**Teacher Assistant Learning & Development Continuum**

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|  | **Entry** | **Proficient** | **Accomplished** | **Advanced** |
| **Overview** | No Previous experience in the classroom setting, requires explicit and complete instructions from teacher. | Understands role within the class and is beginning to contribute to class routines. | Confidently works alongside teacher to support classroom learning. | Provides advice and feedback to teachers about specific learning areas; proactively contributes to leadership discussion. Could work in any classroom with any child to supplement Teacher’s work. |
| **1. Knowledge**  1.1 in *the education setting* | Understands classrooms are populated with students of varying degrees of ability and that the teacher plans for each of these levels. Mirrors classroom teacher language. | Observes and replicates teacher language and approaches to learning. Starting to understand how children learn. Understands the literacy and numeracy strategies used in the school. Uses knowledge gained from reading materials to enhance assistance to teacher | Selects and adapts language to suit individual students. Automatically uses literacy and numeracy strategies to assist class as a whole. | Mentors new TA staff; participates in decision making discussions with staff about PSD student learning; contributes to classroom planning within context of teacher’s goals. Trusts own knowledge and experience when providing assistance. |
| **1.2 Knowledge**  - *of disabilities* | Knows there is a range of disabilities that require a differentiated learning approach. | Has researched 1-2 disability categories and is learning to differentiate assistance strategies. Seeks further knowledge to assist students. Modifies existing supporting materials. | Has studied 3 or more areas of disability and can recognise the differing needs for each. Beginning to scaffold the learning process for these students and is beginning to modify or create supporting materials, prepare student profiles and supporting visuals such as timetables. | Proactive in developing strategies for specific students; initiates projects for learning improvement. Can share information and guide new Teacher Assistants on strategies and sourcing of material. |
| **2**. **Practice**  2.1 *Work within classroom*  *2.2 Technology*  *2.3 Managing Challenging Behaviour*  *Including student safety* | Teacher provides all materials. Mostly works with 1 – 2 students on directed task. All queries directed to teacher.  Student feedback is generated by teacher; uses praise generously.  Assists students to use iPads for specific apps or learning tasks.  Follows teacher instructions for classroom behaviours. Praises and rewards in line with expected behaviours mirroring teacher language. Follows teacher instructions when required eg 1:1 game time, rewards etc. Works with 1 child on a BMP at a time | Teacher identifies tasks with appropriate sources of materials – TA may copy, construct etc. Organises day to day records or materials for specific students.  Works in targeted small groups.  Uses teacher constructed diaries to keep account of learning. Uses social stories to assist problem areas.  Is familiar with iPad technology and regularly uses Compass for day-to-day updates.  Identifies escalating behaviours and follows individual behaviour management plan to reduce severity of behaviour. Builds rapport with student to create confidence and security. Researches possible tasks to assist with BM. | Teacher identifies learning area and TA sources supporting materials. Writes social stories for use by students. Demonstrates capacity to work with larger groups.  Maintains specific behaviour/activity records for individual student/s.  Assists students with iPad technology and strategies for effective use. Captures student learning on iPad.  Identifies the triggers for behaviour escalation and plans accordingly. Develops timetables that include breaks, reward time relevant to the student. Develops a bank of projects/tasks/activities that assist to more positively manage the outburst. Operates in a manner consistent with school-wide BM policies. | Proactively identifies areas of difficulty; provides feedback to teacher about learning and behaviour for a variety of students; sources solutions to problems. Assists whole class while teacher works with targeted group.  Effectively uses overtalk with staff to manage student incidents.  Reviews own activities and modifies work for next learning session.  Uses iPad technology to demonstrate to students, record individual work for PDP process.  Uses language (both oral and body) to engage with student when in meltdown. This will include knowing when to step back and use over-talk |
| **3. Engagement**  3.*1 Liaison with teachers, students and parents;*  *3.2 Professional learning and improvement*  3.3 *Participation in school community* | Initially, engagement predominantly one direction - following explicit direction from teacher. May give generalised feedback on a particular task. Requires regular feedback from teacher.  Professional learning focusses on mirroring, listening, reading.  Carries out routine tasks within classroom and around school eg assisting on sports days | Gives generalised feedback about what the student/s learned during learning time. Seeks feedback from teacher as to next steps.  Participates in SSG meetings and engages with parents about the students.  Seeks PD to become more responsive to cultural, socio-economic and trauma backgrounds.  Takes responsibility for an extra duty eg Premiers Reading Challenge | Provides specific feedback related to learning goals for specific students. Follows behaviour expectations as guide for assisting students to make positive choices. Creates student portfolio to assist in SSG.  Seeks PD to improve knowledge in specific learning areas. Understands and uses language related to educational setting; reviews strategies for working with cultural diversity, students from low socio-economic or trauma backgrounds.  Takes responsibility for extra duties eg management of learning tools such as Multilit, Koorramook Room, ABLES, Mathletics/ Core 5 or other key areas as directed by Principal. | Strong collaboration with teachers and TAs.  Feedback links to teacher learning goals and outcomes. Suggests approaches to enhance the outcomes. Provides data or reports (evidence) of student performance.  Self-reflects on tasks and activities and initiates methods to improve personal practice.  Works with Teachers, Principal and LT to promote school community initiatives. |
| **4. AIP**  4.1 Contribution to the Plan  4.2 Outcomes focussed | Knows the AIP exists. Teacher/senior ES staff explain requirements for individual  Has knowledge of ILPs and follows teacher instruction. | Understands the purpose of the AIP. Beginning to understand how it applies in the workplace.  Follows the ILP and makes adjustments when required to suit the student need. | Makes links to the AIP works within the context of that framework.  Contributes to the ILP development with teacher and parent collaboration. | Understands the school AIP and how it is formed. Contributes to the AIP. Assists other TA/ES to focus on AIP requirements.  Assist other TA to understand ILPs. |