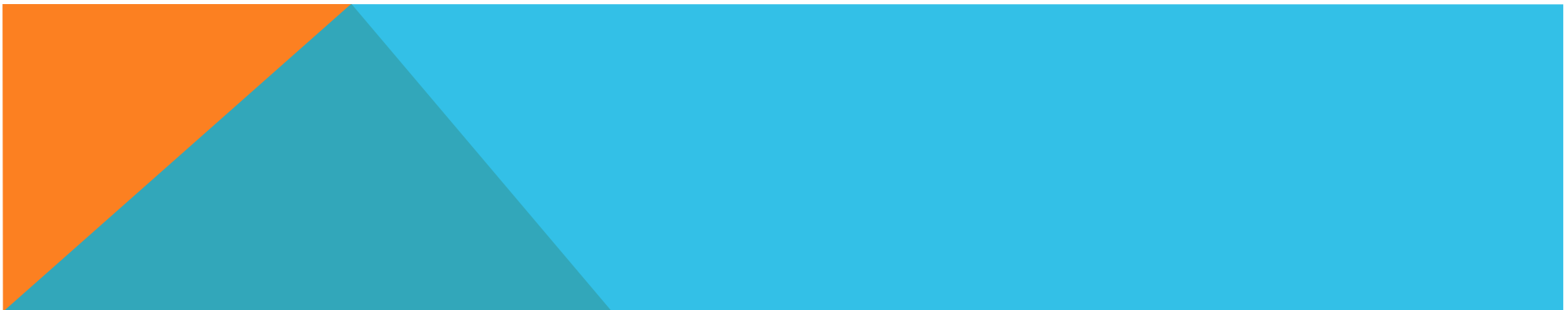


INCLUSION IN THE CLASSROOM

TEACHER AIDE SESSION MARCH 2013

AIMS OF THIS SESSION:

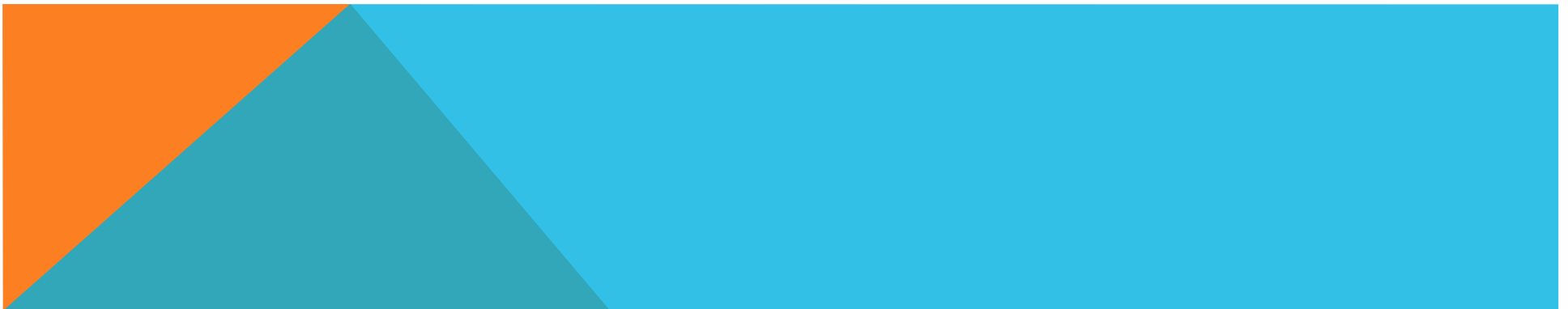
- Welcome
- Chance to network with other teacher aides and RTLB
- Responsibilities of School Employees
- Why are we looking at INCLUSION
- Inclusion definition
- Who is INCLUSION aimed at? What will be expected?
- What will inclusion look like for students and ME?
- Complete an inclusion checklist for your school/classroom
- Possible future PD sessions
- Evaluation



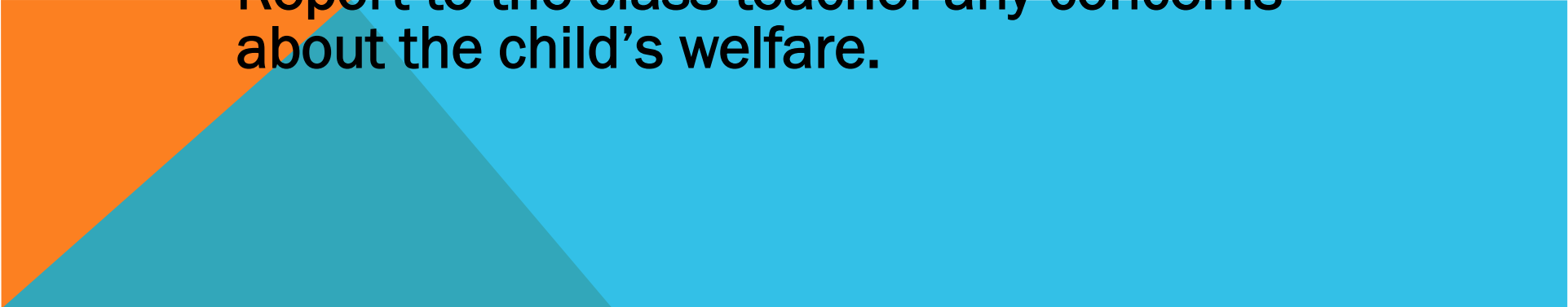
GROUP ACTIVITY

Organise each of the statements in to
1 of 3 groups:


1. IS the role of the TA
2. NOT the role of the TA
3. UNSURE



ROLES & RESPONSIBILITIES OF TEACHER AIDES

- Work with an individual student to build up their skills
 - Do jobs to help teacher out so that he/she can work more with particular students
 - Help students with self-care and mobility.
 - Help students with self-management.
 - Dress comfortably but professionally.
 - Be aware of the child's culture and take an interest in how they have learnt to do things.
 - Report to the class teacher any concerns about the child's welfare.
- 

CONTINUED...

- Work with a group of children.
 - Work with a child one-on-one.
 - Teach children social and communication skills.
 - Model good behaviour and communication.
 - Label reading books.
 - Put up displays on the classroom walls.
 - Attend professional development courses.
 - Familiarise yourself with school policies.
 - Encourage and praise good behaviour and learning.
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WHY ARE WE LOOKING AT INCLUSION?

After an ERO report in 2010, only 50% of schools demonstrated 'mostly' inclusive practices.

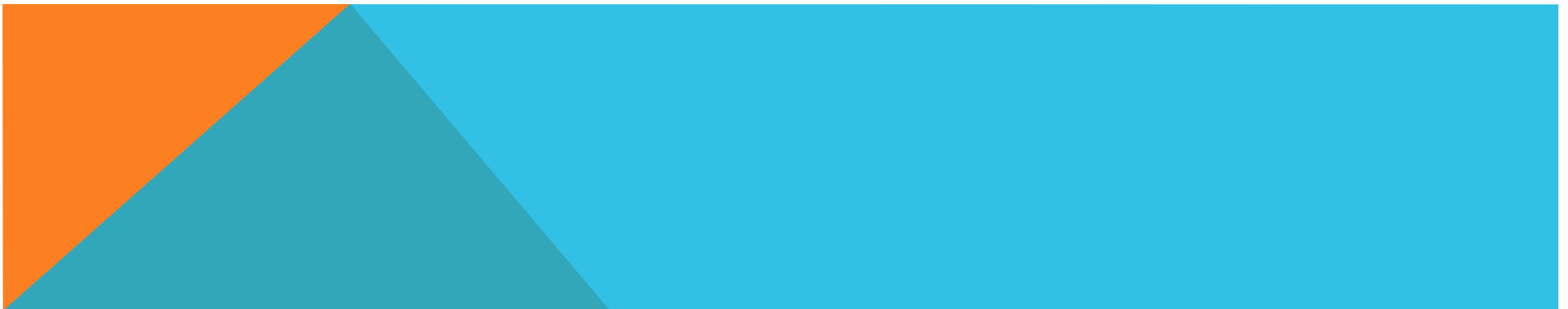
Subsequently the Ministry of Education designed a policy to require ALL schools to demonstrate inclusive practices by the end of 2014.



THINK, PAIR, SHARE

K

What do you already KNOW about
inclusion?



THINK, PAIR, SHARE

W

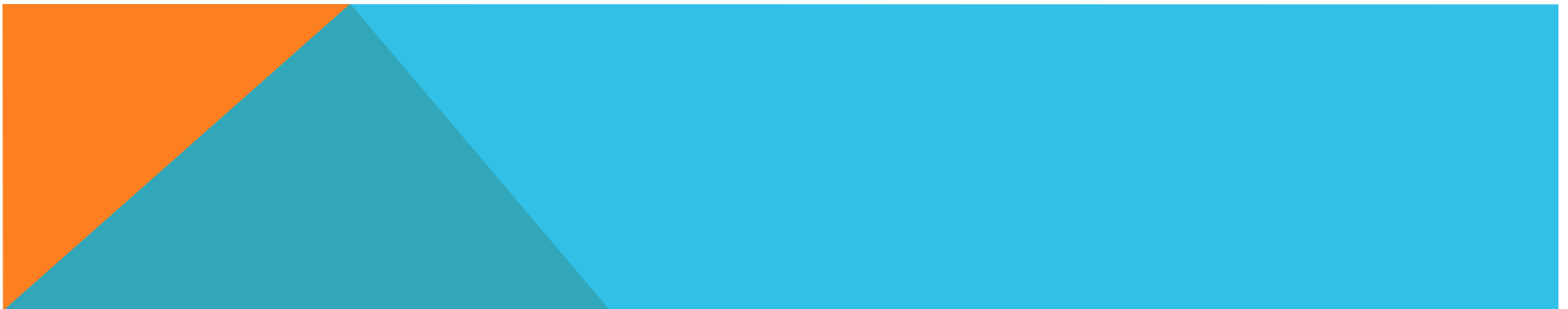
What do you WANT to know?



INCLUSION DEFINITION

According to Salend (2011, p.39),

'Inclusion is a philosophy that brings students, families, educators and community members together to create schools based on acceptance, belonging and community. Inclusionary schools welcome, acknowledge, affirm and celebrate the value of all learners by educating them together in high-quality, age-appropriate general education classrooms in their neighborhood schools.'



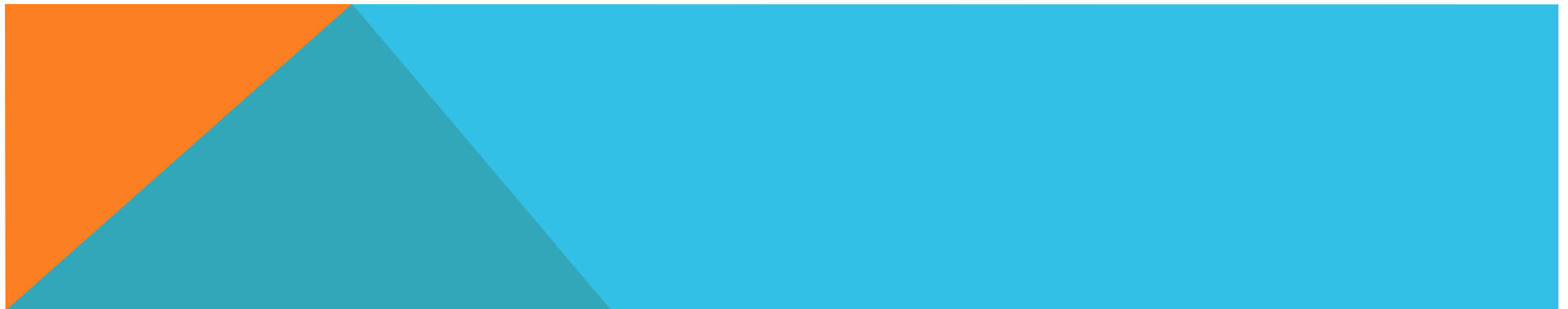
WHO IS THIS AIMED AT?

The **INCLUSIVE** principle applies to all students,
but in particular to:

Maori, Pasifika, and students with
Learning, Communication, Emotional
and Behavioural difficulties, Intellectual
Impairment, Sensory or
Physical Impairment.



GRAB A CUPPA...



SCENARIO 1

The bell rings at 9am. 10year old Adam who has an intellectual disability arrives and is greeted by the TA (of 5yrs) who helps him hang his coat and bag up and prompts him to take his reading folder into class. He sits on the mat near the TA. When the class move to their desks to begin work Adam waits for the TA to prompt him before he moves. The TA tells him to get his book out while she gets his pencil. The TA finds the page and writes the date. The teacher asks the class to find a partner and test basic facts. Adam waits for his TA and they discuss his weekend news.



INCLUSION CHECKLIST

1. Get in to your group (1-10)
2. Match the checklist points under the correct headings
3. Check together
4. Take the original checklist to refer to at school



THINK, PAIR, SHARE

L

What have you LEARNT today?

What is ONE INCLUSIVE thing you
might try when you get back to
school?



POSSIBLE FUTURE PD

So what? Now what?

Write your name on a sticky paper
and possible ideas for future
Teacher Aide sessions



EVALUATION

Thank you for your time!

