

# Enable ākonga independence and ownership of learning

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

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## **Includes:**

- Aim for peer support
- Stand back whenever possible
- Make space for independence
- Increase access to teacher and peers

Inclusive Education

From

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

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

Suggestion: [Enable ākonga independence and ownership of learning](#)

Date

23 August 2025

Link

[inclusive.tki.org.nz/guides/supporting-effective-teacher-aide-practice/enable-student-independence-and-ownership-of-learning](https://inclusive.tki.org.nz/guides/supporting-effective-teacher-aide-practice/enable-student-independence-and-ownership-of-learning)

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## Aim for peer support



Source:

Ministry of Education | Te Tāhuhu o te Mātauranga

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# Stand back whenever possible

Guidance for teacher aides supporting an individual student in a subject class.

- ✓ You are there to support the student, not to do the work for them. You won't be judged on the student's performance.
- ✓ Avoid sitting next to the student all the time. Students can feel singled-out when they are the only person getting help from a teacher aide.
- ✓ Let the student attempt tasks and activities before offering any help. Allow enough time for them to persist and problem solve by themselves, with a peer, or with the teacher.
- ✓ Don't assume the student needs your assistance. Ask before helping.
- ✓ When the student doesn't want your help, respect that. Offer help to other students.
- ✓ When the students work in pairs, don't pair up with a student. Support them to work in a pair with another student or move around the class supporting all the pairs.
- ✓ Sometimes doing less is doing your job.

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## Make space for independence



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## Increase access to teacher and peers



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Ministry of Education | Te Tāhuhu o te Mātauranga

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