

HOW I TEACH AND SUPPORT THE LEARNING PROCESS

- I am competent with all modes of communication used by students in my classroom and use them competently and appropriately. I have sought out training and guidance when I am unsure.
 - I assist the classroom and specialist teachers to deliver various programs as designated by the teacher in charge of the lesson.
 - I am proactive and engage the students in structured games during student break times from class, remembering it is the students' break not mine. If I am pushing a wheelchair currently I am engaging other students in play at the same time. I am NOT talking to other teacher aides currently for any reason other than to organise play activities.
 - I know about positive behaviour support and have watched and understood the IABA videos <http://iaba.com/jargonfree.html> to gain background information about how Darling Point approaches student well-being. I have discussed the concepts and terms discussed in the videos with my teacher for how they are applied to my current class or program context.
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POSITIVE BEHAVIOUR SUPPORT

- I understand and do follow the class and individual support plans designed by the teacher that are consistent with school policy and best practice. I follow the individual positive reinforcement schedules that are part of the support plans as directed by the teacher.
 - I use non-aversive strategies and never use aversive or restrictive strategies or practices. I understand why we do NOT punish students.
 - I am confident and competent with emergency medical supports and management of students' physical needs.
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WORKING AS AN INTEGRAL MEMBER OF THE TEAM AND DOING THE BEST I CAN

- I am diligent and vigilant in my observation of students and know what they are always doing. I am a playground meerkat watching out for all.
 - I follow teachers' directions regarding student support, lesson content and ways of working.
 - I do not run a parallel conversation with a student or an adult while the teacher is speaking to one student or to the whole group.
 - I follow the teacher's lead. I am competent to lead small groups unassisted when required.
 - I ask for clarification if I am unsure about the school values or procedures and follow these in my practice.
 - I ask for clarification if I am unsure about ways of working and follow these things in my practice.
 - I let people know about concerns or queries I have regarding practices etc. that might not be moral, legal, ethical or best practice - firstly the teacher and then the leadership team if needed. I recognise that gossip and complaining do not achieve desirable outcomes.
 - I report about any concerns that I have which may link to student protection matters.
 - I limit my interactions and relationships with students' family members to a strictly professional and school-based level as directed by the teacher.
 - I dress for the job considering safety and wellbeing - shoes, jewellery, clothing etc.
 - I do not engage parents or family members in conversation about their child, nor offer them my opinion.
 - I am a cooperative member of a team which supports every student equally.
 - I treat students, community members and colleagues with unconditional positive regard in all things.
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Red hard copy files in classrooms

The red hard copy hanging files in all classrooms provide information ready to hand for regular and relief staff.

- Weekly/daily timetable including rosters
- Non-contact and Team time timetable
- Afternoon bus/pick up routines
- Parent/guardian contacts and emergency contacts
- Planning matrix/support notes/ICPs/Curriculum Plans
- VET and senior schooling materials.

Behaviour plans: non-linear multi-element plan – class, and individual students if needed

- Student reinforcement inventory and schedules of reinforcement for the class, and individual students as needed
- Sensory profile for each student

Medical rescue/emergency support plans (including Health Plans such as enteral feeding)

- Medication records
- Have spare copies of
- emergency plans and
- medication records and
- student enrolment record for ambulance if needed for trip to hospital

Most Midazolam and other student medications are stored in the front office of the School. This is done on Police advice. Students come to the office to take their medication. Principal may approve otherwise based on risk assessment.