

Support Workers Guide: Guide: Assisting Visually Visually Impaired Educators at TBMH

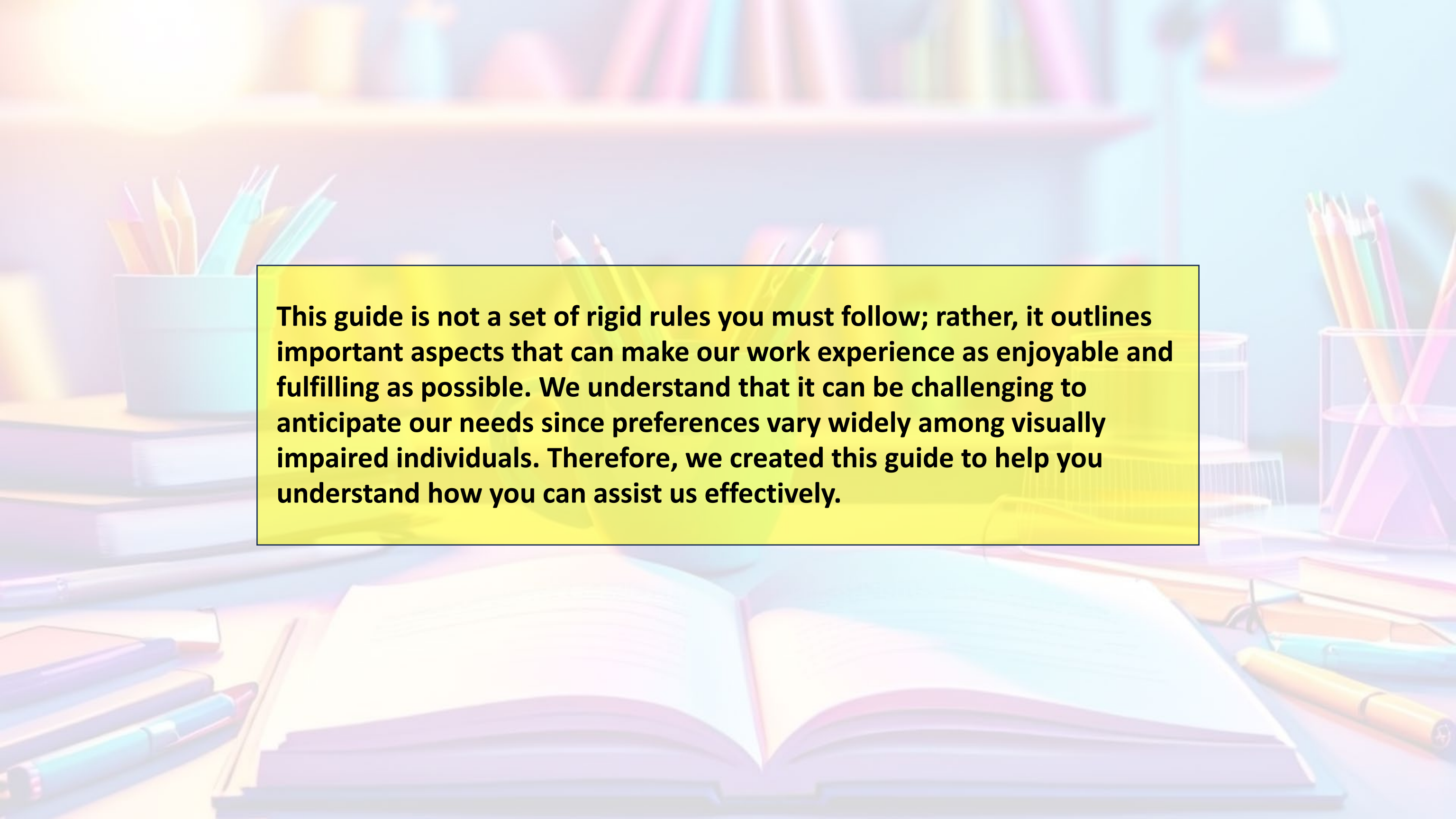


tri-borough
music hub

Who We Are

We are Fabiana and Paula, twin sisters and experienced music teachers with sight loss. We are recipients of a grant from Access to Work, administered by TBMH (Tri-Borough Music Hub), to support us in performing our roles effectively. Our combined experience in music education and unique perspectives as visually impaired individuals shape the way we teach and interact with our students.



The background is a soft-focus illustration of a study desk. In the center, an open book with blank pages lies flat. To the left, a blue cup holds several colorful pencils. To the right, a clear glass holder contains more pencils. In the foreground, several pens and markers are scattered on the desk. A desk lamp is visible in the upper right corner, casting a warm glow. The overall color palette is pastel and gentle.

This guide is not a set of rigid rules you must follow; rather, it outlines important aspects that can make our work experience as enjoyable and fulfilling as possible. We understand that it can be challenging to anticipate our needs since preferences vary widely among visually impaired individuals. Therefore, we created this guide to help you understand how you can assist us effectively.

Be Our Eyes!

The key to this role is understanding that our support workers are here to assist us with anything we might need during our teaching roles. In essence, you will be our eyes, helping us navigate both physical spaces and interactions with students and colleagues.



Words We Like

Supporting

Your role is to provide support without taking over our responsibilities, even though you may have your own teaching experience. This involves offering assistance in a way that empowers us rather than overshadowing our authority or autonomy.

Asking

Your role is crucial, so please ask us before making decisions on our behalf. Consulting us helps maintain our leadership role and prevents any loss of face. For instance, if you notice something that needs to be done, ask us how we would like it handled.



Assisting

It's important to remember that while we need your help, we still want to perform our jobs independently. Your assistance should enhance our capabilities, not replace our efforts.

Encouraging

Encourage others, whether adults or children, to speak directly to us. This fosters direct communication and ensures that we remain central in interactions and decision-making processes.

How will You support us?



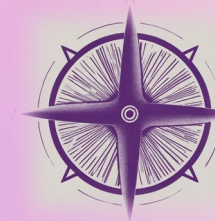
1. Meeting Points at a pre established time:

We might ask you to meet us at the institution or at another convenient location, such as the nearest bus stop, tube station, or a local coffee shop. This helps us navigate to the school more easily and ensures we arrive on time and ready to start our day.



2. Sign-In/Sign-Out: Out:

When arriving at or leaving the school or institution, assist us in signing in and out at the reception. This often involves navigating busy or unfamiliar reception areas and ensuring we comply with any required protocols.



3. Facilities Guidance:

We may need your assistance in finding our way to various facilities within the institution, such as the staff room, music room, classrooms, toilets, or the auditorium. Clear and accurate guidance is crucial for us to feel confident and secure in our environment.



4. Classroom Setup:

Setting up the music room or classroom according to our specifications is important. This might include arranging chairs, setting up keyboards, and ensuring all necessary musical instruments and materials are readily accessible.



5. Instrument Handling:

Helping us hand out and put away musical instruments or elements, especially with younger students, ensures that the class runs smoothly and that instruments are handled safely and efficiently. We may also ask you to help us tune guitars or ukuleles to ensure they are ready for use during the lesson.



6. Technical Assistance:

Your help with technology is invaluable. This includes operating the computer and interactive board, displaying PowerPoint slides, playing videos and audio files, or accessing any websites we might need during our sessions. Additionally, ensure that the sound is appropriately adjusted, neither too loud nor too soft, to create an optimal learning environment. Your assistance ensures that technical issues do not disrupt the flow of our lessons.



7. Pupil Observation:

Keeping an eye on the pupils and providing us with real-time feedback is critical. Let us know if students are sitting correctly for singing or playing instruments, if they are paying attention, or if they are using the correct technique. Additionally, observe their behaviour to ensure they are using the instruments properly and safely, and inform us if any student leaves the music room without permission. Your observations help us manage the classroom more effectively and ensure that all students are engaged and learning.



8. Meal and Refreshment Assistance:

During our time at the institution, we may need your help with lunchtime and refreshments. This includes assisting us in getting food for lunch, filling our water bottles, or making tea or coffee from the staff room. For example, you might guide us to the cafeteria, help us navigate food choices, and ensure we have everything we need for a comfortable meal.




9. Assistance When Leaving:

When we are leaving the school or centre, we need your assistance to find our way out. You might also ask if we need to be guided to a bus stop or station. When guiding us, whether to the school or when leaving, remember you are guiding a person who cannot see. Please do not bring luggage, suitcases, or bikes with you, as these can create obstacles. Make sure we are comfortable holding your arm while you guide us, ensuring a smooth and safe journey.

**For more Information of How to Guide People
with Sight Loss you can visit:**

https://media.rnib.org.uk/documents/How_to_guide_people_with_sight_loss_nl91Sj3.pdf



The background is a vibrant, abstract composition. It features large, stylized musical notes in shades of blue and purple, some of which are partially obscured by other elements. There are also various colorful brushstrokes and splatters in shades of pink, purple, and blue, creating a dynamic and artistic feel. The overall aesthetic is modern and creative, suggesting a focus on music and education.

We appreciate your support and look forward to working with you to create a positive and effective learning environment for our students. Your role is essential in helping us deliver high-quality music education, and together, we can make a significant impact on our students' musical journeys.