

TA TALK

Issue 9, July 2016



Leaders in
Professional
Learning
For
Teacher Aides



Stella Liliendal and Mandy Bell, ATA Directors

Australian Teacher Aide Directors Message

MINI MILESTONE FOR ATA

July 1st was significant for us as it was the day, exactly one year ago, that we took Australian Teacher Aide from an idea to a registered business. Whilst we didn't officially launch the business to the education sector until November, we still recognise how far we have come and what we have achieved over our first 12 months in business.

Our membership is growing, and we have lots of very passionate teacher aides joining us. We hope you will continue to advocate for us by sharing the membership opportunity with school leaders and, of course, your teacher aide colleagues. We are here to support your professional learning needs and help raise the profile of paraprofessionals in schools. We won't exist without you, so your support is very much appreciated.

We have been talking to a number of schools this week and we are thrilled to hear that, in many cases, professional development for teacher aides is planned and targeted, and in alignment with teacher PD. How sensible is that?

Have you been attending our monthly member webinars? We have provided more details regarding the topics of these upcoming webinars on page 2. If you haven't registered already, you will receive an email reminder from us, soon, with another opportunity to register. If you can't make it, remember, all the webinars are recorded and uploaded to the Webinar Library in the Members' area for future viewing. Hope you can join us on 9th of August.

Warm regards

Stella Liliendal & Mandy Bell

MEMBERS WEBINAR

TIPS FOR GETTING YOUR SUPPORT SESSION OFF TO A GOOD START

In our July members' webinar, Stella presented the topic: *Tips for getting your support session off to a good start*. It was the first in a series of webinars that focuses on developing positive relationships.

Stella introduced the Balance Model, which is a systematic way to help us think about behaviour and learning, first introduced by [Dr. Christine Richmond](#).

The **Balance Model** consists of 10 micro skills that are taught explicitly to teachers and support staff in schools.



These **10 skills** are grouped under three headings:

- The language of expectation
- The language of acknowledgement
- The language of correction

When we overuse one type of language, such as too much correction, it creates an imbalance in the learning environment, which inhibits learning and often results in the escalation of inappropriate behaviour.

The language of expectation consists of four micro-skills, and the first skill discussed was establishing expectations for both behaviour and learning.

Establishing clear expectations creates a sense of fairness, develops trust and helps students know exactly what they are supposed to be doing.

[John Hattie](#) talks about visible learning and says that teachers have more impact on learning when they build strong relationships with students by being clear about what they want students to learn and show them what it looks like.

Our members' webinars are on the second Tuesday of each month at 3.45pm. You will receive a reminder email, shortly, with registration details, for those who haven't registered yet.

DATE CLAIMERS

9 August: The Language of Expectation: Giving clear instructions.

13 September: The Language of Acknowledgement: The who, what, when, where and why of encouragement.

11 October: The Language of Correction: Simple and positive strategies that work.

8 November: The Balance Model – Summing up. What did you learn and where to next?



NEW PROFESSIONAL LEARNING RESOURCE IN AUGUST

Planning to Support Learning

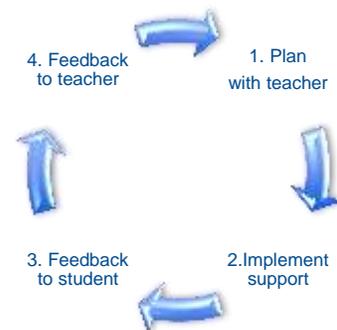
Planning to Support Learning is the next program in the Learning Support Skills for Teacher Aides series, designed to assist teacher aides to support student learning. This program introduces the four stages of planning, between the teacher, teacher aide and student. It uses clear classroom examples, to explain the purpose of **learning intentions**, and how to use **success criteria**.

COMING SOON...

[How to Support Student Learning](#) - What makes an effective support session? Learn how to use strategies that support learning using a step by step approach.

[How to Give Feedback to Students](#) - What role does feedback play in the learning process? Learn how to use feedback to promote a growth mindset.

[How to Give Feedback to Teachers](#) - Why give feedback about student progress? Learn how to give effective feedback to teachers as part of the assessment process.



WHAT'S TRENDING ON FACEBOOK? JULY 2016 FANS: 3207

Top Post: My teacher aide thought I could ... so I did!

19,620 Views 1,112 reactions, comments and shares

This post followed the theme of our July members' webinar; *Tips for getting your support session off to a good start*, and reflects the concept of fostering a growth mindset in children.

The post, "My teacher aide thought I could ... so I did", was hotly followed by another post, themed, "Make sure you make a

difference".

We are always encouraged by the level of reaction we get to some of these simple messages. We can tell there are a lot of big hearts out there!

We still have a very small proportion of our members on MyPLC, our private online community for ATA members. If you haven't requested to join, please do so. The content is quite different to our open Facebook site and, here, you have the opportunity to network with teacher aides all over Australia. MyPLC is your communication forum (we merely facilitate it) so do take advantage of this wonderful member benefit.

Please keep following us on our [ATA FB page](#) and don't forget to share the page with your colleagues.



CURRENT EDUCATION TOPICS FOR YOU

Each month we bring you links to ideas that you can use in the classroom or at home. Did you have a chance to try out any of the science ideas published last month? This month we have focused on **learning** and **behaviour resources** that complement our members' webinar series.

PROMOTING POSITIVE BEHAVIOUR IN THE CLASSROOM

Kids Matter is an Australian mental health and wellbeing website for schools, early childhood, families and the community. It works with the education and health sectors to help create positive schools. [Promoting positive behaviours in the classroom](#) is an excellent resource that uses a scenario from a year two class to demonstrate how to set clear expectations.



ESTABLISHING EXPECTATIONS ON THE FIRST DAY OF SCHOOL

In this short video, [Setting expectations on the first day of school](#), from the Teaching Channel, Mr Bell establishes expectations with a year six class on the first day of school. The strategies he uses to establish both positive relationships and clear expectations can be applied to many contexts throughout the year.

BUILDING LEARNING RELATIONSHIPS

[Establishing Expectations](#) is the first of ten micro skills designed by Christine Richmond, that focus on setting clear boundaries for behaviour that are understood by everyone, to build positive learning relationships. This program, which is part of Education Queensland's suite of behaviour management training programs, emphasises the importance of how we use language to talk about behaviour.

SHARE YOUR STORIES FROM AROUND THE STATES AND TERRITORIES. HERE ARE SOME IDEAS:

- **Make a difference:** Acknowledge someone who is making a difference in the lives of students
- **What's new?** Are you using a new App, literacy program, STEM activity?
- **What have you been learning?** Have you attended an awesome workshop? Share it with your paraprofessional colleagues here

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