

Shadow Teachers/Assistants

At ISV, 'shadow teaching' is a limited service offered to the school and family to better manage the needs of students who have a learning difference/specific need. While the school may assist in the process of helping the parents find the right shadow teacher/assistant that is knowledgeable in the specific needs of the students, it is the responsibility of the parent(s) to employ the best shadow teacher/assistant for their child, with the approval of the school. Education, previous classroom experience and personality traits of the shadow teacher are criteria which are considered by the school. The recommended shadow teacher will be knowledgeable in the specific needs of the child and able to support the child in an inclusive environment.

Shadow teaching is a progressive form of assistance that acts as a resource for the school and the parent, catering to the needs of a specific child. Communication and collaboration between the shadow teacher, the classroom teacher and the parents is essential when striving for success. Meaningful relationships must be established to best meet the needs of the child. The shadow teacher helps provide the students with continuity in their classes, instills responsibility, fosters independence and encourages learning. Shadow teachers are expected to continue their learning by attending workshops and seminars that focus on students with learning differences/needs.

When a Shadow Teacher is needed. . .

The process begins with a student being referred to the admissions team at ISV. At this stage, students applying for entry into ISV with either be required to have a 'sit-in' (PreK-K2) or will be academically tested in the learning areas of Mathematics and English (Language Proficiency in reading, writing, speaking and listening). On assessment of the pre-admission testing, it is then determined whether a child will be able to function independently within the school's curriculum/environment. If a child is able to meet the academic and/or social/emotional standards of the school, admissions will proceed in accordance to our admissions policy.

If a child does not meet the necessary academic and/or social/emotional standards of ISV, admissions for the applying student will usually not proceed past this point. However, if the parents of the applying student feel that the needs of their child cannot be met elsewhere in Hanoi, the school administration (PLT) may exercise policy discretion allowing admission of the student into ISV, under the Shadow Teacher/Assistant programme. If the PLT determines a shadow teacher provision may be beneficial to supporting the

student's individual needs and that the student may progress well under this added support, allowance to admission will be discussed further with the parents, the classroom teacher(s) and the student. Based on the findings from the admissions testing, subsequent school reports, discussions with all parties noted, standards for the shadow teacher/assistant are set according to the individual needs of the referred student.

The Role Of The Shadow Teacher

The role of a shadow teacher/assistant is to support the student that needs optimal learning in his/her school academics by assisting in the learning process, to build self-confidence as well as to promote positive interaction in the classroom by helping the student focus on important concepts being explored, over all helping the student develop the required academic skills.

The role of the shadow teacher/assistant is to provide additional academic support, throughout the school day, to the students enrolled in the optimal learning program; however through the guidance and direction of the classroom teacher.

The student benefits from the shadow teacher because

- the student follows regular classroom instruction and interaction with his/her peers.
- the student learns to build on his/her strengths
- the student receives educational enrichment.

The school benefits by the shadow teacher/assistant because there is a collaborative effort to meet the learning needs of the particular student.

The parents benefit because they have daily communication with an adult who knows what is going on in school and what events are taking place.

The role of the shadow teacher/assistant in the classroom is to help his/her student

- stay focused;
- participate appropriately in class;

- notify the teacher if he does not understand the material;
- function in an environment where there are many distractions;
- be positive in his/her approach to new tasks; and helping him/her to gain self control of the task at hand.
- improve communication by maintaining eye contact;
- encouraging him/her to ask for help from his/her teachers;
- prompting him/her to initiate discussions with his/her peers;
- encouraging him/her to learn the interests of his/her classmates.

Every child is unique; therefore, the approach and teaching methods and techniques used by each shadow teacher/assistant with each specific student will differ.

Shadow Teacher/Assistant Job Description

List of Shadow teacher duties:

1. Complies with all rules and policies in regards to safety at/of the school.
2. Complies with all rules, regulations and procedures as outlined in the ISV Staff Handbook
3. Helps classroom teacher develop, plan, and implement appropriate curriculum and methods for selected student
4. Assists classroom teacher in the development of the child's individual goals and objectives.
5. Sets up and maintains appropriate learning environment.
6. Attends and participates in required meetings.
7. Meets weekly with the classroom teacher for supervisory meetings.
8. Maintains accurate daily progress notes, data collection, attendance records and completes all paperwork in a timely manner.
9. Maintains discretion and confidentiality of child and family information at all times.

10. Alerts classroom teacher to any problems or social information about an individual child.
11. Assumes temporary responsibility for the learning environment in the absence of the Lead Teacher.
12. Seeks professional growth through reading, attending workshops, seminars, conferences, and/or completing advanced course work.
13. Communicates professionally at all times with students, family members, consultants, elementary school personnel, referral sources, all other staff members and other providers.
14. Functions as a teacher or a shadow in inclusionary settings/ small group settings.
15. Performs such other appropriate and position-related duties and assumes such other responsibilities as the classroom teacher, Primary Years Program Coordinator and/or the Head of Elementary may assign.