

# Develop effective interactions with students

A suggestion for implementing the strategy 'Identify areas to build TA understanding and confidence' from the Guide: [Teacher aide practice](#)

- 
- Includes:**
- Use agreed approaches
  - Maintain student dignity
  - Learn students' languages
  - Be unobtrusive
  - Use consistent approaches
  - Useful resources

Inclusive Education

From

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

Strategy: [Identify areas to build TA understanding and confidence](#)

Suggestion: [Develop effective interactions with students](#)

Date

05 July 2026

Link

[inclusive.tki.org.nz/guides/supporting-effective-teacher-aide-practice/develop-effective-interactions-with-students](https://inclusive.tki.org.nz/guides/supporting-effective-teacher-aide-practice/develop-effective-interactions-with-students)

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## Use agreed approaches



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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## Maintain student dignity

**Ways to respect students and treat them with dignity.**

Some students need help with eating, lifting, positioning, toileting, taking medication, and moving around the school.

This kind of support needs to be provided in unobtrusive ways that empower the student and respect their privacy and dignity.

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## Learn students' languages



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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## Be unobtrusive

Students can feel singled-out.

Encourage teacher aides to:

- make support available to all the students in the class
- leave space for students who need additional help to try things for themselves first, before jumping in to help
- use a quiet voice when providing support to any student.

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# Use consistent approaches

Encourage teacher aides to take a consistent approach when communicating with students.

- ✓ Communicate expectations positively and clearly.
- ✓ Use non-verbal cues, such as images, as well as words, to demonstrate expectations.
- ✓ Use “when-then” and “first-then” commands.
- ✓ Avoid negative commands, corrections, demands, and yelling.
- ✓ Redirect a disengaged student by using proximity, pre-arranged non-verbal signals, simple prompts, reminders, and pre-corrections.
- ✓ State requests or give directions to students, using brief descriptions of required positive behaviours.

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## Useful resources



### Module 4 – What do we think about disability and diversity?

This resource from Special Education Online includes a workbook and presentation for teachers and teacher aides to work through together to examine key beliefs and assumptions about disability and diversity.

Publisher: Ministry of Education NZ

[Visit website](#)

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