



MINISTRY OF EDUCATION

Te Tāhuhu o te Mātauranga

October 2014



Introducing education support workers

Information for early childhood educators

Education support workers (ESWs) are part of a child's teaching team. They are there to support your centre to support the child's learning.

Working together

When educators and ESWs work together in partnership in an early childhood centre, the ultimate goal is to enable the child to:

- ▶ be fully included
- ▶ attend their centre safely
- ▶ be able to learn alongside their peers.

What do teachers/educators do?

- ▶ retain overall responsibility for the child, including support around medical, health and toileting needs, as with all children attending the centre
- ▶ work together to implement the child's Individual Plan (IP)
- ▶ share successful teaching strategies to support the child
- ▶ model and promote ways to adapt the learning environment to support the child
- ▶ utilise the ESW's time flexibly to support the teaching team around the child
- ▶ provide professional guidance and induction to the ESW as a member of the centre team
- ▶ see ESWs as assistants rather than someone who replaces the educators
- ▶ encourage ESWs to contribute to portfolios (eg, learning stories) under the guidance of the teaching team.

Ways to ensure an effective relationship with your ESW:

- ▶ include the ESW as part of the teaching team eg, include them in displays about the staff, invite them to social events, make sure they have copies of newsletters and notices
- ▶ support the ESW in handling difficult situations
- ▶ encourage the ESW to develop relationships with all children and all educators in the centre
- ▶ encourage the ESW to allow the child to play and learn independently
- ▶ check in regularly about how things are going
- ▶ provide positive /encouraging feedback to the ESW
- ▶ day to day communication eg, what topic or activities might be covered in mat time.



What do ESWs do?

- ▶ work with centre staff to support the child's learning
- ▶ promote engagement, independence and social relationships
- ▶ participate in the planning, implementation and evaluation of the child's IP, along with family/whānau, educators and other professionals
- ▶ facilitate relationships with other children
- ▶ support the child's engagement in regular centre activities
- ▶ contribute to observations and document learning
- ▶ be available to the teaching team and other children, as appropriate, not just to the child receiving Early Intervention Services
- ▶ function as a member of the centre team as much as possible.

What do other members of the Early Intervention service do?

- ▶ work collaboratively with family/whānau, educators, ESWs and other professionals to provide specialist assessment and intervention
- ▶ provide induction and support for ESWs
- ▶ provide on-going supervision and professional development for ESWs
- ▶ participate in the planning, implementation and evaluation of the child's IP goals
- ▶ help to develop resources to support the child's individual programme.

When an ESW first starts, it's good to discuss things such as:

☐ **Centre philosophy:**

☐ **Participating in the programme**

- ▶ working with children
- ▶ support on outings and trips
- ▶ toileting children
- ▶ changing children's clothes
- ▶ safety
- ▶ hygiene
- ▶ First Aid procedures
- ▶ engaging with families/whānau
- ▶ working as a team on the floor

☐ **Taking breaks**

- ▶ morning/afternoon tea/personal care

☐ **Attendance**

- ▶ centre hours, arrival and departure times
- ▶ ESW sick leave/annual leave

☐ **Use of resources**

Centre procedure re use of:

- ▶ telephone
- ▶ personal cell phone
- ▶ teaching resources
- ▶ technology, eg, computers, cameras, printers, laminators

☐ **Introductions to centre staff and families/whānau**

- ▶ How will the ESW be introduced?

☐ **Communication**

- ▶ ESW, eg, pigeonhole, pocket, notebook, catch up meetings, daily diaries
- ▶ notices about centre events
- ▶ identification, eg, name tags, visitors book
- ▶ family/whānau, staff, children

☐ **Security**

- ▶ valuables
- ▶ files
- ▶ records

☐ **Early childhood regulations & centre policies**

ECE regulations, guidelines, ethics

Centre policies, eg,

- ▶ inclusion
- ▶ positive guidance (behaviour)

Health and safety

- ▶ evacuation information
- ▶ fire exits
- ▶ complaints procedure
- ▶ code of conduct
- ▶ other

☐ **Confidentiality**

- ▶ children
- ▶ parents of other children in the centre
- ▶ centre staff

Contact details

Name of Centre: _____

Centre ↷: _____

Address: _____

Staff Names: _____

ESW Name: _____

ESW ↷: _____

Days: **Times:**
(during school terms)

Monday _____

Tuesday _____

Wednesday _____

Thursday _____

Friday _____

Ministry of Education Team:

Keyworker: _____

Others involved: _____

Service manager: _____

Other relevant people involved (eg, Health Team):

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