Joint Initiative
Support Staff Workstream Report

5 February 2016

Contents

Executive Summary and Recommendations

Executive summary

1. This report details the findings and recommendations of the Joint Initiative Support Staff Workstream. It is informed by (a) the 2011 report of the Support Staff Workforce Working Group Collectively Making Resources Count, (b) New Zealand Educational Institute Te Riu Roa (NZEI) member consultation throughout 2015, and (c) a review of the literature. The specific contributions of each of these sources are outlined in the second part of this report.

2. In keeping with its terms of reference (ToR), the Workstream considered how any potential newly identified Community of Learning (CoL) support staff roles and resourcing would align with existing arrangements. It did this by building on the work of the professional and industrial forums that were formed to complete the 2014 settlement requirements of the *Support Staff in Schools Collective Agreement* (SSSCA) and the *Kaiarahi I te Reo, Therapists, assistants to teachers of students with severe disabilities (ATSSD), and Special Education Assistants Collective Agreement* (KRCA). The work of those forums is ongoing.

3. The Workstream identified significant opportunities for support staff to be more effectively deployed, both under existing arrangements, and in the context of Communities of Learning. A number of potential new roles were identified. These are described in the recommendations section of this report.

4. The Workstream took the view that CoL will bring a new dimension to the education sector, one in which the visibility, recognition and opportunities for support staff will be enhanced. An analytic tool was developed to enable the group to identify and analyse possibilities at both the school and system level. Details of this can be found in section 2.5.

5. In addition to the specific potential roles identified and described in the recommendations that follow this summary, initiatives considered relevant to both the successful operation of CoL and improved visibility, recognition and opportunities for support staff include:
   - Involvement in those parts of CoL leadership structures that relate directly to the work of support staff
   - Support staff taking a visible role in facilitating parent/school relationships, student transitions, mentoring and induction; in service professional learning and development (PLD) and specialist support staff knowledge sharing across CoL

- Best practice guidelines developed to maximise support staff contribution to a CoL, especially about PLD to enable support staff to demonstrate how their work can best enhance the work of teachers and principals
- Formalised support staff roles that are unique to the CoL context
- Development of a structured PLD system which fits into a career path remunerated as such in the CoL
- Support staff with cultural and language expertise to be recognised, utilised and valued across the whole breadth of a CoL (e.g. Te reo Māori and Pasifika, Islamic and other)
- Observation of best practice by support staff of practice in other schools in the CoL
- Working with the community, sharing cultural context between other schools/cross pollination/cultural opportunity/mana within schools in a CoL
- Opportunities for information and communication technology (ICT) and science technician staff to contribute to schools and centres where these skill sets are unavailable or scarce
- New CoL- related career pathway option for support staff
- Could be specialised skill focus; e.g., autism spectrum disorder, English for speakers of other languages (ESOL), physical education, gross motor/fine motor skills, life skills programmes
- Science, technology, construction, arts, drama, outdoor education skills, ICT, reading skills (volunteer example)
- Opportunities for support staff to have increased job security by working across several sites.

Recommendations

Preamble

6. The parties acknowledge that significant new opportunities for support staff arise from the roll out of CoL. The parties note that the professional forum established as part of the Terms of Settlement of the Support Staff in Schools Collective Agreement 2014-16 (ToS) is already tasked with scoping and developing career pathways for school support staff in this context (ToS ref 4b).

Recommendations

7. The Support Staff Workstream recommends that prior to initiation of the renegotiation of the SSSCA the professional forum (and/or industrial forum by unanimous agreement) actively works on the following matters:
    i.   ways of overcoming any existing barriers to such new opportunities

    ii.   how support staff can best contribute to helping the new teacher and leadership roles deliver on the CoLs' achievement challenges

    iii. ways of providing support to support staff working directly between schools in a CoL: for example in providing specialist student support, and in the financial, administrative or property areas

    iv.   explore across community and in school support staff roles that CoL may wish to develop, implement and appoint to (as provisionally identified through NZEI member consultation, but which have yet to be evaluated by the Ministry of Education and New Zealand School Trustees Association (NZSTA)), with a focus on the following areas:
      (a) Student transition
         - Free up principals and teachers to concentrate on their internal and across school pedagogical responsibilities
         - Support student transition between ECE, schooling and tertiary
         - Coordinate administrative and/or pastoral aspects
         - Liaise with parents/caregivers
         - Ensure continuity where external agencies and resourcing are involved
      (b) Te Reo Māori
         - Work alongside teachers supporting Māori language
         - Support efforts to raise achievement for Māori priority learners in English medium schools
         - Expand existing Kaiarahi i te Reo role to impact more widely within and across schools and CoLs
      (c) Pasifika advice and liaison

- Support students and parents/caregivers of various Pasifika languages and cultures
- Samoan, Niuean, Tongan liaison advisor(s) appointed as per school/CoL requirements
- Support for students who struggle with language and overall school life
- Liaison between teachers, students, and caregivers, ensuring students are well supported

(d) Information and Communication Technology (ICT)
- Ensure principals, teachers and other support staff can concentrate on core pedagogical and administrative responsibilities
- Ensure within and across school information and communication technology is functional, reliable, and well utilised in teaching and learning

(e) Curriculum focus
- Support teaching and learning in STEM (Science, Technology, Engineering, Mathematics) and specific-focus subjects (e.g. visual and performing arts, sport and physical education, kapa haka, Pasifika, Education Outside The Classroom (EOTC) etc.)
- Link to and extend reach of existing within-school roles such as science technician, sports coordinator, cultural coordinator etc.

(f) Information literacy
- Support teaching and learning by supporting and guiding student and teacher use of digital research resources and methodologies
- Ensure consistency and continuity as students transition through system
- Provide/coordinate ongoing within CoL information and research methods PLD

(g) Property, and/or finance, and/or resource management
- Provide specialist management of plant development and maintenance
- Provide financial management expertise across schools
- Build on existing roles such as bursar

(h) Leadership and/or mentoring of teachers' aides
- Support Special Educational Needs Coordinators (SENCO) in implementation of CoL teaching and learning programme
- Share responsibility for induction, PLD and day-to-day close support of Teacher Aides (TAs).

(i) Specialist/impact support
- Address particular priorities
- Provide in-depth experience and knowledge (e.g. autism etc.)
- Flexibility enables CoL to deploy day-to-day as required

v.   undertaking a refresh of *Collectively Making Resources Count/Adaptation for CoL* including revisiting the case studies, to confirm sustained practice and implications for CoL readiness

vi. that exemplars of good practice of use of support staff be developed

vii. that a list of indicators of good practice and / or a self-diagnosis tool for schools be developed to assist in embedding good practice in schools and CoL

viii. establishing a Ministry of Education web resource with relevant and accessible guidance from the *updated Collectively Making Resources Count* for school leaders and support staff

ix. engage with relevant Industry Training Organisations (ITOs) to encourage them to become more proactive in the qualifications/PLD space by:
- Creating/publishing stock take of quality assured qualifications relevant to support staff
- Publishing a stock take of quality assured PLD relevant to support staff
- Actively promoting its services to school support staff.

x. possible future directions identified from a review of the academic literature:
- Implementing standard prerequisite qualifications for TAs
- Initial teacher education and teacher PLD to include effective use of support staff in classrooms
- Opportunities for joint teacher/teachers' aides PLD.

Background to the Workstream

Workstream Terms of Reference

8. The Workstream terms of reference (ToR) as referred to the Joint Initiative Governance Group on 29 October 2015 were as follows:
- To identify, describe and develop possible support staff roles and resources (including existing) for CoL to achieve communities' goals
- To identify how any identified roles and resourcing could operate within and across schools and centres within a CoL
- To identify how any identified roles and resourcing would align with existing career arrangements and build on work in the Support Staff in Schools Collective Agreement (SSCA) and Kaiarahi i te Reo Collective Agreement (KRCA) industrial and professional forums.

Workstream Membership

Ministry of Education	NZEI
Tim Day (convenor) Will Jensen Julie Hook	Asilika Aholelei Anne Stephenson-Piper Gaye Parlane Grant Reid (staff) Jasmine Pritchard Kathryn Farthing (staff) Lyn Spencer Margie Robson Helen Burnet

Workstream Process

9. The Workstream carried out its work over six months from July 2015 to January 2016. The group began by discussing the mandate given in the ToR.

10. The Workstream was conscious that, unlike the other Joint Initiative Workstreams, its work was:
    - based on ongoing tripartite consultation with NZSTA, which any output from this Workstream needed to link back to
    - focused on identifying opportunities to improve career pathways for support staff, in conjunction with the overarching concern of improving student achievement.

11. Consequently, there was early agreement that the Workstream should focus on three outcomes:
    - identifying ways in which support staff could more effectively help teachers teach and principals provide pedagogical leadership, by releasing the time of principals and teachers to focus on their core missions
    - looking at ways these could be enhanced in and by CoL
    - analysing how these could improve career pathways for support staff.

12. This led to the identification of three key sources of information that would inform the recommendations for achieving the desired outcomes:
    i. The 2011 publication *Collectively Making Resources Count.*
    ii. A review of academic literature.
    iii. Support staff perspectives based on personal accounts from those in the working group; input from the wider online reference group, and discussion of the literature review.

This conceptual framework underpinned the group's subsequent work and final recommendations

The next section summarises the Workstream's findings from each of these three data sources.

Key data sources informing the discussions

"Collectively Making Resources Count" – Summary of key findings and recommendations

13. *Collectively Making Resources Count* was a report prepared in May 2011 by a working group comprising the Ministry, NZEI Te Riu Roa and NZSTA. The report was based on a series of case studies undertaken by researchers to provide the working group with knowledge of the nature of support staff and the way that they are managed in New Zealand schools. This provided a basis for discussing current emerging and successful practice in respect of support staff.

14. Researchers carried out surveys of support staff and principals to find out about the employment and management of the workforce and developed case studies to illustrate good practice. These case studies showed that some schools were doing well in "collectively making resources count". In these schools, support staff were increasingly viewed as integral to the teaching and learning focus of the school. The schools' recruitment and management practices were designed to ensure that support staff contributed meaningfully and felt their contribution was valued in the wider institution.

15. The surveys showed that management practice varied greatly. A number indicated increasingly professional management of support staff, more in line with that of teachers. However, there was also considerable evidence of opportunities for many schools to improve their practices and facilitate the performance of support staff to better effect.

16. The working group agreed with support staff who said that poor use and management of their time and talents indicated that their capacity to contribute is undervalued.

17. On the basis of the research it seemed that overwhelmingly, support staff in New Zealand schools are strongly attached to their jobs. A high proportion of respondents loved their jobs despite some consistently expressed concerns. The major source of job satisfaction for many was their enjoyment in working with young people and contributing to their learning, which means they are highly motivated to make a difference in their schools.

18. The high level of job satisfaction was a surprise to the working group as anecdotal evidence had suggested that the workforce was a somewhat dissatisfied one. For some support staff, lack of PLD and career progression

opportunities were sources of dissatisfaction that are relevant to the ToR of this Workstream.

19. Issues of pay and job security, which were outside the scope of the ToR of the working group, were concerns raised by respondents. Some comments indicated that employment arrangements available in the SSSCA were not always well understood by boards of trustees, principals or support staff themselves. This is an area where greater understanding is needed at school level and this formed Recommendation 5 of the working group's report.

20. The working group regarded the issue of being respected, valued and supported as critical to the central concern of the group's work, that is, "What are the keys to ensuring that the support staff workforce is a highly productive one?"

21. Comments from support staff indicated that they did not always feel appropriately valued within their schools and that they are the outsiders in an 'us / them' culture. This issue appeared to be one that is frequently discussed within support staff circles and many principals acknowledged as causing concern to support staff.

22. Many principals displayed a high degree of awareness of the concerns of support staff. Many had made significant efforts to be inclusive and to have management processes and systems that ensure the contribution of support staff is optimised and valued. Nevertheless, there was evidence from support staff responses that sometimes the 'walk' was not fully consistent with the 'talk'. At the same time, there were comments from principals indicating that some support staff found change somewhat challenging.

23. Both principals and support staff indicated that the ways teachers and support staff (particularly teacher aides and specialist staff providing classroom and curriculum support) worked together was a critical issue in thinking about the effectiveness of support staff. Teachers were not surveyed as part of the working group's research and this remains a gap in understanding. Recommendations 9–11 within the report relate to seeking improvements in the ways teachers and support staff work together. They variously involve actions by the Ministry, NZEI Te Riu Roa, NZSTA and by schools themselves.

24. The research underpinning *Collectively Making Resources Count* pointed to a general need for better induction of support staff and more attention to creating meaningful PLD for support staff even in the absence of appropriate, formally established courses. As well, it was evident that some schools need to improve communication processes to better inform and include support staff.

25. The support staff survey results indicated that the support staff workforce included individuals whose qualifications and experience suggest that they have a greater contribution to make than is utilised.

26. Although the nature of some of their roles give an appearance of impermanence, the data available to the working group showed that many support staff had been employed in their current schools or in the school sector for an extended number of years.

27. Very few principals in the survey expressed any concerns about their ability to recruit support staff. In the economic climate then expected to prevail over the next few years as New Zealand recovered from the recession, it seemed likely that most recruitment needs would be reasonably easily met. Schools' ability to retain good support staff was likely to rest on their ability to manage them professionally and to make them feel respected and valued for the skills, attributes and commitment they could bring to the positions.

28. The working group's brief was to consider, within the existing model of self-managing schools and current funding arrangements, what strategies could optimise the effective use of support staff in supporting teaching and learning. On the basis of the research undertaken, the working group concluded that there was no necessity for new, large-scale, centrally mandated initiatives throughout schools to improve the benefits to schools and students from the support staff workforce.

29. Rather, the Ministry of Education, NZEI Te Riu Roa and NZSTA should review the support and advice they give to schools, and incorporate the consideration of what constitutes effective management of support staff within current initiatives and documentation. There should also be further investigation of the range and availability of relevant PLD currently undertaken by support staff with a view to extending it and improving accessibility (Recommendations 12–14).

30. Indications are that, mostly, the productivity of support staff is in the hands of school management and support staff themselves. Principals and support staff could draw on the collective capacity of their peers, supporting bodies and their own experiences to improve practice.

31. The report acknowledged the challenge principals faced in having to manage both pedagogical and administrative matters but suggested that time spent developing systems enabling support staff to contribute more productively was beneficial and different from principals doing work that could be done by support staff. It suggested that the *Kiwi Leadership* model and PLD for principals should incorporate advice on the strategic management of support staff (Recommendations 15–16).

32. The challenge for schools was, in essence, the same challenge facing very many workplaces in New Zealand. International data on labour force productivity showed that New Zealand has had a below average performance. The working group acknowledged that New Zealanders work hard, but our levels of productivity, compared internationally, indicated that we were not 'working smart' to the extent that we needed to.

33. Additional conclusions and recommendations of the working group were:
    - that there was room for the Ministry of Education to improve its practice in that it needed to more consciously take account of the support staff workforce in its planning of initiatives that affect schools; of the impact such initiatives could have on the roles of support staff; and how changes arising from the initiatives will require support staff input (Recommendation 18)
    - that it was likely that a gap existed in Initial Teacher Education (ITE) relating to the preparation of teachers to make effective use of teacher aides in their classrooms, and made a recommendation to explore options for addressing this gap (Recommendation 14)
    - that its report be published [available here1]
    - that a full research report be produced for publication by the Ministry of Education's Research Group. It also urged that, based on its report and the fuller research report, a resource be developed for whole-of-school professional development (Recommendations 3–7)
    - that the Ministry of Education, NZEI Te Riu Roa and NZSTA continue to work together to develop complementary and shared work programmes to continue to build and assist with the overall productivity of the support staff workforce (Recommendation 21)
    - that ERO note the report and consider its relevance to their work programme.

Perspectives arising from a review of the literature

34. The Joint Initiative support staff working group considered a range of findings from academic literature. It considered these findings to be generally consistent with and supportive of the findings and recommendations reported in *Collectively Making Resources Count*. Material related to support staff occupational groups representative of the majority of support staff in New Zealand settings is detailed below. Other occupational groups have also been factored in.

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1 http://www.educationalleaders.govt.nz/Managing-your-school/School-support-staff

Teachers' Aides

35. Research shows that increasing teacher aide (TA) numbers is not sufficient in itself to improve students' learning outcomes (Farrell et al., 1999). Effective use of TAs requires:

- Evidence-based and skill-based training, especially scaffolding, for TAs. This is known to improve students' learning outcomes and social interactions (Alborz et al., 2009; Lindsay, 2007)
- Collaboration, which includes planning and evaluation, needs to be undertaken on a consistent basis as part of business as usual (Devecchi & Rouse 2010; McKenzie, 2011)
- Job security and career options (McKenzie, 2011)
- Attitudinal change across the whole school, for example:
  - Improvement in teacher expertise in how best to use TAs(Kearney, 2009)
  - Effective management, support and development of TAs (Alborz *et al.*, 2009; Giangreco *et al.*, 2001)
  - The whole school taking responsibility for all students (Causton-Theoharis *et al.*, 2007)
- Release time for teamwork/teacher and TA collaboration, and TA training and meetings allowed for within paid hours of work (Alborz et al., 2009; Cameron et al., 2004; Devecchi & Rouse, 2010; Thomas, 2004; Tutty & Hocking, 2004).

36. Effective use of TAs results in:
- Benefits for teachers
  - Job satisfaction (Ferguson, 2014; OECD, 2014)
  - Less stress (OECD, 2014)
  - Feeling supported (OECD, 2014)
  - More time to work with students (Blatchford et al., 2009; Causton-Theoharis *et al.*, 2007; Giangreco & Broer, 2005; Giangreco *et al.*, 2005)
  - More creative approaches to learning (Alborz *et al.*, 2009)
  - More flexible classroom learning environment (Giangreco & Broer, 2003)
  - Decreased student-adult ratio in classroom (OECD, 2014).
- Benefits to students
  - Decreased student-adult ratio in classroom (OECD, 2014)
  - Group work facilitates engagement of all students in class activities (Alborz et al., 2009)
  - Increased individualised attention which is likely to lead to improved achievement (OECD, 2014)
  - More learning support
  - More feedback

- o Encourages independence in all students.
- Benefits to classroom environments and behaviour management
  - o More productive, focused and relaxed environment (Cajkler & Tennant, 2009)
  - o Provides all students with greater opportunity to learn (OECD, 2014)
  - o Facilitates inclusion (Alborz et al., 2009).

Administrative Staff

37. Along with the contributions of other support staff, the roles played by administrative staff in raising student achievement have not received the attention they deserve (Conley et al., 2010; Webb & Norton, 1999):
    - The primary focus has been on teachers, with the result that 'the roles of support personnel and their contributions with regards to school functioning and potential improvement opportunities appear to have been overlooked' (Conley et al., 2010, p. 310)
    - Webb and Norton (1999) agree that most discussions of management of human resources in schools have focused on certificated personnel who 'teach, supervise, counsel, or administer' (p. 454). They contend that all support staff are vital to the successful operation of the school district and to promoting a healthy, safe and productive school environment (ibid.).

38. The Workstream considers that this analysis has close parallels with the New Zealand situation as the contribution of school support staff, including that of school secretaries and other administrative staff, plays a huge part in the facilitation of teaching and learning.

39. There is widespread acknowledgement that 'secretaries influence the tone and function of the school in a major way' (Conley et al., p. 315; Casanova, 1991; Wolcott, 1973).
    - Secretaries often provide consistency when teachers and principals move on. Maxwell (2004) states that secretaries are often

      the "glue" that holds… school communities together. Colleges of education tell first-year teachers to "Get to know the school secretary and custodian – everybody knows they really run the school". And although this phrase is often bantered by educators in general, the research literature does not tell their story – does not recognise their contribution (p. 5).

    - School secretaries play a vital role in supporting the work of the principal:

      Despite the potential for marginalisation of general secretarial work, (as suggested by Glenn and Feldberg (1977)), the school secretary is heralded as critical to the day-to-day functioning of the school, keeping

> *the office going, minimising the disruption of students coming to the office and protecting the principal's time (Conley et al., p. 315; Wolcott, 1973).*

- School secretaries are required to manage ever-increasing complexity, including that associated with computerisation and record keeping (Casanova, 1991; Conley et al., 2010; Enomote and Conley, 2007; Wolcott, 1973).

40. This complexity and multidimensionality is the norm in New Zealand schools. The Workstream considers that this is likely to increase as the school secretary and other administrative staff are called upon to provide support to principals who hold CoL Leadership roles.

41. The literature suggests that these increasing demands on administrative (and other) support staff require additional support and resourcing, in the form of
    - PLD built into extended hours of work, and
    - greater flexibility, autonomy and resourcing during peak demand periods (Conley et al., 2010).

42. There is also the acknowledgement that as 'the core attributes and practices that define an organization's identity' (Collinson, 2008, p. 447, cited in Conley et al., 2010, p. 323) involve all staff members, there needs to be greater research-based consideration of the key roles played by support staff 'in formal reform efforts and school enhancement' (Conley et al., 2010, p. 323).

Science Technicians

43. Research in the United Kingdom (Royal Society, 2002), Australia (Hackling, 2009), and New Zealand (Kiernan & de Stigter, 2015) indicates that:
    - Science technicians play a key role in facilitating the teaching and learning of science in secondary schools
    - In addition to providing practical support to teaching and learning, science technicians have significant health and safety/hazard management, administrative, maintenance, stocktaking, and ethical responsibilities
    - Many schools lack qualified, experienced technicians due to poor pay and conditions
    - Uneven arrangements for the appointment and remuneration of suitably qualified chemical hazard laboratory managers (LM) in New Zealand secondary schools have implications under the Health and Safety Act 2015
    - There is a need for greater professional recognition
    - In all three jurisdictions, there is a need for 'clear job descriptions… linked to a national career structure and pay scale… [along with] substantial

investment in technician continuing professional development' (Royal Society, 2002, p. vii).

School Librarians

44. Academic literature indicates that:
    - Well-resourced, professionally staffed, well used, highly valued school libraries that are carefully and consciously embedded into the whole school infrastructure have significant positive impacts on student achievement and well-being (Barrett, 2010; Farmer, 2006; Haycock, 2011; Hughes et al., 2014; Kaplan, 2010; Lance & Hofschire, 2011; Neelameghan, 2007; New York State Education Department, 2011; Todd & Kuhlthau, 2005a; Todd & Kuhlthau, 2005b).
    - To be most effective, school libraries require trained, experienced staff. These are usually successful teachers with additional training in librarianship. Professional librarians without formal teaching qualifications need additional training in education (Barrett, 2010; Dotten, 2002; Farmer, 2006; Neelameghan, 2007).
    - The role of the school library and the demands on its staff have changed greatly in the last two decades. Policy has often not kept pace with, or supported, these changes. Failure to do so negatively impacts student achievement in the information age (Houston, 2008).
    - Research consistently finds a positive correlation between effective school libraries and student achievement. Policy decision makers may, however, remain unaware of this correlation (Kaplan, 2010; Neelameghan, 2007).
    - Effective school libraries tend to produce the greatest positive gains in student achievement and well-being among at-risk students, including students from lower socio-economic backgrounds or minority cultures and differently-abled students (Jones, 2009; Kachel & Lance, 2013; Lance, 2002; New York State Education Department, 2011).
    - The need for effective school libraries is increasing in the current information landscape; and digital literacy is as important for our students' futures as traditional literacy (Koechlin & Zwaan, 2002; Todd & Gordon, 2010).
    - Teachers and school management teams do not always know how to integrate and use the resource they have in the school library or its staff (Todd & Kuhlthau, 2005a; Todd & Kuhlthau, 2005b).

Workstream member perspectives

45. Support staff in New Zealand schools span a diverse range of occupations and employment contexts, from remote, two teacher primary schools, to large urban secondary schools. Consideration of the diversity associated with the deployment

of support staff in schools has played a major part in the deliberations of Workstream members. Accordingly, the discussion that follows is indicative, rather than definitive.

46. Workstream members offered their perspectives based on their own experience, input from the wider support staff network, and consideration of the literature review. In approaching this phase of the work, the Workstream members were mindful of two earlier strands of joint work. The first focused on the effective contribution of support staff to the work of schools. The second on a career pathways framework for support staff.

47. In spite of the diversity of occupations and employment settings, support staff share a common feeling that they are undervalued members of the education service. There are several contributing reasons, including:
    - School culture:
        - Teachers and principals don't consider support staff to be "staff" e.g. often not included in "staff meetings"
        - Teachers and principals often do not think broadly enough about breadth and depth of support staff skill sets or even know what these are in their support staff.
    - Schools are reluctant to release support staff for time away from classroom whether for PLD or a broader range of work such assisting in ECE - primary school and primary school - intermediate transitions
    - Continuity of employment and hours of work can be uncertain. In the case of TAs, schools are wary of raising parents' expectations about ongoing support staff provision for particular students
    - There is a lack of knowledge about qualifications and PLD opportunities relevant to support staff
    - There is a lack of awareness (and therefore recognition) of the vital contribution library staff make to teaching and learning, especially in the increasingly important areas of student and teacher research in the contexts of inquiry learning and teaching as inquiry.

48. These discussions led the Workstream to consider possible approaches to better understanding the situation. Three interrelated dimensions associated with the deployment of support staff were developed into the analysis framework in Figure 1 below.

49. The analysis framework was used to identify the sorts of factors at play within each of the three dimensions:
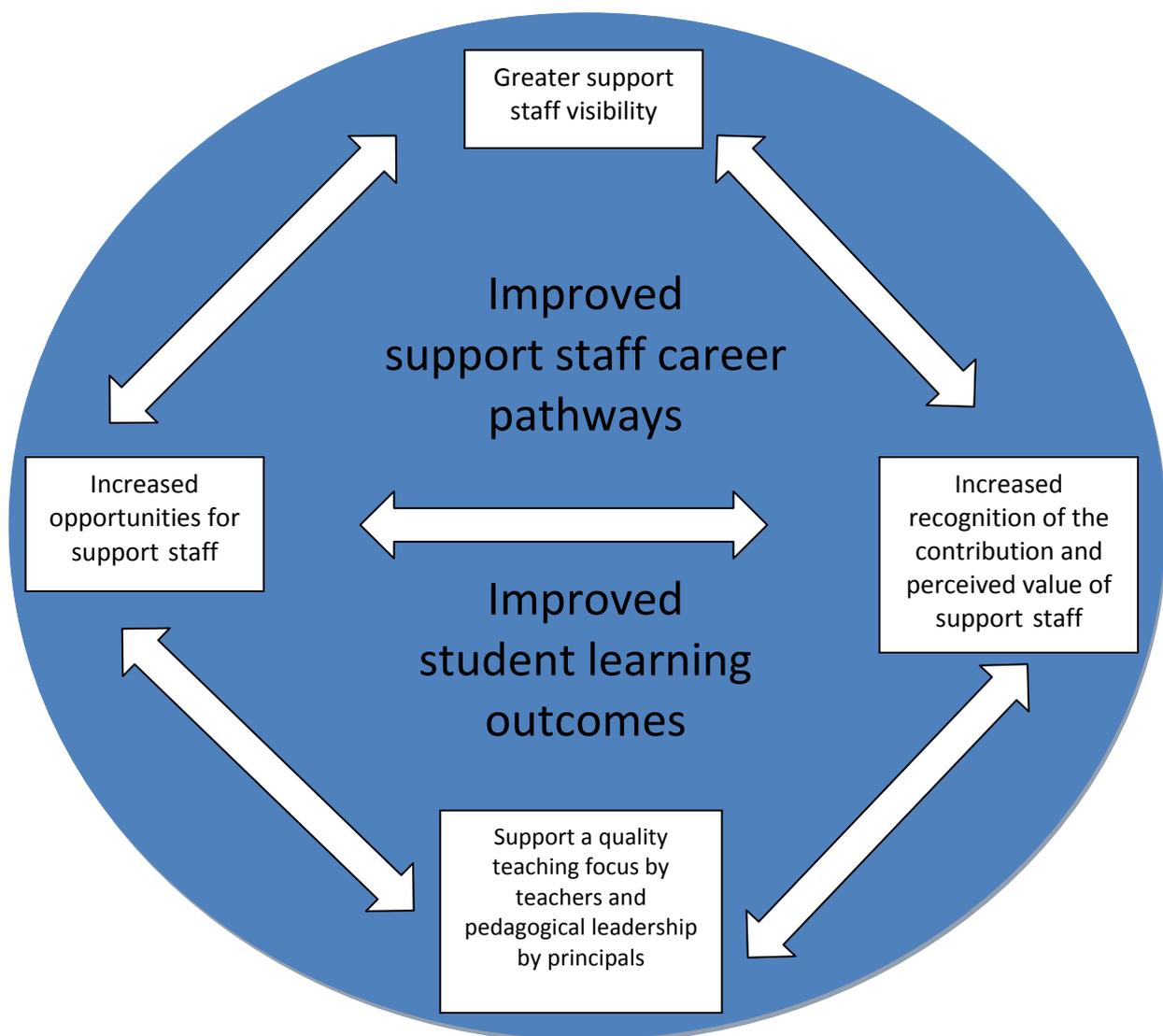   - Greater support staff visibility
    - Increased recognition of the contribution and perceived value of support staff
    - Increased opportunities for support staff.

Method of Data Analysis

Visibility, Recognition and Opportunity Analysis Framework

50. The group developed a framework to guide and inform critical discussion (see Figure 1). This incorporated key aspects identified by the group as being strongly associated with increasing support staff effectiveness in schools and communities. The interwoven aspects of support staff visibility, recognition and opportunity in relation to developments at the school and system levels were then brainstormed using a tool developed for that purpose. Consideration included both existing within-school and proposed CoL arrangements.

Figure 1: Support Staff Analysis Framework

Findings of Visibility, Recognition and Opportunity Analysis

Greater Support Staff Visibility

51. *Challenges to visibility could include:*
- Support staff are paid only during student contact hours
- Lack of continuity of employment due to budgetary constraints
- Deployment determined by budgetary constraints rather than student need
- Lack of sufficient focus on use of support staff in ITE, and teacher PLD.

52. *At the school level this might look like:*

Increased support staff visibility for parents and students results from support staff involvement in the wider life of the school. Such involvement might take some of the following forms:
- Participation in school extra-curricular activities
- Bridging between school and families/whanau and rest of school community
- Support staff inclusion in staff meetings
- Support staff acting as mentors within schools
- Pastoral role:
  - facilitating children's engagement with teacher and other children, new arrivals
  - contributing to the school's child safety responsibilities.
- Supervisory role: school functions, EOTC, school camps, group work
- Whole of school collegial role
  - E.g. in EOTC joint teacher/support staff planning of supervision and activities
  - Assisting teacher release/grouping for differential instruction.

53. *At the system level this might look like:*
- Exemplars of best practice
- Indicators of support staff visibility
- New support staff roles
- An updated version of *Collectively Making Resources Count*
- Ministry of Education web page
- Best practice guidance
- Self diagnostic tool(s) for schools.

Recognition of support staff

54. Challenges to recognition of support staff include:
- Attitudes from teaching staff and principals can sometimes communicate a feeling that support staff are looked down on, and don't need to be treated as "staff" in the same way that teachers are
- Lack of awareness on the part of principals and teachers of the skills which support staff could contribute to the school
- A lack of clarity about the complementary roles played by support staff and teachers
- Teacher performance anxiety in presence of another adult in the classroom.

55. At the school level this might look like:
   Increased support staff recognition would be assisted by the following:
- Systematic appraisal and follow-up
- More deliberate collaboration between TA/teacher in planning and evaluation of teaching and learning
- Development of essential support staff skills and/or specialist support staff skills through targeted programs
- A wider repertoire of activities for support staff, including designated whole-class TAs (cf focused on an individual student) including group work
- Structured PLD programmes associated with a defined career path.

56. At the system level this might look like:
- Inclusion of support staff in ERO appraisal framework of accountability/contribution
- Importance of specialist contribution to teaching and learning, e.g. librarians for research skills, science technicians for STEM subjects at secondary level, or more broadly as part of a community of learning, supporting the teaching and learning of STEM subjects at primary school.

Opportunities for support staff

57. Challenges to opportunities for support staff include:
- Lack of knowledge of possible ways of deploying support staff results in limited PLD being offered to support staff
- Principals don't want to raise parental expectations of ongoing support staff provision, due to concern about continuity of resourcing
- Lack of paid time outside of student contact hours limits ability to be involved in student transitions, as well as planning and development of resources
- Staff with no qualifications/PLD favoured over those with, due to additional salary cost.

58. At the school level this might look like:

- Up-skilling by obtaining relevant qualifications
- Dedicated Senior Leadership Team member with responsibility for support staff deployment
- Opportunities for facilitation of student transitions between ECE/primary/tertiary, particularly for special needs students
- Greater recognition of the role of Kaiarahi i te Reo, particularly in supporting achievement of Māori students in "mainstream" schools
- Better planning and use of resources to create more effective use of support staff time
- Support staff used to free up teachers to teach, principals to provide leadership.

59. At the system level this might look like:

- Nationwide stock take of PLD so support staff, and school management know what is available and where
- Refresh stocktake of qualifications relevant to support staff
- Identifiable qualifications/skill sets facilitates career pathways enable transferability of employment within and outside the school sector
- Evolution of the concept of support staff as recognised, certificated para professionals.

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