

# Negotiating support approaches with student and whānau

A suggestion for implementing the strategy  
'Support and prepare teachers in their role'  
from the Guide: [Teacher aide practice](#)

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- Includes:**
- Ask what is needed
  - Seek guidance on personal care
  - Develop a support checklist
  - Useful resources

Inclusive Education

From

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

Strategy: [Support and prepare teachers in their role](#)

Suggestion: [Negotiating support approaches with student and whānau](#)

Date

20 September 2024

Link

[inclusive.tki.org.nz/guides/supporting-effective-teacher-aide-practice/negotiate-support-approaches-with-student-and-whanau](https://inclusive.tki.org.nz/guides/supporting-effective-teacher-aide-practice/negotiate-support-approaches-with-student-and-whanau)

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## Ask what is needed

Ask students and whānau what support is needed and preferred approaches.

I would like to get less support and I would like to decide who supports me ... and in which parts of my schedule ...

If I were allowed to use the computer more, I wouldn't need so much help at school.

It's not much fun having all these old ladies hanging around me all the time.

**Snaefridur Thora Egilson and Rannveig Traustadottir**

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# Seek guidance on personal care

The teacher is responsible for gathering information and briefing the teacher aide.

When a student requires support for personal or physical care, it is the teacher's role to ask a student and their family:

- what information would you like us to be familiar with (for example, details of needs or medical conditions)?
- how can we help?
- what do you need us to do?
- what don't you want us to do?
- what classes or break times you do not want to miss (so these can be worked around)?

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# Develop a support checklist

Encourage teachers to develop a support checklist the student and their whānau.

Identify which activities need support, such as:

- ✓ moving between classes
- ✓ taking part in activities at morning tea and lunchtime
- ✓ eating and drinking
- ✓ going to the toilet
- ✓ taking medications
- ✓ going on school trips
- ✓ accessing playgrounds and buildings.

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## Useful resources



### The teaching assistant as scaffolder

This downloadable UK resource provides checkpoints to support teacher aides develop their skills scaffolding students' learning.

Publisher: Centre for Inclusive Education

[Download](#) PDF



### Springboards 2 Practice: Enhancing effective practice in education

Read time: 5 min

This is a summary of effective teaching practices for building capability in education for students who have moderate and high education needs.

[Download](#) PDF (389 KB)

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