

# Develop an induction programme

A suggestion for implementing the strategy  
'Develop effective recruitment, induction, and  
PLD processes' from the Guide: [Teacher aide  
practice](#)

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## **Includes:**

- Develop an induction checklist
- Support the sharing of experiences and motivations
- Communication channels
- Establish privacy protocols
- Provide medical training if needed
- Useful resources

Inclusive Education

From

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

Strategy: [Develop effective recruitment, induction, and PLD processes](#)

Suggestion: [Develop an induction programme](#)

Date

18 April 2024

Link

[inclusive.tki.org.nz/guides/supporting-effective-teacher-aide-practice/develop-an-induction-programme](https://inclusive.tki.org.nz/guides/supporting-effective-teacher-aide-practice/develop-an-induction-programme)

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## Develop an induction checklist

Establish a clear set of actions to guide induction.

- ✓ The teacher aide job description matches the knowledge and skills of the teacher aide.
- ✓ The roles of teachers and teacher aides are clearly defined.
- ✓ The teacher aide has an induction to the school that includes introductions to key people, to policies such as the policy on confidentiality, and to resources, classrooms, playground areas, and rules.
- ✓ The teacher aide's initial and ongoing professional learning programme is planned.
- ✓ Ongoing appraisal and feedback systems are set up for teacher aides.
- ✓ Communication systems are agreed.
- ✓ A process for inducting teacher aides into the classroom is agreed with teachers.

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## Support the sharing of experiences and motivations

During induction, create opportunities for new teacher aides to share some of their own insights and experiences.

### Background

- What did you do before this?
- Have you been involved in this kind of work before?
- What made you want to be a teacher aide?
- What skills do you bring to this role?
- Have you had any professional development for being a teacher aide? If yes, when and what kind?
- How has previous training helped your work?

### Perception of the role

- What activities have you done with children that you are proud of?
- What is most satisfying about your work?
- What is most difficult in your role?
- Have you any frustrations or issues?
- What else would you like to mention?

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## Communication channels

Establish a range of communication channels to keep TAs plugged into school news and important information.

- ✓ social media, such as Facebook or Twitter
- ✓ noticeboards
- ✓ email, when support staff have access to computers
- ✓ daily verbal notices and staff meetings
- ✓ distribution of minutes from meetings
- ✓ bulletins
- ✓ newsletters

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## Establish privacy protocols

At the outset of employment outline and illustrate your school's confidentiality protocols.

- ✓ Discussions about students happen in private spaces, such as an office or classroom when students are not present.
- ✓ If a discussion arises in a public space, the conversation is stopped and moved to an appropriate space.
- ✓ Students are discussed only with people who require information about them for their work.
- ✓ Staff members, school issues, or student issues are discussed only with those in school directly involved in the situation.
- ✓ When teacher aides have responsibilities for discussing information about students with specialists, visiting teachers, and family/whānau, this is agreed and documented.
- ✓ School guidelines are followed when accessing or contributing to information about students for data collection, e-portfolios, or special needs registers.

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## Provide medical training if needed



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## Useful resources



## Teachers and teachers' aides working together: Module 1 – Who does what?

This module from the NZ resource, Teachers and teachers aides working together, includes a workbook for teachers and teacher aides to work through together to develop a shared understanding of their roles and to build an effective working partnership.

[Visit website](#)



## Teachers and teachers' aides working together: Module 2 – Keeping our work professional, confidential and safe

This module from the NZ resource, Teachers and teachers' aides working together, includes a workbook for teachers and teacher aides on ways to ensure confidentiality and student safety.

[Visit website](#)



## Example of survey questions on preparedness

This sample survey supports communication pathways between teachers and teacher aides. It covers feedback, interventions, and identifying opportunities for communication. It is from Maximising the impact of teaching assistants (2nd edition), a UK resource.

Publisher: Centre for Inclusive Education

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