

Review and refine roles, responsibilities, and expectations with staff and community

A suggestion for implementing the strategy

'Review and refine the TA's role and responsibilities' from the Guide: [Teacher aide practice](#)

Includes:

- Set a clear purpose
- Make explicit the value TAs bring
- Make expectations transparent
- Establish role clarity
- Clarify what TA funding covers
- Useful resources

Inclusive Education

From

Guide: [Supporting effective teacher aide practice](#)

Strategy: [Review and refine the TA's role and responsibilities](#)

Suggestion: [Review and refine roles, responsibilities, and expectations with staff and community](#)

Date

19 June 2026

Link

inclusive.tki.org.nz/guides/supporting-effective-teacher-aide-practice/build-a-shared-understanding-of-roles-responsibilities-and-expectations-with-staff-and-community

Set a clear purpose

Align the role of TAs explicitly with the vision of your school.

...rigorously define the role of teaching assistants and consider their contribution in relation to the drive for whole-school improvement.

These decisions on deployment are the starting point from which all other decisions about teaching assistants flow.

Jonathan Sharples, Rob Webster, and Peter Blatchford

Source:

[Making best use of teaching assistants: Guidance report](https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants)
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Make explicit the value TAs bring

Be specific about value teacher aides bring to your school, their roles and responsibilities, and how you will support them in their work.



Video hosted on Vimeo <http://vimeo.com/159138184>

Closed Captions

Source:

[Ministry of Education videos, teacher aide effective practice \(NZ\)](#)
<https://vimeo.com/album/3852400/>

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Make expectations transparent

The main role of a teacher aide is as an aide to a teacher or teachers.

Teacher aides assist teachers by carrying out a considerable range of tasks and roles including:

- learning support
- behaviour management
- supporting student presence, social engagement, and peer interaction
- supporting health procedures
- assisting with physical positioning
- administration.

A teacher aide may also be part of an individual student's support team.

This team (family/whānau, teacher, RTLB, specialist, SENCO, and others) collaborates to develop an Individual Education Plan (IEP) for a student. The teacher aide, guided by the teacher, actively supports the implementation of this plan.

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Establish role clarity

Teachers have full responsibility for the inclusion, well-being, learning, and behaviour of all the students in their class. They are responsible for the planning, implementation, and ongoing monitoring and evaluation of all students' learning and behaviour.

Teachers are the leaders of all the adults in their class. They are responsible for structuring, guiding, and supervising the work of teacher aides. They need to regularly observe and give constructive feedback to teacher aides.

Learning decisions are made by the teacher, not the teacher aide. Teacher aides add value to, and do not replace, teachers. They are part of the collaborative team around a student. They are not the team or the plan for a student.

Source:

Teacher aides: Draft practice guidelines

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Clarify what TA funding covers

Avoid ambiguity by increasing transparency.

- ✓ Teacher aide funding is a contribution towards learning and support for students.
- ✓ Schools can use teacher aide funding flexibly to support the well-being, learning, and inclusion of students.
- ✓ It is important that time is made available for teachers and teacher aides to regularly meet, train, plan, monitor, and evaluate together within a teacher aide's hours.

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Useful resources



Teachers and teacher aides working together

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

Publisher: Ministry of Education NZ

[Visit website](#)

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