

## Teaching Assistants: Roles, Responsibilities, Pathways

### Philosophy

*Teaching Assistants are an integral part of the diverse learning community at HIS. Through their work with students, TAs nurture curiosity in our students and inspire them to be lifelong learners. TAs embrace the challenges presented both within and out of the classroom while trying new approaches to teaching and learning in line with our mission and strategic priorities. At HIS, TAs are encouraged to nurture personal growth by continually working towards enhancing their skills and knowledge.*

### Prerequisites & Qualifications

- Teaching Qualification (Ed. diploma, Ed. degree, post graduate Ed. qualification)
- Minimum of 1 year experience working with children in a professional capacity.
- HIS *may* offer a 1-year intern practicum to recent BEd (or equivalent) graduates from local universities. These practicums are normally not renewable in order to allow for new applicants the following year.

### Roles and responsibilities

These responsibilities are central to the role of the Teaching Assistant. At different times, greater emphasis and time commitment may be placed on certain areas. Teaching Assistants and Classroom Teachers are expected to be familiar with this document to guide collaborative teaching and learning, and to seek clarification as needed.

a. Planning, Teaching & Learning	TAs collaboratively plan inquiry-based lessons with the teacher to achieve the curricular objectives by <ul style="list-style-type: none"><li>• Supporting small groups or individual students for specific tasks as assigned by the teacher</li><li>• Supporting and encouraging independent learning and self-scaffolding among all students along with the teacher</li><li>• Substituting for the teacher following the lesson plans and objectives as planned collaboratively</li><li>• Using planning tools and platforms e.g. ManageBac as required</li><li>• Using technology based resources and platforms for learning used by students e.g. SeeSaw, IXL, Newsela as required</li><li>• Reinforcing, supporting and extending the development of students' ATL skills</li><li>• Consistently using IB/PYP language</li><li>• Attending all in-school PDs and meetings pertaining to teaching and learning.</li><li>• Supporting LSS/EAL students in class with assistance and coaching from the LSS teacher/s for strategies within</li></ul>
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	<p>the classroom context (classroom TA are <b>not</b> meant to be 1:1 Learning Assistants for LSS/EAL students)</p>
<p>b. Pastoral Care</p>	<p>TAs support the safety and socio-emotional wellbeing of the students by:</p> <ul style="list-style-type: none"> <li>• Supervising students during break, lunch and transition between different classes</li> <li>• Supporting students to follow the HIS Elementary School Essential Agreements at all times</li> <li>• Raising concerns and reporting any concerning behaviour to the teacher and appropriate staff as per School procedures.</li> <li>• Accompanying and supervising students on field trips and Explore Zimbabwe along with the teachers.</li> <li>• Adhering to HIS Child Protection Procedures</li> <li>• Maintaining certification in First Aid Procedures (offered in-school)</li> <li>• Under supervision of the teacher <ul style="list-style-type: none"> <li>○ engaging in learning conversations with the students</li> <li>○ assessing student learning progress</li> <li>○ monitoring well-being regularly</li> <li>○ assisting in communication with parents</li> </ul> </li> </ul>
<p>c. Resource Management &amp; Admin</p>	<p>TAs plan and support the teacher to organise and maintain classroom resources as required to deliver high quality inquiry based lessons. These may include:</p> <ul style="list-style-type: none"> <li>○ photocopying resources,</li> <li>○ organising classroom spaces,</li> <li>○ preparing technology devices,</li> <li>○ setting up bulletin board displays</li> <li>• Taking attendance in Managebac as and when necessary</li> <li>• Maintaining Portfolios</li> <li>• Adhering to reporting guidelines set by the school. (behaviour, ADDL, classroom and Playground incidences.)</li> </ul>
<p>d. Beyond the classroom</p>	<p>TAs participate and are involved in whole school events and activities through</p> <ul style="list-style-type: none"> <li>• Aligning with HIS mission at all times</li> <li>• After-School Activities (one contractual ASA per year; any additional with remuneration)</li> </ul>

	<ul style="list-style-type: none"> <li>• Playground supervision after class hours</li> <li>• Coordinating and/or participating in whole school special events such as International Day, Tarisai Zimbabwe Day, etc.</li> <li>• Participating in whole school meetings and professional learning</li> <li>• Adhering to HIS code of conduct and maintaining a professional appearance and work ethic</li> <li>• Identifying and utilising specific areas of expertise across teams and disciplines</li> </ul>
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### **Professional Learning**

Professional learning is active and normally takes place on campus and/or through HIS as part of our highly relevant internal professional development:

- Active participation in in-service days and Tuesday meeting professional learning
- Complete the Making the PYP Happen Course on-line HIS’ expense (for ES TAs).
- On-line Category 1 Subject Specific course for MYP or DP Teaching Assistants.
- The Elementary School Principal in consultation with the Secondary School Principal, will oversee an internal workshop schedule for skills development in line with the Mission statement, Strategic Priorities, and other skills areas, including, but not limited to:
  - Learning Support
  - Pastoral care
  - IT Skills
  - Pedagogy for subject areas (such as HIS Maths programme, Spelling, Reading, Readers/Writers Workshop)
  - Socratic Questioning
  - Child Development
  - Co-planning and co-teaching
- Teachers have support in learning how to collaborate with and mentor TAs
- TAs are encouraged to join working teams and other opportunities as they arise
- TAs may apply for local or online external professional development opportunities through the PD committee and in accordance to the PD application procedures.

### **Career Development & Future Pathways**

<b>Teaching Assistant as a Career</b>	<b>TA as a stepping stone to becoming a Teacher at HIS or elsewhere</b>
<ul style="list-style-type: none"> <li>• Teaching Assistants may enjoy their role at TA as a fulfilling career.</li> </ul>	<ul style="list-style-type: none"> <li>• TAs who would like to be supported in a transition to becoming a teacher may apply</li> </ul>

<ul style="list-style-type: none"> <li>• In order to allow for professional growth and diversity in experience, TAs may be expected to work different grade levels. Factors that influence this decision are firstly to meet the needs of HIS and its students, and secondly to reflect the interests of the TA.</li> <li>• Some exceptions where movement may be limited are: Arts, PE, Music, Languages; however, this is at the discretion of the relevant Principal.</li> </ul>	<p>for a year-long Teaching Practicum.</p> <ul style="list-style-type: none"> <li>• HIS will approve a manageable maximum number per year through application to be submitted in April of the previous school year.</li> <li>• Applications are accepted only by TAs who have successfully completed approved teaching certification (see Prerequisites and Qualifications above)</li> <li>• Successful completion of the Teaching Practicum at HIS is followed by a formal letter of recognition</li> <li>• Successful completion of the Teaching Practicum at HIS does not guarantee a teaching role at HIS</li> <li>• Pathways after a successful Teaching Practicum at HIS may be: <ul style="list-style-type: none"> <li>○ Continue as a TA at HIS</li> <li>○ Eligibility to apply for a teaching position at HIS</li> <li>○ Application to another school, local or international</li> </ul> </li> </ul>
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