

**Department of
Education and Early
Childhood Development**

***Wider Workforce
Field Trial***

**Final Evaluation Report
January 2011**



I & J Management Services

Department of Education and Early Childhood Development *Wider Workforce Field Trial*

Final Evaluation Report, January 2011

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The Evaluation of the Wider Workforce Field Trial was conducted for the Department of Education and Early Childhood Development by:

I & J Management Services Pty. Ltd.
P.O. Box 845, Sunbury VIC 3429
Telephone: 03 9740 4222
Email: ianp@ijman.com.au

EXECUTIVE SUMMARY

School students do not care if someone has teacher qualifications. They want someone to help them learn. As far as the student is concerned, that someone:

- must be focused on my individual learning needs
- must 'know their stuff' and be able to share it in an interesting and engaging way
- should be trying to increase my educational wellbeing, without diminishing my physical or emotional wellbeing.

Who that someone is, is a secondary issue for students. It could be a teacher, an ES staff member, a paraprofessional, a youth worker, a kinesiologist, a musician, a scientist, a boatbuilder, a business mentor or even another student. It could be all of these people – possibly all of these people at the same time – if that is what helps me learn.

In 2009-2010 the Department of Education and Early Childhood Development's Wider Workforce Field Trial involved twenty five schools in looking at the question of:

How do schools and their communities access, organise and use a wider workforce to increase teaching effectiveness?

The answers to this question address issues of workforce design, the essential role and status of highly skilled teachers, the complementary roles of other teaching and non-teaching staff, supervision, employment conditions, remuneration and professional learning for the entire workforce. However, the one point that has been continually reinforced by schools throughout the field trials is that education workforce reform is not about the school workforce. Nor is it about teachers, or unions or the Department or parents. It is about students and student learning. All that schools and their communities want is to be able to employ or engage the right person, with the right skills for the right job to meet the learning needs of their students.

"The use of a wider workforce in schools is for the betterment of students and communities alike. It allows a school to really concentrate on the student as an individual and make more informed decisions about what is vital for the education of each and every one of them. It also allows for the 'right' people to be utilised for the 'right' jobs within a school." (Ballarat Specialist School)

The challenge, as the wider workforce field trials have shown, is for schools, the education system and society at large to put in place the conditions to enable this to happen.

The field trials

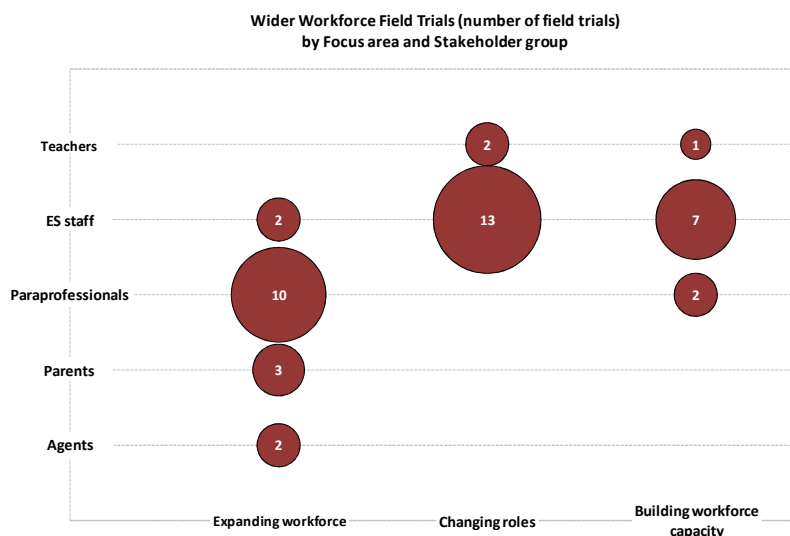
In 2009-2010 the Department's Innovation & Next Practice Division (INPD) facilitated the Wider Workforce Field Trial. Twenty five primary, secondary and special schools from across the state participated in 21 practitioner-led field trials, with six of these schools participating in two cluster-based trials.

The Field Trial aimed to stimulate thinking and explore 'next practices' in relation to remodeling the school workforce. In tackling the research question the individual trials investigated innovative and sustainable models of workforce organisation with the potential to increase workforce capacity to improve student outcomes, including models of employment of paraprofessionals, teacher assistants, agents and 'experts' from local communities and business organisations.

In the preparatory capacity building stage of the Field Trial from June 2009 members of a change team from each trial school undertook an extensive program of professional learning and school-based strategic planning using the M 4 D change management model. Change teams were supported by Innovation Leaders who provided guidance on the M 4 D process, assisted articulation and review of each trial’s objectives, and fostered the development of a community of practice among the trial schools. Each school/cluster then established a workforce trial to respond to the local needs of their students, school community and workforce. The field trials were implemented during 2010.

Three focal areas of workforce reform

From 21 independent processes for defining field trial objectives, three main workforce reform issues emerged, related to one or more of five stakeholder groups. These may not be the major long-term workforce issues facing these schools, but within the scope of the research question and the innovative capacity of each school, this was where they individually thought they could positively influence learning outcomes and provide practical feedback to the system about opportunities for change.



In **expanding the workforce**, schools employed persons with specialist content knowledge, expertise and/or qualifications to deliver or complement delivery of the curriculum. This included musicians, artists, boat builders, real estate agents, human services professionals and other people from business and community organisations. The aim was to offer students a wider and more engaging curriculum by bringing into the school on a regular or short-term basis specialist external content expertise.

For example, Yuille Park Community College engaged volunteer business and community mentors to assist students with a project called ‘Personal Best’. Teachers concentrated on the learning needs of students and delivery of lessons, projects and Individual Learning Plans. Mentors provided project opportunities and links between work, the community and school. Princes Hill Primary School engaged paraprofessionals and parents in a wide range of inquiry-based learning activities: performing arts workshops, maths and science units, board games extending students’ critical thinking skills, literacy groups and reading circles, a Writer’s Festival and circus workshops.

“Widening the workforce has added richness to our school that would not have been available before. It has added an element to the learning experience that is innately authentic and students have responded in a very positive way. The more varied the adults we bring into the learning space the better it will be for the young people in our community.” (Crusoe College)

Thirteen schools also trialled **changing roles**, using ES staff as teaching and/or teacher assistants to complement and/or supplement the work of teachers. This involved:

- developing teams of teachers and ES staff working with groups of students
- ES staff supervising students in classroom or community contexts

- ES staff taking on administrative functions previously undertaken by teachers.

For example, Carrum Downs Secondary College developed four sub school teams comprising a leading teacher, pastoral/classroom teachers and an ES staff member, as well as volunteer community mentors. The team is responsible for all curriculum planning and student management in their sub school. The school also developed new positions for ES staff to include jobs previously undertaken by teaching staff, such as camp and excursion organisation, attendance, lateness, uniform breaches, detention classes, yard duty, student supervision and liaison with parents on all of these issues. Bentleigh West Primary School changed staffing structures to 'absorb' two of four specialist subject teachers into learning areas as extra teachers, creating greater flexibility within teams to develop their own program schedules incorporating specialists' skills and passions.

"ES staff took responsibility of student groups with amazing success. This included small group activities, project groups, implementation of ILPs, excursions, sourcing mentors and many more tasks based around individual student needs." (Yuille Park Community College)

The third main focus area of the field trials was in **building workforce capacity**, most commonly a structured and systematic endeavour to enhance the capacity of ES staff to support teachers and teaching outcomes.

Hampton Park Primary School developed a comprehensive Framework for professionalising ES staff with four elements (Induction and Mentoring; Pedagogical Role Clarity; Performance Development; and Communication) at three separate levels of development. It describes the school's expectations of and commitments to development of ES staff. Every week for two terms Ballarat Specialist School conducted up to seven professional learning workshops run by staff with expertise in each task area. The workshops were accessible to the entire staff, including 90 ES staff who had previously not been involved in such upskilling. Dandenong North Primary School appointed a Leading Teacher as a coach with responsibility for leading the ES team in capacity-building and professional development. Training modules and ES conferences were developed and delivered, specifically tailored to the needs of ES staff to enable them to work more directly in educational roles with students.

Workforce reform and a wider workforce

With 25 schools, and nearly the same number of differing definitions of the 'school workforce' and a 'wider workforce', the field trials demonstrated that the education system cannot have a meaningful debate about workforce reform – internally between policy makers and schools, and externally with Government, parents and the community – if there is not first a shared understanding about the language of workforce reform.

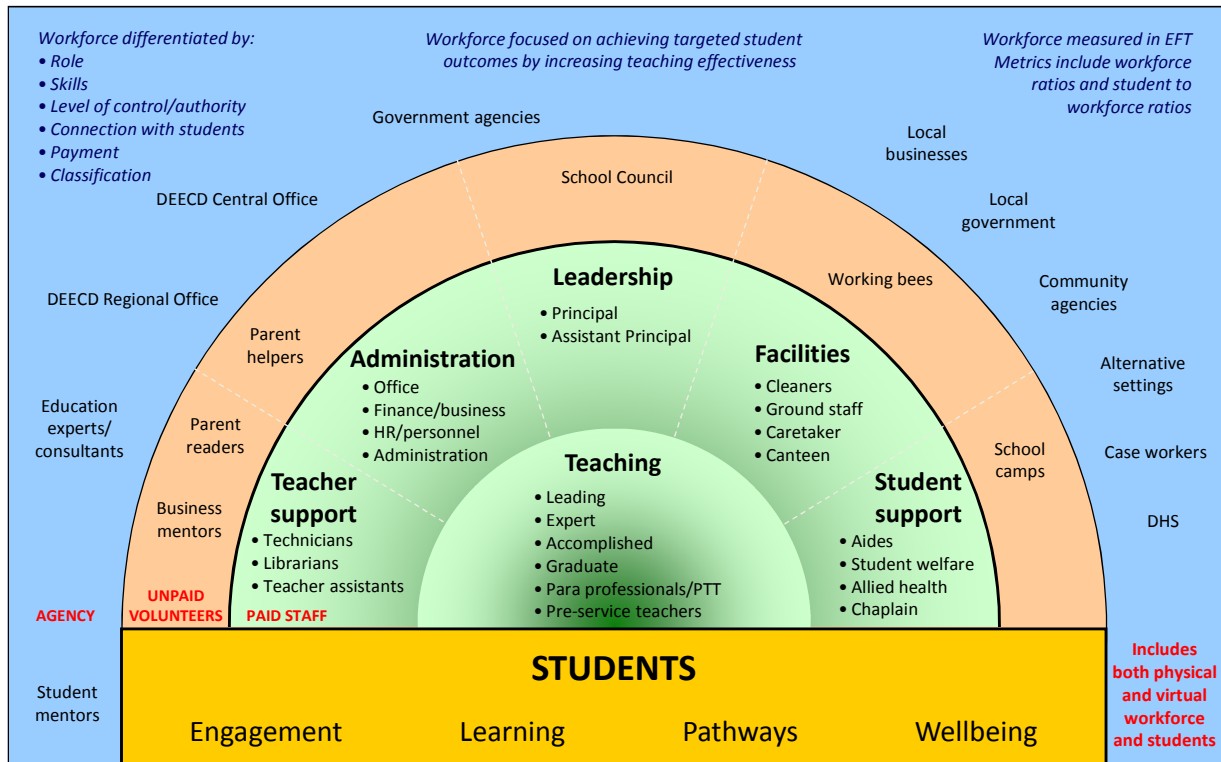
Schools found that defining objectives for their field trial was more meaningful when (as was set in the Field Trial's research question) **'teaching'** and **not 'teachers'** was the focus. Directing attention at the process rather than the position allowed them to think about how every member of the wider workforce, including those in teaching and non-teaching roles, contributed to achievement of effective student outcomes.

Field trial schools also found that their thinking about the workforce became clearer when they started with a wide definition of the school workforce that could, if needed, be narrowed to focus on specific opportunities and outcomes. The **wider school workforce** is all of the people who have a role in contributing to provision of a stimulating learning environment, engaging learning experiences and effective learning outcomes for students. This includes

- paid staff, unpaid volunteers and agents

- teachers, paraprofessionals, specialists and teaching support staff
- leaders, student wellbeing, administrative and facilities staff
- parent helpers, business mentors, education consultants and school councillors.

The Wider Workforce = Staff + Volunteers + Agents



Over the course of the field trials schools reported net 'growth' in their workforce. This was partly acknowledgement of the wider workforce that had already been working at the school, and partly 'real growth' in workforce numbers due to small targeted increases in the number of people involved as paraprofessionals, in-class teaching support, in-school student support, teacher assistants, parent helpers and community or business mentors for students.

Accessing, organising and using a wider workforce

A wider workforce combines, utilizes and leverages the complementary skills of the entire workforce in collaborative and team-based ways. Field trial schools demonstrated this by:

- forming multidisciplinary teaching teams with teachers, ES staff and paraprofessionals
- reallocating administrative tasks to ES and other staff to free up teacher time to concentrate on teaching and learning processes and outcomes
- finding paraprofessionals and content experts who enhance delivery of the curriculum
- boosting the capacity of their entire workforce by adopting a whole school culture of professional learning and performance management.

Reflecting the main areas of growth in schools' wider workforce, the most common source of additional skills and expertise to support teaching and teacher effectiveness was ES staff already employed by schools. Field trial schools also found it easier than anticipated to involve parents, the community and business in teaching and learning activities, especially where the benefits to student engagement, student learning and student wellbeing are evident (e.g. use of mentors for students at

Yuille Park Community College and Charlton College). Paraprofessionals and persons with specific content expertise were the most difficult group for field trial schools to locate and employ.

Barriers to a wider workforce

The field trials highlighted that schools have a generally low level of knowledge and understanding of what is possible in employing and deploying a wider workforce within current workforce parameters. Even though these schools had been chosen to participate in trials related to the use of a wider workforce, many found that they had incomplete or inaccurate knowledge of the scope and application of current enterprise bargaining agreement (EBA) and workforce conditions.

In some cases **perceptions** of barriers to workforce reform were the result of a lack of awareness of the possibilities within the existing system. In some cases, the barriers were **real**. Areas where field trial schools thought that current conditions inhibited efficient application of the wider school workforce and the achievement of targeted school outcomes, included:

- barriers to recruitment, conditions of employment and remuneration at market levels for content specialists and non-teacher qualified paraprofessionals
- constraints on ES and other staff who possess appropriate skills and qualifications, but are constrained by a supervisory standard which does not differentiate between duty of care for a students' educational outcomes and duty of care for their physical and emotional wellbeing
- requirements in relation to student-teacher ratios and workforce metrics that do not recognise the effective use of a wider workforce.

Making a difference

Increased student attendance and retention, increased student engagement in school and learning, increased confidence and connectedness to school, and increased support for transition were all on evidence across the field trials, and all contribute to improved student outcomes. Each field trial, in its own way and with its own level of impact, demonstrated that effective use of a wider workforce contributes to efficient delivery of engaging, stimulating and personalised learning programs that can meet the learning and support needs of every student. It does this through:

- credible and engaging delivery of the curriculum by people who are experienced in and passionate about its practical application
- providing opportunities for student engagement, learning and support that would not otherwise be offered
- providing students with more personal attention and learning support in the classroom
- providing students with access to specialist support
- faster identification of and response to learning and support needs.

The field trials also show that a wider workforce can support teaching effectiveness through:

- access to a wider range of knowledge, skills and experience
- increased opportunities for collaborative curriculum planning and professional learning
- freeing teacher time from administration to focus on teaching and learning and targeted support for students
- more efficient undertaking of teaching support and administrative tasks.

“There is enormous potential to increase and maximise the effectiveness of educational teams by employing or co-opting people who can educate in specific or broad areas relevant to a school’s curriculum.” (Dandenong North PS)

The role of the teacher

At the core of every wider workforce field trial, whether it was explicitly stated or not, was consideration of the role of the teacher. Projects which expanded the workforce through use of paraprofessionals (e.g. Carrum Downs Secondary College) or changed roles of ES staff to provide direct teaching support (e.g. Berwick Chase Primary School) or reduced teachers' administrative workload (e.g. Ascot Vale Primary School) were each in their own way exploring the role of the teacher in modern education. They looked at what a teacher can and cannot do, and what a teacher should and should not do if they are to be most effective in their role as educators – the career they have chosen and the role for which they have trained.

Field trial schools discovered that a wider workforce involving paraprofessionals and ES staff in teaching is, rather than being disempowering for teachers, most effective, engaging and successful when it is directed and led by excellent teaching professionals with quality pedagogical, instructional design and educational leadership skills. The use of a wider workforce suggests scenarios where:

- Teachers have ultimate and absolute responsibility for the quality of curriculum planning, instructional design and assessment frameworks.
- Teachers are not responsible for all of the 'doing'. They will have a critical role in delivery, but might also manage teams of people involved in teaching, who possess a variety of teaching and non-teaching qualifications that can be applied to meet the individual learning needs and learning style of each student.
- There may be fewer teachers, there may be more, but there will be more people in the 'classroom' (whatever it looks like, wherever it is, and whenever teaching happens).

As field trials changed their roles, teachers found themselves spending more time on higher order teaching activities and more time in focused teaching with individual or small groups of students. This reinforces the need to continuously examine the future training, recruitment, employment and deployment of teachers.

It also suggests workforce models which raise the status of teachers. The field trials showed that professionals capable of creating an individual learning plan for every learner, and managing a team of educators and support staff who enable each learner to realise their potential, are well-regarded and respected by parents and the community.

Three challenges

In summary, the Wider Workforce Field Trial poses three major challenges relating to what people think, what they are allowed and expected to do, and what they actually do.

Societal challenge – What is 21st century learning?

The first challenge to emerge from the field trials is for society to engage in a debate about contemporary teaching and learning. Parents, employers, community members and people within the education system have different and often historically-based ideas about what constitutes good learning and teaching, and the role of a teacher and a school. The field trial schools found that changing the configuration of the school workforce involved challenging perceptions about 'traditional' ways of working and 'traditional' roles.

The schools also found that any discussion on the wider workforce and workforce reform must have the student and the quality of student learning at its centre. As schools thought about how they could best organise their workforce to meet their students' needs, they had to reflect deeply on the learning needs of those students. This took schools and their change teams to the question of 'What is 21st century learning?' From this starting point they were able to work through questions about learning,

then teaching, then the role of teachers, and the role of other staff, and the wider workforce, and how to best access, organise and use a wider workforce to personalise learning for each student. The field trial schools could not always answer these questions to the extent they would have liked, but they were better able to explain the rationale for and objectives of their wider workforce field trial in terms of their student cohort and the needs of their school community.

Through the Wider Workforce Field Trial a small sample of schools has begun to think about these issues. Their experience indicates that it is time to broaden the debate.

System challenge – Set workforce parameters and expectations

Once there is a clear understanding of 21st century learning and teaching and the role of teachers, the challenge for the education system is to clearly set the workforce ‘ground rules’. The Department is responsible – through regulation, policy, EBAs, standards and budgets – for setting workforce parameters which reflect its expectations of the characteristics of an effective school workforce. The Department is also responsible – through review, audit and compliance processes – for monitoring adoption and implementation of these parameters.

Field trial schools want to work within the Department’s parameters, using their innovative capacities to develop a workforce consistent with system expectations and responsive to local needs, rather than expending energy on tackling real or perceived barriers to workforce employment and deployment.

School challenge – Right person, right skills, right job

From there, the challenge for schools is straightforward. Take full advantage of the flexibility in the system to assess the learning needs of students, design a workforce structure capable of fulfilling those needs, and employ and engage people with the right skills and qualifications to do those jobs.

For the most part, as shown through the field trials, there is already a significant level of flexibility within the system to enable schools to access and use a wider workforce. A greater understanding of the possibilities that exist within the current system, and increased flexibility in areas where constraints currently exist will allow schools to take realise the benefits of their wider workforce.

1. INTRODUCTION

Workforce Reform is one of the three key strategies of the Department's *2008 Blueprint for Education and Early Childhood Development*. The strategy builds on the evidence that the quality of the workforce is the major factor driving quality in schools and early childhood services, and that excellent service provision can only happen when the right people are attracted, recruited, and supported to do their jobs as effectively as possible.

In 2009-2010 the Department of Education and Early Childhood Development's (DEECD) Innovation & Next Practice Division (INPD) facilitated the Wider Workforce Field Trial. Twenty five primary, secondary and special schools from across the state participated in 21 field trials, with six of these schools participating in two cluster-based trials (see Appendix 1).

The trials aimed to stimulate thinking and capture current and potential 'next practices' in relation to remodeling the school workforce. They investigated innovative and sustainable models of workforce organisation with the potential to increase workforce capacity to improve student outcomes, including models of employment of paraprofessionals, teacher assistants, and experts from local communities, business, university and government agencies. The trials provided resources and support for:

- accessing experts beyond education
- stimulating futures thinking
- innovation and change leadership
- testing and evaluating innovative processes and practices
- professional learning and capacity building for site participants
- capturing and dissemination of findings.

The Field Trial examined the following research question.

How do schools and their communities access, organise and use a wider workforce to increase teaching effectiveness?

The first stage of the Field Trial from June 2009 built on the innovation capability of participating schools. Members of a change team from each trial undertook an extensive program of professional learning and school-based strategic planning exercises using the M 4 D change management model adopted by the Innovation Unit in the UK. Change teams were supported by DEECD Innovation Leaders who provided guidance in the M 4 D process, assisted articulation and review of each trial's objectives, and fostered the development of a community of practice among the trial schools.

The Wider Workforce Field Trial was implemented in schools during 2010. Each school/cluster established a workforce trial to respond to the local needs of their students, school community and school workforce.

I & J Management Services was engaged as the project's evaluation partner to conduct a formative and summative evaluation of the impact of the trials. The key evaluation findings in response to the Wider Workforce Field Trial's research question are presented in this report.

2. FIELD TRIALS

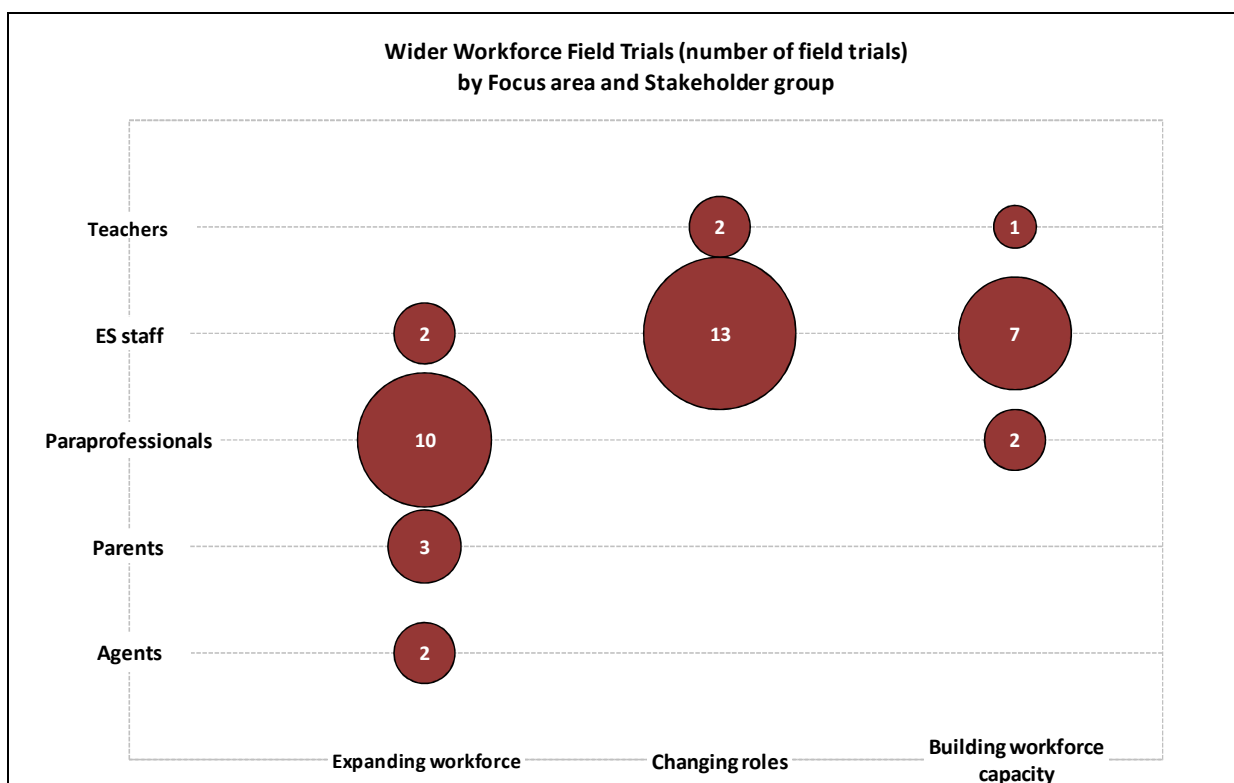
2.1. Field trials profile

Twenty five primary, secondary and special schools participated in 21 field trials, with six of these schools participating in two cluster-based trials. Although all of the field trials examined the same wider workforce research question, each school/cluster established a project to respond to the local needs of their students, school community and school workforce. The objectives of each of the field trials are shown in the following table, with a summary of the aims, actions and impact of each field trial included in Appendix 2.

Site	Project Objective(s)
Altona Green Primary School	<ul style="list-style-type: none"> Use of parents to undertake Education Support (ES) roles in the learning centres Integration aides working in teams with teachers and students, rather than be assigned to a student.
Ascot Vale Primary School	<ul style="list-style-type: none"> Create and trial two new ES roles: Student Data Manager (SDM) and Learning Partnership Manager (LPM) Use ES staff to take administrative tasks/duties away from teachers.
Ballarat Specialist School	<ul style="list-style-type: none"> Employ more non-teaching staff in specialist and therapy areas Develop professional learning program to upskill and support all staff.
Barwon Valley School	<ul style="list-style-type: none"> Early Years: Specialise the ES role to provide greater role clarity, widen career pathways, meet identified 'gaps' and address working arrangements. Middle Years: Use a paraprofessional (music specialist) to deliver a program within and outside the school context. Later Years: Trial ES staff working in community contexts without direct teacher supervision.
Bentleigh West Primary School	<ul style="list-style-type: none"> Build specialist programs into the 'learning house' environment, increasing access to specialists and increasing teacher: student ratios Use non-teacher qualified 'content specialists' to enhance the curriculum Develop and review school wide protocols relating to how teachers and students work in open plan learning environments
Berwick Chase Primary School	<ul style="list-style-type: none"> Study work habits and roles of ES staff (tasks and effectiveness) to create a vibrant, purposeful and enthusiastic workforce Develop the leadership capacity of all members of the school community
Carrum Downs Primary School	<ul style="list-style-type: none"> Establish a centre and operating model which enables students who are unable to attend the classroom fulltime due to emotional and behavioural issues to return to the classroom and be productive members who are able to take responsibility for their own learning.
Carrum Downs Secondary College	<ul style="list-style-type: none"> Investigate innovative and sustainable models of workforce organisation to increase workforce capacity by increasing the number of ES staff and paraprofessionals in the classroom and decreasing the amount of administrative duties undertaken by teachers. Provide a structure to shift the focus from 'wellbeing' to 'learning support' using ES staff, agency support and community members working together with teachers to address issues of wellbeing, literacy, numeracy and special needs
Charlton College	<ul style="list-style-type: none"> Access paraprofessionals in the community to provide certified training and mentoring to students to enhance their transition from school to work and establish wider employability skills.
Cobden Technical College	<ul style="list-style-type: none"> Develop inquiry based learning opportunities using paraprofessionals. Train and support people with relevant industrial/professional experience to become teachers.
Coburg West Primary School	<ul style="list-style-type: none"> Use ES staff in teaching teams to improve student outcomes.
Crusoe College	<ul style="list-style-type: none"> Develop new ES roles related to the Learning Community and outreach tutoring. Increase community use of school facilities and engagement in the school.

Site	Project Objective(s)
Dandenong North Primary School	<ul style="list-style-type: none"> Employ ES staff to address emerging student learning needs by facilitating learning in small groups. Develop a certification process for ES staff training modules.
Footscray Primary School	<ul style="list-style-type: none"> Review roles and responsibilities of ES staff to increase their skills and have them work in partnership with teaching teams.
Hampton Park Primary School	<ul style="list-style-type: none"> Examine professionalisation of a wider workforce to improve student outcomes.
Kew Cluster	<ul style="list-style-type: none"> Investigate innovative processes to incorporate parent and community expertise into the schools.
Lynall Hall Community School	<ul style="list-style-type: none"> Determine a clearly articulated vision and purpose for the school incorporating external support for students' social and emotional wellbeing, as well as improving student engagement and learning.
Princes Hill Primary School	<ul style="list-style-type: none"> Access experts to support teachers and students to reflect and develop areas of their expertise.
Sebastopol College	<ul style="list-style-type: none"> Increase the paraprofessional workforce in the college and support them with induction and orientation.
Warracknabeal Cluster	<ul style="list-style-type: none"> Use ES staff to free up teachers to concentrate on classroom teaching (primary school, secondary school). Overcome problems associated with rural isolation by using video links access specialist diagnostic support from specialist teaching staff (clinical) in larger schools.
Yuille Park Community College	<ul style="list-style-type: none"> Examine employment of non-teacher qualified content specialists to mentor and train students. Develop teaching teams involving ES staff.

From 21 independent processes for defining field trial objectives, and the many possibilities for workforce reform, emerged three workforce issues related to five stakeholder groups. This is not to say that these were necessarily the major long-term workforce issues facing the schools, but that within the scope of a field trial and the innovative capacity of each school to tackle workforce reform this was where they individually thought they could make a difference to learning outcomes within their own environment, and provide practical feedback to the system about opportunities for change.



Stakeholder Group	Workforce Reform Issue		
	Expanding the workforce	Changing roles	Building workforce capacity
Teachers		<ul style="list-style-type: none"> ▪ Bentleigh West PS ▪ Crusoe College 	<ul style="list-style-type: none"> ▪ Ballarat Specialist School
ES staff	<ul style="list-style-type: none"> ▪ Ascot Vale PS ▪ Princes Hill PS 	<ul style="list-style-type: none"> ▪ Altona Green PS ▪ Ascot Vale PS ▪ Barwon Valley School ▪ Bentleigh West PS ▪ Berwick Chase PS ▪ Carrum Downs PS ▪ Carrum Downs SC ▪ Coburg West PS ▪ Crusoe College ▪ Dandenong North PS ▪ Footscray PS ▪ Warracknabeal Cluster ▪ Yuille Park CC 	<ul style="list-style-type: none"> ▪ Ballarat Specialist School ▪ Berwick Chase PS ▪ Carrum Downs PS ▪ Coburg West PS ▪ Dandenong North PS ▪ Footscray PS ▪ Hampton Park PS
Paraprofessionals	<ul style="list-style-type: none"> ▪ Ballarat Specialist School ▪ Barwon Valley School ▪ Bentleigh West PS ▪ Carrum Downs SC ▪ Charlton College ▪ Cobden TC ▪ Kew Cluster ▪ Princes Hill PS ▪ Sebastopol College ▪ Yuille Park CC 		<ul style="list-style-type: none"> ▪ Ballarat Specialist School ▪ Cobden TC
Agents	<ul style="list-style-type: none"> ▪ Carrum Downs PS ▪ Lynall Hall CS ▪ Warracknabeal Cluster 		
Parents	<ul style="list-style-type: none"> ▪ Altona Green PS ▪ Kew Cluster 		

Within the combination of these three issues and five stakeholder groups, there was a concentration of effort across the field trials in three key areas:

- expanding the workforce through use of paraprofessionals
- changing roles of ES staff to complement and/or supplement the work of teachers
- building workforce capacity of ES staff to support teachers and teaching outcomes.

2.2. Expanding the workforce

Fifteen of the 21 field trials examined different ways that schools could expand their teaching and non-teaching workforce through employment of paraprofessionals, agencies, parents and ES staff in paid or volunteer roles.

Paraprofessionals

Ten schools in the field trials looked at expanding the workforce through use of paraprofessionals. Schools trialled ways in which they could employ persons with specialist content knowledge, expertise and/or qualifications to deliver or complement delivery of the curriculum. These paraprofessionals included musicians, boat builders, real estate agents, human services professionals and other people from universities, business or semi-retired lifestyles. The aim was to offer students a wider and more engaging curriculum by bringing into the school on a regular, short-term or one off basis specialist

external content expertise. Across the trials paraprofessionals were engaged by schools for both general curriculum delivery, as well as support in working with targeted groups of students or students with special learning needs.

“This year we challenged our staff to rethink how they use parents (as paraprofessionals) and their expertise in the classroom. Our thinking has shifted to believing that parents are potential educators that can broaden learning experiences for our students.” (Princes Hill Primary School)

Schools report that employment of paraprofessionals invariably led to students being more engaged in learning. The external ‘expert’ was seen as having:

- more ‘credible’ and ‘real world’ knowledge and experience than the teacher in their chosen field
- a passion for their field that breathed life into the learning
- a deeper understanding of the practical application of the learning and career pathways.

In the trials, the paraprofessional did not replace the teacher. The teacher retained pedagogical leadership in the classroom, but for a short period of time handed over the ‘content’ of the learning program to the paraprofessional.

Princes Hill Primary School engaged paraprofessionals (and parents) in a wide range of inquiry-based learning activities: Performing Arts workshops, maths units developed and delivered with input from a real estate agent, board games extending students’ critical thinking skills, literacy groups and reading circles, Writer’s Festival, science units, film making in early years and circus workshops in the Out of Hours program.

Yuille Park Community College engaged volunteer mentors from outside the school to assist students with a project called ‘Personal Best’. Teachers concentrated on the learning needs of students and delivery of lessons, projects and Individual Learning Plans. Mentors provided links between work, the community and school and were happy to donate their time to support the needs of the students under their guidance. This teacher-mentor combination had a profound effect on student wellbeing and engagement.

Sebastopol College trialled an ‘Artist in Schools’ project (‘Hoodies’). An artist was employed to work with a group of VCAL students to design and manufacture a garment as an art work. On completion the students organised and coordinated a fashion parade for family and friends. This group of female students had up until Year 10 had high levels of absenteeism. They were unanimous in saying they would not be at school if it were not for projects such as this one and the relevant hands on education provided through the VCAL program.

Barwon Valley School engaged a music specialist to deliver a program, both within and outside the school grounds. The musician conducted sessions within the existing rotations program. Students selected for this group were ones who present with challenging behaviours and have complex learning needs.

Charlton College used community members to provide certified training and mentoring to enhance students’ transition from school to work and develop their employability skills.

Teachers did not find incorporating the paraprofessional into delivery of the curriculum to be an issue. However, in working through all of the processes and conditions associated with part-time, short-term

or casual employment of paraprofessionals, schools faced challenges in regard to identification of persons with requisite knowledge and skills, and payment commensurate with their expertise and remuneration outside the school.

Agents

Lynall Hall Community School, Carrum Downs Primary School and Warracknabeal cluster looked to expand their workforce through employment of agents with specialist expertise in a range of health and wellbeing areas. Employment of agents such as psychologists, youth workers, nurses, counsellors and kinesiologists has ensured that students receive the support that they need to improve their physical, emotional and social wellbeing. Teachers report that having this specialist support available for students in need increases their capacity to focus on the learning needs of these and other students in the classroom.

“Someone understanding and dealing with the lives and welfare of students allows us to concentrate on teaching.” (Lynall Hall Community School)

Carrum Downs Primary School has established its Building from Strength centre to enable students who are unable to attend the classroom fulltime due to emotional and behavioural issues to return to the classroom and be productive members who are able to take responsibility for their own learning. Staffing includes (as required) a number of ES staff, a kinesiologist, a consultant psychologist from DHS, occupational therapy students and a guidance officer.

Lynall Hall Community School has established a student assessment process that allows early identification of students requiring support and early intervention in cases where students show significant personal or learning distress. Youth workers, nurses, drug and alcohol counsellors and a psychologist are providing increased support to students' social, emotional, medical and mental health needs.

Schools making greater use of agents in their workforce had to reorganise student management processes and facilities to ensure that the health and wellbeing professionals could best support the students within the broader and continuing educational activities of the school. Accessing and funding specialist agency expertise were also identified as challenges with this type of wider workforce.

Parents

Two field trials expanded their workforce through engagement of parents to take on teacher and administrative support roles. This activity tended to be in primary schools, and mirrored to some extent the work of ES staff who have been employed as Secondary Teacher Assistants in all mainstream Victorian government secondary schools since 2008/2009 (and in part the work of teaching assistants introduced in UK schools over the last decade as witnessed by participants on the Professional Learning Exchange – see Section 4.4).

Parents taking on administrative tasks previously performed by teachers (e.g. photocopying, displays, preparation of resources) freed up teachers to concentrate on the role for which they are trained and which attracted them to a teaching career in the first place – teaching. Teachers have welcomed the support of parents in this role, as it has given them more time to spend on student learning and student wellbeing, both within and outside the classroom.

Teachers report that students value the parent assistants both in and outside the classroom, and regard them as equal and important members of the teaching team. Parent assistants at Altona Green have also assumed an unintended community liaison role, being advocates to the parent community of further parental involvement in school and students' learning.

Altona Green Primary School employed paid Parent Aides (PA) to do administrative tasks to support teaching teams. PAs also opened the library three days a week during break time for children to come and read or be read to, or do homework. PAs started a gardening group for students in Years 3-6 and a board games group for Prep-2 students. PAs and ES staff also trialed opening classrooms 10 minutes before school started to allow children to come in, socialise and get organised for the day, resulting in a drop in late arrivals.

Schools in the **Kew cluster** appointed a parent to conduct a survey of the school community. These skills were mapped to identified needs in each school with the aim of developing a program which links community people with school staff and integrates their skills into school programs. Parents have undertaken some work in relation to facilitating Prep induction, physical education programs, a music program, Junior School Council, the school Fair and country and culture events.

Schools have had to define these new roles, recruit parents, and support teacher management of extra staff in the team. The benefits for teachers and students have been sufficient for field trial schools to seek to continue employment of parent helpers in 2011.

ES staff

In addition to changing the roles of ES staff (see Section 2.3), two field trial schools created new roles within the school, with newly appointed ES staff taking responsibility for initiatives that support and enhance teaching planning and review and community engagement.

Ascot Vale Primary School created two new positions for ES staff. The Student Data Manager role involves a blend of pre-existing tasks (e.g. CASES enrolment data entry, First Aid for students) and relieving other front office staff from work associated with administering On Demand testing for Years 3- 6, PROBE tests and the Student Attitude to Schools survey. From 2011 the Learning Partnership Manager will be responsible for fostering partnerships between the school and external community and business organisations.

Princes Hill Primary School employed a Learning Partnerships Manager to develop stronger more sustainable links with the local community. The manager is reviewing current communication practices and developing new ideas and processes to get more effective involvement from parents and local organisations. A database of parent skills and interests is being developed.

Schools have defined these new ES roles and recruited persons with relevant expertise. Funding has been obtained through realignment of existing financial resources.

2.3. Changing roles

The second area of concentration in the field trials was in changing roles, primarily changing the work of ES staff to complement and/or supplement work currently undertaken by teachers. Across thirteen schools these field trials involved:

- development of teams of teachers and ES staff working with groups of students
- ES staff supervising students in classroom or community contexts
- ES staff taking on administrative functions previously undertaken by teachers.

“ES staff play a key role in school improvement by making schools more efficient, enriching experiences for students and strengthening teaching and learning.” (Hampton Park PS)

Teaching teams

Several schools established or refined team teaching approaches and staffing structures to optimise access to teaching expertise and broaden access to a range of experience and skills needed to support student learning and wellbeing and efficient teaching operations. Schools indicated that effective multidisciplinary teams also have the effect of freeing teacher time for more explicit teaching with small groups or individual students, better catering for students’ different learning styles and decreasing the student-adult ratio in the classroom.

Carrum Downs Secondary College developed four sub school teams comprising a leading teacher, pastoral/classroom teachers and an ES staff member. The team is responsible for all curriculum planning and student management in their sub school. The ES staff member was involved in all sub school planning. Volunteer community mentors also worked in each team.

Bentleigh West Primary School changed staffing structures to ‘absorb’ two out of the four specialist subject teachers (PE, Art, Performing Arts and LOTE) into learning areas as extra teachers. This created greater flexibility within teams to develop their own program schedules incorporating the specialists’ skills and passions. For example, students could access Art instruction at more flexible times rather than waiting for a timetable rotation. In 2011 the school will trial use of ‘Educational Assistants’ to work alongside teachers in supporting the individual learning needs of all students, taking direct instruction from teachers and being used in small group work, team teaching, roll marking and lesson implementation.

Teaching assistants

In similar trials, some schools created roles for ES staff as teaching assistants, operating alongside or under the direction of teachers to directly support student learning. As with the creation of teaching teams, schools were using this wider workforce to broaden access to skills and experience and create opportunities for deeper student learning.

Berwick Chase Primary School is changing workforce culture by promoting the idea that every staff member has a teaching role (encouraged through professional sharing, readings and dialogue). ES staff have begun to take on roles previously seen as the ‘teacher’s job’ (e.g. inputting student data, assessing students, running library classes). ES staff and teachers are working more closely, leveraging the skills and interests of ES staff and freeing up teachers to more effectively address areas of need and offer students a broader range of topics.

Barwon Valley School used ES volunteers to accompany later years students on walks to the local shopping centre (one on one without direct teacher supervision) to undertake tasks toward achieving their individual learning plans (e.g. safely crossing roads, selecting items to buy, waiting in line, handing over money, waiting for and checking correct change).

Dandenong North Primary School employs ES staff to address emerging student learning needs by facilitating learning in small groups.

Footscray Primary School trialled formation of an ES team providing block support for teaching, student wellbeing and administrative tasks.

The field trials that used ES staff as teaching assistants, either in teams or separately, found ES staff keen and able to apply or extend their skills to a role with greater and a more explicit involvement in supporting students' learning. Student, teacher and ES staff feedback was overwhelmingly positive about the impact on student engagement, behaviour, learning and classroom dynamics. Schools did not experience any difficulties related to student supervision and established processes for effective or oversight of learning activities.

Teacher assistants

In contrast with the field trials that created roles for ES staff as 'teaching' assistants, with a direct role in student learning, schools also explored the idea of 'teacher' assistants. To some extent these field trials replicated the Department's 2008-2010 Secondary Teacher Assistants initiative in which ES staff in mainstream secondary schools have been employed to reduce the administrative load on teachers and free up time to enable teachers to better focus on achieving teaching and learning outcomes¹ (with the obvious difference that in the Wider Workforce Field Trial primary schools were also able to explore the potential benefits of having teacher assistants).

Schools used ES staff in a wide range of administrative tasks that supported the work of teachers, for example: basic administration (e.g. photocopying, filing); managing student attendance; organising camps and excursions; preparing classroom activities and resources; entering data; providing program support (e.g. VASS, MIPS, careers); and coordinating school timetables and activities.

Carrum Downs Secondary College developed new positions for ES staff to include jobs previously undertaken by teaching staff, such as camp and excursion organisation, attendance, lateness, uniform breaches, detention classes, yard duty, student supervision and liaison with parents on all of these issues.

Ascot Vale Primary School has allocated ES staff to management of regular tasks in support of or previously performed by teachers, including: photocopying for classroom teachers; support for the music teacher; managing and maintenance of first aid and kitchen supplies; and support of the Grade 6 graduation.

Crusoe College created two ES Learning Community Assistant positions in the Year 9 and Year 10 Learning Communities to provide administrative support to teachers and students (e.g. data entry, student tracking, classroom support, community liaison).

¹ I & J Management Services' submitted the final report from its 2008-2010 evaluation of the Secondary Teacher Assistants Initiative to the Department in December 2010.

Coburg West Primary School employed a speech pathologist to work with students and train ES staff to screen Prep to Year 2 students in key aspects of oral language as part of a Language Support program.

Schools in the **Warracknabeal cluster** assigned and trained ES staff to run the VASS system, manage student absences (including parent contacts), coordinate VCAL activities, manage the school library and provide program support to classroom teachers. This freed up teacher and co-ordinator time.

Realignment of administrative tasks generally occurred as the result of discussions among school leaders, teachers and ES staff on where reduction or removal of a non-core administrative workload from teachers could free up time to be spent on teaching and learning.

2.4. Building workforce capacity

The third area of workforce reform addressed by the field trials involved building workforce capacity to enable staff (especially ES staff) to more effectively carry out new roles. This capacity building work was an explicit focus area for eight schools, often as a structured and systematic means of supporting initiatives related to expanding the workforce and changing workforce roles (as described in Sections 2.2 and 2.3).

Hampton Park Primary School developed a comprehensive Framework for schools and their communities to use in Professionalising Education Support Staff to improve student outcomes. The Framework outlines four elements (Induction and Mentoring; Pedagogical Role Clarity; Performance Development; and Communication) at three separate levels of development. The Framework describes the school's expectations of and commitments to development of ES staff.

Ballarat Specialist School's first step with every student they welcome to the school is to identify their abilities and needs. Then staff skills and talents are matched with these needs. The school's field trial upskilled all staff (including 90 ES staff who had previously not been involved in such upskilling). Every Monday afternoon for two terms up to seven workshops were run by the staff with expertise in each task area. Before the program each staff member rated themselves in 70 task areas and developed their own professional learning plan.

Dandenong North Primary School appointed a Leading Teacher as a teaching and learning coach with allocated responsibility for leading the ES team in capacity-building and professional development. Training modules and ES conferences were developed and delivered, specifically tailored to the needs of ES staff to enable them to work more directly in educational roles with students.

Cobden Technical College developed the role of teachers acting as mentors and coaches to paraprofessionals to assist them to make the transition to teaching.

Capacity building is not of itself innovative or new to schools. It is an integral part of ongoing school improvement. The first difference for the field trial schools was that this capacity building was related to newly created roles and ways of working, and therefore involved development of new professional learning approaches or modules.

The second important difference was that field trial schools were developing a structured and systematic performance and development culture for the entire workforce, not just the teacher workforce. Schools acknowledged that a disproportionate amount of the education system's and their own professional learning effort and resources had been targeted at teachers, at the expense of non-teaching staff. By taking a wider workforce lens to professional development, and seeing the entire school workforce as contributors to provision of an engaging stimulating and safe learning environment and achievement of effective learning outcomes, field trial schools broadened their approach to professional learning and building workforce capacity to identify and meet the individual needs of every student.

3. FINDINGS – ANSWERING THE RESEARCH QUESTION

The Wider Workforce Field Trial examined the question:

How do schools and their communities access, organise and use a wider workforce to increase teaching effectiveness?

The collective experience of the field trials, as illustrated by activities and outcomes in individual schools, provides insights into:

- a) what a wider workforce looks like
- b) how a wider workforce can be accessed, organised and used by schools
- c) ways in which a wider workforce can increase teaching effectiveness
- d) regulatory, policy and operational conditions within the education system and schools which enhance or constrain widespread and effective use of a wider workforce
- e) the effect of a wider workforce on the role of teachers.

3.1. A wider workforce

What is the school workforce?

The education system cannot have a meaningful debate about workforce reform ... internally between policy makers and schools, and externally with Government, parents and the community ... if there is not first a shared understanding about the language of workforce reform.

At the commencement of the Wider Workforce Field Trial in mid 2009 participating schools were asked to define their existing workforce. A baseline was required if the trials and the evaluation were to be able to demonstrate that accessing a wider workforce enhanced teaching and learning processes and outcomes. The responses to the seemingly innocuous request for schools to 'provide baseline data on the current workforce profile' provided an early lesson about the importance of the language of workforce reform.

The baseline data provided by schools varied, from schools which provided copies of their payroll, to schools which detailed the duties and classification of every staff member, and schools which documented the number of parent volunteers (helping in reading, sports programs, fetes, working bees, etc.). Then there were those who reported only on teacher numbers or had a 'paid workforce of 20.35'. It was clear that even among schools that had applied to be part of a workforce trial there was no common understanding of 'the school workforce', let alone a wider workforce.

The possible dimensions of the school workforce included:

- the number of paid staff (central payroll and local payroll) and unpaid staff
- EFT totals and headcounts
- data on teachers (by classification)
- data on ES staff (including administrative staff, technicians and integration aides)
- data on specialist health and welfare staff such as psychologists, therapists and speech pathologists
- data on other paid staff (e.g. facilities, canteen, gardener, chaplain)
- data on volunteers (parent and non-parent, by activity).

As a result of this variability in the definition of the school workforce, the schools had different perceptions about the possible scope of a wider workforce field trial. As shown in Section 2.3, some schools imagined that a wider workforce might involve ES staff supporting teachers in administrative roles. Others were looking at ways in which they could have many more people with diverse skills and qualifications contributing as salaried staff or volunteers to all aspects of the life of the school, within and outside the classroom.

A wider workforce

The wider school workforce is all of the people who have a role in contributing to provision of a stimulating learning environment, engaging learning experiences and effective learning outcomes for students.

The diagram on the following page was developed as an aid for the Field Trial in discussing the wider workforce. The diagram allows for the wider school workforce to consist of all of the people who contribute in some way to provision of a stimulating learning environment, engaging learning experiences and effective learning outcomes for students. This includes:

- paid staff, unpaid volunteers and agents
- teachers, paraprofessionals, specialists and teaching support staff
- leaders, student wellbeing, administrative and facilities staff
- parent helpers, business mentors, education consultants and school councillors.

For example, paraprofessionals and content specialists (e.g. scientists, boatbuilders, filmmakers) were seen as bringing practical relevant and credible experience and skills which engaged students in their learning.

Involving parents and community members in the classroom made it a place that, apart from being more supportive of individual student learning, was a familiar and comfortable learning environment.

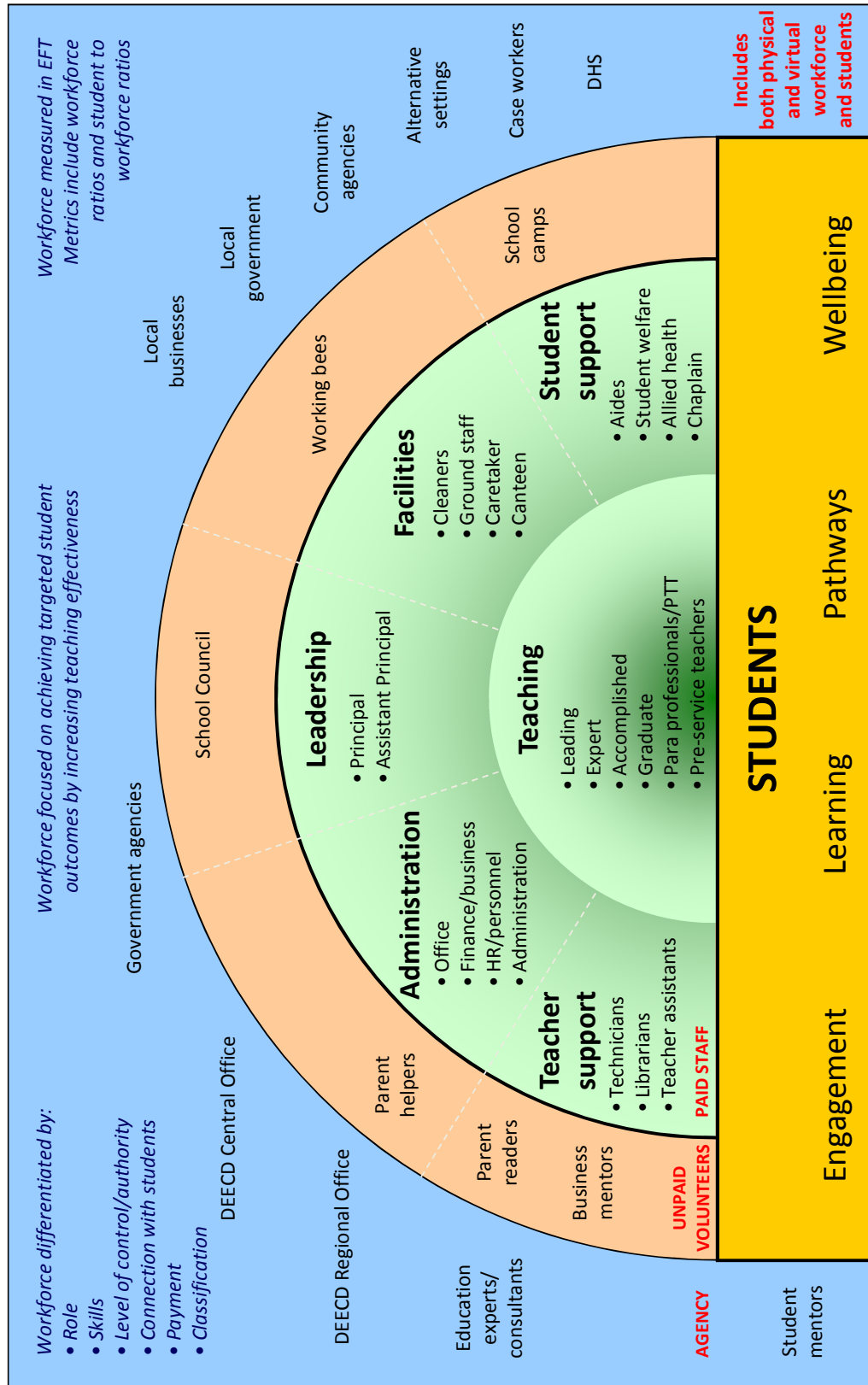
Teacher assistants in secondary schools have been shown to free up time which teachers use effectively on curriculum development and lesson planning, student engagement and student wellbeing, and coaching and mentoring of other staff.

Over the course of the Field Trial schools changed the way in which they thought about the scope, nature and role of their school workforce. When asked to describe their workforce at the end of 2010 (see matrix at Appendix 4) the responses were no longer narrowly focused on the role of teachers or any single workforce group. The answers recognised the diverse and complementary roles of many different people.

For example, Yuille Park Community College reported an increase in workforce EFT from 39.0 in 2009 to 49.9 in 2010, with employment of paraprofessionals and engagement of volunteer student mentors contributing to the change. Similarly, Crusoe College's workforce increased from 117.1 in 2009 to 124.1 in 2010, with no material change in the number of teachers. The workforce growth was influenced by employment of student support staff (e.g. welfare programs, outreach tutors) and increased numbers of volunteers working in the Homework Club.

The Wider Workforce

= Staff + Volunteers + Agents



Field trial schools reported net 'growth' in their workforce over the course of the trial. In part this was due to acknowledgement of the wider workforce that had already been working at the school, usually volunteers and agents who did not appear on the payroll. Where there was 'real growth' in workforce numbers this was mainly due to small targeted increases in the number of persons involved as:

- paraprofessionals (usually content experts)
- in-class teaching support staff
- in-school student support staff and agents supporting students' welfare and wellbeing
- teacher assistants and administrative support for teaching teams
- parent helpers (in and out of class)
- community and business mentors for students.

Field trial schools implemented these changes to improve teaching effectiveness and learning and wellbeing outcomes for students. However, these changes in the total school workforce also influence workforce metrics. For example:

- with the number of teachers static, the proportion of teachers in the workforce falls
- with the number of teachers static and more adults involved in teaching, the student-teacher ratio remains the same but the student-teaching adult ratio falls
- the ratio of students to total workforce falls
- the ratio of teaching to non-teaching staff is affected by additions to both groups (and may increase or decrease).

'Teaching' vs 'teachers'

Workforce reform and improving outcomes for students is all about teaching, not teachers.

Another early learning from the Wider Workforce Field Trial also highlighted the language of workforce reform. In framing the research question the Project Board agreed to focus the trial on the impact of a wider workforce on 'teaching' effectiveness. While earlier drafts had proposed a focus on 'teacher' effectiveness it was recognised that the emphasis of a wider workforce trial should not be on a single component of the workforce, but on the work of the entire workforce.

In practice, defining objectives for the overall trial and individual schools became easier and much more meaningful when 'teaching', not 'teachers', became the focus. With attention directed at a process rather than a position, this allowed schools to think more clearly about how every member of the wider workforce, including those in teaching and non-teaching roles, contributed to supporting the teacher in facilitating effective student outcomes. As the project team and schools discovered ...

If the debate about workforce reform focused on teachers ... it tried to frame the solution around a single person, in a classroom, with a defined knowledgebase and skill set.

If the debate focused on teachers ... it ignored all of the other people who contribute to effective teaching and learning.

If the debate focused on teachers ... it overlooked what really mattered – the students.

With 'teaching' at the core of the trials workforce issues could be addressed to meet each school's total workforce needs in providing for their students. That is, the design of the wider workforce was defined by the requirements of teaching. And the nature of teaching was a question answered through discussion in schools about what learning is, or should be for students in the 21st century.

3.2. Access, organise and use

Field trial schools initiated the process of accessing, organising and using a wider workforce in one of two ways. The first was in response to analysis of the skills needed to meet a specific workforce requirement (e.g. recruitment of specialist staff for Carrum Downs Primary School's Building from Strength centre, Lynall Hall Community School's access of youth workers and psychologists). The other was more opportunistic, as in development of parent and community surveys (e.g. Kew Cluster, Princes Hill Primary School) or a paraprofessional directory (e.g. Sebastopol College) to identify skills and experience that might be utilised by teachers or non-teaching staff.

Locating a wider workforce

Reflecting the main areas of growth in schools' wider workforce, the most common source of additional skills and expertise to support teaching effectiveness was the ES staff already employed by schools. Schools found that they could tap into the interests, experience and aspirations of some ES staff to provide better teaching and teacher support.

Field trials schools have also found that it has mostly not been as difficult as imagined to involve parents, the community and business in teaching and learning activities. People outside the school have shown themselves willing to be involved where there is clarity in the scope and expectations of their role, where the school is professional and efficient in managing this involvement, and most importantly where the benefits to student engagement, student learning and student wellbeing are evident (e.g. use of mentors for students at Yuille Park Community College and Charlton College).

"Involving parent aides provided greater links to our parent community. They became advocates for the school and parents often responded to them in areas of extra support needed at the school." (Altona Green Primary School)

Paraprofessionals or content experts were the most difficult group for field trial schools to find, and also the group of whom teachers had the highest expectations (in terms of relevant knowledge and communication skills). It was also important to be able to incorporate paraprofessionals into planning activities. School and teachers' personal networks, and relationships with universities and business organisations, proved to be relatively reliable sources of external content expertise.

Employment and deployment

Schools have a low level of knowledge and understanding of what is possible in employing and deploying a wider workforce within the current EBA and Departmental workforce parameters.

The Field Trial's regular community of practice meetings proved to be a successful means of 'removing' barriers to schools accessing a wider workforce. It was here, in sharing stories and experiences with one another, that schools discovered that some of the system constraints they felt were preventing them from employing and/or paying people were more perception than reality. It quickly became clear that there were few Principals or Business Managers with a deep knowledge of what could and could not be done within the EBA and the Department's workforce standards.

If the level of misunderstanding about workforce parameters among this group of schools that were selected to participate in the Wider Workforce Field Trial is any indication of what occurs more broadly across all government schools, then it can be assumed that lack of knowledge is the biggest constraint on more innovative and flexible use of the wider school workforce.

“We found that much flexibility already exists for schools. It is not always easy for schools to see the boundaries of a wider workforce. Schools need to be shown some of the potential they have to be able to try new ways of staffing.” (Bentleigh West PS)

At the end of the Field Trial schools cited examples of real (or perceived) hurdles to employment and deployment of a wider workforce, including:

- barriers to recruitment and use of paraprofessionals
- capacity to remunerate content specialists and non-teaching casual support staff (e.g. parent aides, university students) at fair and market levels
- cost of incorporating paraprofessionals and ES staff into planning and professional learning activities, as well as access to required resources (e.g. notebook program)
- career progression and pay scales based on experience, not competence
- lack of career pathways for non-teaching staff (either in non-teaching roles or through articulation into teaching roles)
- supervisory constraints on ES staff who possess appropriate skills and qualifications
- no differentiation between a student’s ‘educational duty of care’ (a teacher’s responsibility) as distinct from their ‘physical and emotional duty of care’ (every staff member’s responsibility).

Using a wider workforce

A wider workforce combines, utilises and leverages the complementary skills of the entire workforce in collaborative and team-based ways.

“To truly personalise learning – that is, to build curriculum and programs around student passions and a step beyond just individualising instruction – schools will need to bring partners/paraprofessionals into the learning environment to add depth and expertise in a timely way.” (Ascot Vale Primary School)

Field trial schools discovered that to better meet the learning needs of their students, they needed to more explicitly understand and resource teaching and complementary non-teaching roles. For the purposes of illustration the following model simplistically reflects current workforce classification structures and responsibilities.

Qualifications	Role	Teaching role	Non-teaching role
Teaching qualifications		Teacher	X
Other qualifications and competencies		Paraprofessional	ES staff

However, discussion on the model raises a number of important issues in the definition of roles and responsibilities.

- This model assumes a simple mapping between roles and qualifications. In practice, this does not occur.
- This model assumes that persons with teaching qualifications do not (or should not) undertake non-teaching roles. It is estimated that 15% of ‘teacher’ time is taken up with ‘non-teaching’ activities.

- This model acknowledges that persons who do not have teaching qualifications do possess qualifications, competencies, skills, expertise and experience which equip them to undertake teaching or non-teaching roles.
- This model differentiates between teaching and non-teaching roles, but does not imply that one is more important than the other. A school cannot operate effectively, and teachers cannot teach well, without the complementary performance of non-teaching functions.
- This model is defined by qualifications and roles. It is not defined by a person. While possession of qualifications defines the row of the matrix in which a person operates, an individual could operate in different columns depending on the role they are undertaking at any time.

The first challenge for field trial schools was to identify how they could use the qualifications, skills and competencies they already had within their workforce, or accessed externally, to fill the teaching roles they needed to improve learning outcomes. The answer was to break down the employment classifications that put people in boxes, and think about roles not positions. In practice a single person can play different roles with different skill sets at different times, and does not need to always be on either the teaching or the non-teaching side of the fence.

The second challenge was to configure these roles and skills sets in ways that optimised the teaching and learning experience. The answer almost universally involved multi-disciplinary team based approaches involving one or more teachers leading a team of people that gave students wider exposure to different and deeper learning activities, and more direct learning support (e.g. Bentleigh West Primary School, Carrum Downs Secondary College). Field trial schools found that students responded positively to the broad dynamics of team based teaching. This approach also provided richer opportunities for staff interaction, and coaching and mentoring of less experienced staff.

“(We like) the way teachers teach us – team teach ... (teachers) know where we are with our learning and what we need ... they treat us an individual – they don’t compare us to everyone else.” (Students – Berwick Chase PS)

“We have seen a new value placed on ES staff, who show an ability to engage with students of varying abilities. Support staff and their skills and talents are well received by the school community. In many classes there is no differentiation between teacher and ES member.” (Warracknabeal cluster)

Building workforce capacity

21st century teaching requires 21st century skills, and an understanding that a skilled and capable workforce is more effective and productive than the sum of skilled individuals.

Building workforce capacity was a fundamental component of many wider workforce field trials (see Section 2.4). When field trial schools observed that student engagement and learning was improved through accessing a wider workforce, they recognised the need to take a holistic view of professional learning and building capacity across the entire workforce.

Teaching in the 21st century will still require the current and next generation of teaching staff to possess those skills which have always made great teachers. But it will also require access to new and more advanced skills to facilitate collaborative multi-disciplinary teaching and learning approaches:

- planning (e.g. cross-curricular, project, strategic)
- collaboration and teamwork
- communication (e.g. verbal, visual, written, online)

- coaching and mentoring
- community engagement
- analysis, research and evaluation.

Field trial schools have implemented new approaches to professional learning, with particular emphasis on building the capacity of ES staff to support teaching goals and professionalising the ES workforce (e.g. Hampton Park Primary School, Ballarat Specialist School, Dandenong North Primary School).

A further illustration of this change has been the inclusion at several schools of ES staff in regularly timetabled staff meetings, meetings which had in the past been effectively 'teacher' meetings. The result has been better communication across the entire staff and better workings within teaching teams that included ES staff.

Field trial schools have also sought to strategically develop leadership capacity among their teaching and non-teaching workforce.

3.3. Increased teaching effectiveness

Effective use of a wider workforce contributes to efficient delivery of engaging, stimulating and personalised learning programs that can meet the learning and support needs of every student.

Making a difference to students

The number of children arriving late to school at Altona Green Primary School dropped by around 70% when Parent Aides (PAs) and ES staff opened their classrooms ten minutes earlier in the morning to allow children to come in, socialise and get organised for the day. When PAs opened the library during break times to give children somewhere to come and read or be read to, or do homework, 40 students turned up every day.

Later Year students at Barwon Valley School report feeling more confident and independent as a result of having met personal learning goals in a program enabled and delivered by ES staff.

More than a dozen students at Carrum Downs Primary School with engagement, social and emotional difficulties have transitioned back into regular classes after participating in a targeted support program involving ES staff, a kinesiologist, a psychologist and other specialist staff.

Student Attitudes to School surveys at Charlton College show Year 10 students are feeling more connected to school, have increased morale and feel more confident about future career pathways having participated in a community-based skill development and mentoring program.

VCAL students at Sebastopol College were unanimous in saying they would not be at school if not for practical hands on education projects like the 'Hoodies' program delivered by an artist in the school.

These are just five examples from field trial schools of the ways in which a wider workforce using ES staff, paraprofessionals, parents and agents can provide engaging and stimulating learning programs in a 'positive and nurturing environment' that meet the learning and support needs of individual students.

Every field trial was different – different use of the wider workforce, different student needs, different student cohorts (in year level and number). So the specific impact of every trial was different – and some had a greater impact on students than others. But the conclusion from all of the field trials is that effective use of a wider workforce can contribute to student learning and wellbeing through:

- credible and engaging delivery of the curriculum by people who are experienced in and passionate about its practical application
- providing opportunities for student engagement, learning and support that would not otherwise be offered
- providing students with more personal attention and learning support in the classroom
- providing students with access to specialist support
- faster identification of and response to learning and support needs.

“ES staff were able to assist teachers focus on the individual needs of students. This enhanced the engagement of all students and brought about a significant reduction in behavioural issues.”
(Yuille Park Community College)

“If we do not maintain the wider component of our overall workforce we could expect a deleterious effect to be evident in the student learning outcomes six months to one year later.”
(Dandenong North Primary School)

“The best possible resources for student achievement are human resources.” (Charlton College)

Making a difference to teaching

Similarly, there are numerous examples from the field trials of a wider workforce enhancing the teaching process, which should in turn flow through to improved student outcomes.

Changing the roles of ES staff at Ascot Vale Primary School allowed all Year 3 to 6 students to undertake On Demand testing. Teachers are now referring to data more frequently in their planning and increasing their depth of analysis of student progress.

Through restructure of staffing resources teaching teams at Bentleigh West Primary School have greater flexibility to develop their own program schedules incorporating specialist subjects and skills at times that fit into the overall curriculum.

ES staff at Carrum Downs Secondary College are taking on administrative tasks previously done by teachers (e.g. organising camps and excursions, attendance, uniform breaches, detention classes, yard duty, student supervision), freeing teachers up to spend more time on teaching and learning.

The highly student focused use of a wider workforce at Dandenong North Primary School, including parents and community members, has contributed to staff surveys showing high morale, good communication, acceptable workloads, high expectations of students’ abilities to learn, high leadership support and an orderly work environment.

The field trials show that the use of a wider workforce can support teaching effectiveness through:

- access to a wider range of knowledge, skills and experience
- increased opportunities for collaborative curriculum planning and professional learning
- freeing teacher time from administration to focus on teaching and learning and targeted support for students
- more efficient undertaking of teaching support and administrative tasks.

“When fully funded and supported as part of the whole school staff and embedded into the running of the whole school program, the wider workforce is an incredibly powerful tool to improve student outcomes and to allow teachers to focus their uninterrupted attention on teaching and learning.” (Charlton College)

3.4 Roles and conditions

Schools and clusters monitored and reported on the factors which contributed to or inhibited the successful implementation of their wider workforce field trial. They identified a range of both positive and negative systemic, structural, school, operational and individual factors and conditions. Project management factors are addressed in Section 4 of this report.

For schools to establish and maintain an effective wider workforce that meets the learning and wellbeing needs of their students, they need the flexibility to operate within a system that sets and expects high standards.

System leadership

Field trial schools argue that workforce parameters on employment structures, standards and conditions must be set at a system level. They want unambiguous guidance on the ‘playing conditions’ and a ‘level playing field’ set through an appropriate mix of regulatory provisions, industrial agreements and Departmental policy settings. They want to know the conditions for employment and deployment of all school staff, and they want these set for an extended period of time so that they can go about managing their local workforce with confidence.

“Student outcomes are reliant on having the best human resources possible to assist with their learning. We want to use our ES staff in the best way possible to support learning. We need to find ways to appropriately pay for extra staff and existing staff.” (Berwick Chase Primary School)

“How can schools fulfil their duty of care when students are supervised and working in small groups with paraprofessionals?” (Charlton College)

“Schools need more adults in classrooms, teaching and non-teaching teams working in creative ways. Small schools don’t have the same flexibility to do this within current SRP.” (Ascot Vale Primary School)

Whatever conditions are agreed and adopted, field trial schools also indicated that these conditions need to be clearly communicated and explained to all schools and staff. For equity reasons field trial schools also see an obligation for the system to expect that standards be upheld and fair workforce conditions be enforced.

School flexibility

Field trial schools want the flexibility to access a wider workforce that meets their students’ needs. They have indicated that they will work within the parameters defined and created by the system if these are explicitly designed to enhance teaching and learning outcomes and are clearly explained.

If the ‘playing conditions’ are not clear field trial schools have shown that they are willing to and will creatively work around barriers (actual or perceived) that complicate their employment of a wider

workforce that best meets their students' needs. They would prefer not to do this. They would prefer to concentrate their creative energies on provision of quality teaching and learning.

Balancing the investment in workforce capacity

There is clear evidence that the quality of the workforce is the major factor driving quality in schools and early childhood services (McKinsey & Company in *2008 Blueprint*). The Department makes a significant and necessary investment in building the capacity of educational leaders and quality teachers. However, there has historically been a disproportionate level of attention and resources given to professional learning for teachers, when compared with the needs of the wider teaching workforce (including teachers and non-teacher qualified staff) and the non-teaching workforce that contributes to efficient and effective school operations.

3.5. Teachers

The role of the teacher

The effectiveness of the teaching workforce is conditional on quality pedagogical skills, quality instructional design and quality educational leadership.

At the core of every wider workforce field trial, whether it was explicitly stated or not, was consideration of the role of teachers. Projects which expanded the workforce through use of paraprofessionals (e.g. Carrum Downs Secondary College) or changed roles of ES staff to provide direct teaching support (e.g. Berwick Chase Primary School) or reduce teachers' administrative workload (e.g. Ascot Vale Primary School) were each in their own way exploring the role of the teacher in modern education. They were looking at what a teacher can and cannot do, and what a teacher should and should not do if they are to be most effective in their role as educators – the career they have chosen and the role for which they have trained.

What this meant was that in exploring a research question related to a wider workforce and its impact on teaching effectiveness, all of the schools participating in the field trials found that they were also exploring the fundamental question - *What is the role of the teacher?*

Field trial schools discovered that a wider workforce involving paraprofessionals and ES staff in teaching is, rather than being disempowering for teachers, most effective, engaging and successful when it is directed and led by excellent teaching professionals.

The role of the teacher in the networked information rich 21st century is not, as field trial schools are learning, what it was in the past. The role of the teacher may be more sharply focused on planning, design and assessment than it is on delivery.

- Teachers should have ultimate and absolute responsibility for the quality of curriculum planning, instructional design and assessment frameworks.
- Teachers need not be responsible for all of the 'doing'. They will have a critical role in delivery, but might also manage teams of people involved in teaching, who possess a variety of teaching and non-teaching qualifications that can be applied to meet the individual learning needs and style of each student.
- There may be fewer teachers, there may be more, but there will be more people in the 'classroom' (whatever it looks like, wherever it is, and whenever teaching happens).

Field trial schools envisaged these changes as a response to the evolving demands of education, and not a criticism of current teaching approaches.

The status of teaching

In field trial schools, professionals capable of creating an individual learning plan for every learner, and managing a team of educators and support staff who enable each learner to realise their potential, are well-regarded and respected by parents and the community.

The adoption of a wider workforce places high expectations on teachers as educational leaders. If the teaching profession is to be seen in the community and treated as a profession, one which attracts high calibre applicants who compete for prized careers as teachers, then teachers must:

- act like professionals and practice leaders
- set and uphold their own professional standards
- expect to be rewarded for the quality of their practice.

Field trial schools have seen parents and students have respect for high quality of teaching occurring in their schools. If high standards of teaching are maintained and expected across the school and the education system it might be assumed that this respect, recognition and regard will in time flow through the wider community, and extend to increased respect for the education system as a whole. This would in turn further raise the status of teaching.

4. FINDINGS – INNOVATION PROCESS

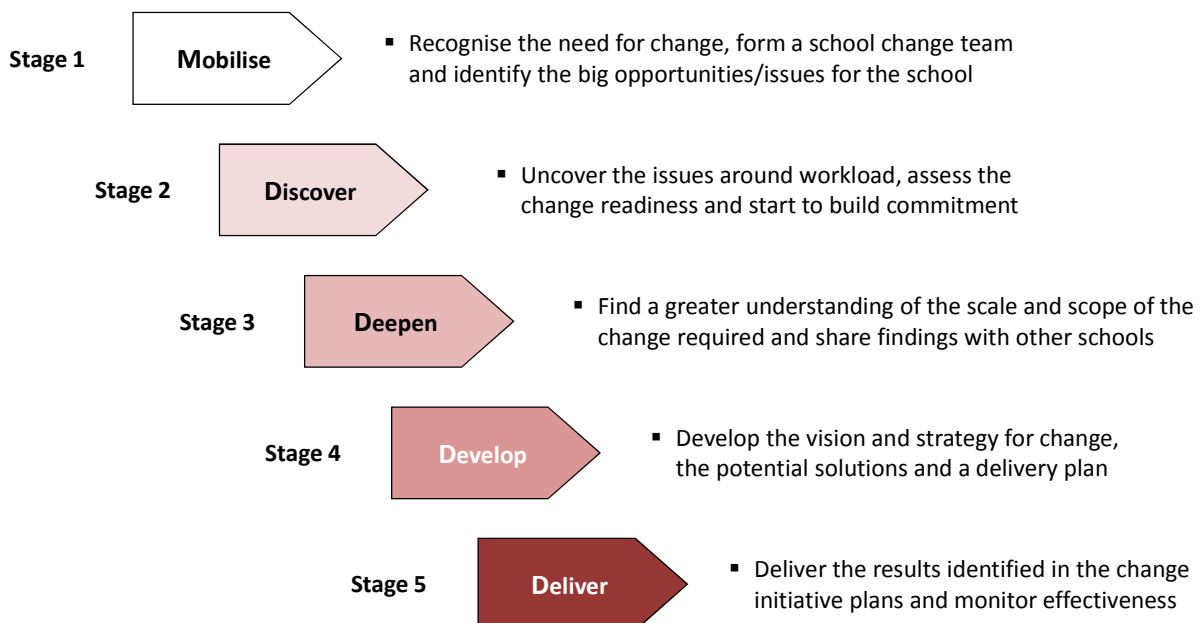
The Innovation and Next Practice Division’s Next Practice Design Teams trials in 2007-2008 found that a disciplined approach to innovation is capable of stimulating, incubating and accelerating development of ideas, practices and products in the education system. Where innovative culture, capability and connections are aligned the innovative potential of Victoria’s education practitioners can be unlocked to realise student, school and system benefits.

- | | |
|--------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Culture | <ul style="list-style-type: none"> ▪ Provide an environment and leadership within the Department, the education system and schools that legitimises and encourages innovation |
| Capability | <ul style="list-style-type: none"> ▪ Provide practitioners with access to opportunities to enhance their knowledge and skills ▪ Facilitate practitioners’ access to resources ▪ Provide encouragement and guidance that builds confidence |
| Connections | <ul style="list-style-type: none"> ▪ Provide access to experts and research in relevant fields ▪ Provide access to leading edge practitioners from around the world ▪ Encourage networking opportunities. |

As a result, the design of the Wider Workforce Field Trial incorporated relevant professional learning and professional support components to ensure that field trial schools were well positioned to realise their innovative potential.

- Members of a change team from each trial school/cluster undertook an extensive program of professional learning and school-based strategic planning, using the M 4 D change management model and tools adopted by the Innovation Unit in the UK.
- Change teams were supported by DEECD Innovation Leaders who provided guidance in the M 4 D process, assisted articulation and review of each trial’s objectives, and fostered the development of a community of practice among the trial schools.
- Regular community of practice meetings provided a forum for participating schools to exchange ideas, there were opportunities for school visits, and there was a professional learning exchange in the UK during September 2010.

4.1. M 4 D model



Each trial school/cluster established a change team to facilitate planning for and implementation of the wider workforce field trial. During the second half of 2009 change team members undertook professional learning in the use of the M 4 D change management model, guided by Professor Dame Pat Collarbone from Creating Tomorrow. The professional learning was facilitated by Innovation Leaders from INPD, who assisted change teams and schools in use of the numerous tools and techniques that took them from the 'Mobilise' stage of change management through discovery and a deeper understanding of workforce issues, to development and delivery of change initiatives.

Field trial schools were generally very positive about the value of this professional learning (e.g. 'Very useful' ... 'Extremely useful' ... 'Invaluable' ... 'Excellent tool kit'). The M 4 D model is a comprehensive and intensive change management approach that demands discipline and ongoing attention to be successful. While quite a number of the schools were initially concerned about the length of the time and team commitment that would be required to work through the different stages of the model, these were allayed as the outputs from the process began to give shape to and create momentum for changes in workforce design and practices.

"Initially we thought the M 4 D model seemed protracted, however the benefits of following this process became apparent as we moved further through the stages. The change team provided us with a representative body across the school to drive the project at the 'coalface'! We are currently using these processes for another change project within our school." (Special school)

"A very effective process to create change in a school. All members felt consulted and had 'real' input into the process. Although we originally struggled with the rigidity of the process this gave a structure when contentious situations came up. The outcome of the field trial scope evolved and was enriched by the process." (Secondary school)

In hindsight, schools commented positively on:

- the model's structured and iterative approach ('A very sensible structure to follow')
- the many detailed and inclusive tools for facilitating staff engagement in capturing ideas, challenging existing practices, defining objectives, setting a direction, and formulating plans
- the ancillary benefit of the tools in team building and values development
- the empowerment of the change team to drive change within the school
- the facilitation support provided by Innovation Leaders.

Where there were concerns with the model or its application in schools these related to:

- the model being 'too prescriptive' and not flexible enough to adapt to the variety of school settings and all of the demands on schools
- teams being frustrated at not being able to 'get on with doing something' while working through the planning stages
- some schools not having consistent membership of change teams (for various reasons), which inhibited the use of the model

The M 4 D model is a generic change management model, not an innovation model and not a model targeted at education organisations. Its value should be considered in this context.

On balance, most schools found that the professional learning provided them with many useful tools for practical facilitation of change within their organisation. Change team members valued their exposure to the model and found it useful in supporting their field trial. Some have already used the tools for other purposes within the school with staff, students and parents.

4.2. Innovation Leaders

At the peak of M 4 D professional learning activity during late 2009 INPD had six Innovation Leaders supporting the schools in the Wider Workforce Field Trial. Over time the number of Innovation Leaders reduced as the emphasis shifted from delivery of professional learning to facilitation work with schools in formulating their plans, and then implementation and evaluation support as schools progressed through their field trial. In the last six months of 2010, two Innovation Leaders had been retained to provide support to the 21 field trials. Innovation Leaders had a role in:

- assisting schools to define meaningful and realistic project objectives
- keeping trials on track and moving forward over the course of the trial
- facilitating project activities where an 'outside' presence made it easier for change team members or staff to speak openly, honestly and objectively about their ideas and opinions
- encouraging, identifying and facilitating useful connections between schools
- compiling project reporting and evaluation information.

The school support role of Innovation Leaders proved to be most effective where they:

- had recent leadership experience in schools – giving them credibility and an understanding of the day to day factors which influence school operations
- were proactive, accessible and willing to get out into schools – maintaining momentum for the field trials that might otherwise have diminished without a regular 'external' prompt
- had high level communication and project management skills – enabling them to gain the respect of school leaders and change team members, have the authority to speak knowledgeably about change management and innovation in schools, and play the role of 'critical friend'
- were able to develop and sustain a relationship with schools over the length of the trials.

At times throughout the Field Trial some schools felt less well supported when their assigned Innovation Leader or project officer was not able to provide this combination of credibility, authority and propensity to work reliably with them to advance the field trial's objectives.

Additional support

Observation of the Wider Workforce Field Trial suggests that there are additional roles that the Department might create to further enhance local innovation in schools:

1. mentoring innovation leaders in schools
2. strategic support for schools related to the specific focus of each trial (e.g. in the wider workforce trial addressing issues such as workforce design or community engagement)
3. formative translation of trial findings and outputs (for example, see Appendix 3) into practical policy advice for the Department and tools for schools.

Through the professional learning program associated with the Bridge Model and access to specialist consultants, aspects of this type of support were incorporated into the Wider Workforce Field Trial. Formalising these roles could improve the productive value of the trials in building the system's innovative capacity and realising opportunities for system improvement.

4.3. Community of practice

The Community of Practice meetings held during the Field Trial had a dual purpose. The first was as a professional learning forum where school leaders and change team leaders learned about and trialled tools associated with the M 4 D model. This was an integral part of the capacity building process for

schools, and one which participants valued because of its practical nature, its collaborative approach and its 'permission to think broadly and innovatively'.

"Always full of ideas and lists to go away with to implement." (Primary school)

"Essential sources of information and direction for driving the process." (Special school)

"Represented 'worked examples' of what we were all trying to achieve." (Primary school)

"This was one of the best forms of professional development that I have been involved in throughout my teaching career. Having clearly stated outcomes for each meeting and working through innovative processes clearly and carefully with support from INPD encouraged each school to further develop their project and reflect on achievements and failure at each stage." (Secondary school)

The more influential purpose of the Community of Practice meetings was as a forum for interchange of experiences and ideas. Both formally, through verbal project updates and networking activities, and informally over lunch or morning tea, field trial schools had regular opportunities to talk about how they were going, and find out about the progress of others. This proved to be simultaneously reaffirming, challenging and stimulating (if not sometimes a little dry after 21 'report back's).

"Vital for networking among like schools and projects. Gave us a chance to view things through different lenses." (Special school)

"This was absolutely the best part of the whole field trial process ... I gained (pinched, adapted) some fantastic ideas to utilise within my own school, as well as establishing relationships which will be incredibly rewarding in an ongoing professional way." (Secondary school)

"Probably the best form of professional learning ... always stimulated deeper thinking ... allowed me to tap into experience and expertise." (Secondary school)

"Many questions were asked, and many different answers and ideas were shared." (Primary school)

The value of the networking was not just in the 'informative' and 'illuminating' discussions which took place (encouraging some schools to regularly send more than one representative), but also in the follow up that occurred beyond the formal meetings. School visits, peer to peer communication and multi-school meetings all gave substance to the 'community of practice' which the project team was working to develop.

"The visit to Yuille Park was inspiring and most relevant as a like setting to ours. To see the integrated model in practice – a colocated school and community centre – was extremely exciting, and the self-evident improvements in the tone of the classrooms and the concomitant improvements in data were impressive." (Special school)

"The best sharing was the school visits we did." (Secondary school)

4.4. Professional Learning Exchange

In September 2010 a group of 14 principals, teachers and business managers from field trial schools participated in a Professional Learning Exchange visit to twelve schools in London. The focus of the

Exchange was to develop an understanding of the wider workforce in the UK education sector and the tasks undertaken by professionals, paraprofessionals and teacher assistants.

The participants saw high levels of accountability and high expectations in the schools visited. There were very clear guidelines at both a system and a school level in relation to the elements that constitute outstanding, good, satisfactory or failing performance of both a school and a teacher. It was apparent to participants that 'teaching effectiveness' was significantly enhanced by the employment of teaching assistants, and that a very rigorous system of observations and accountabilities for teachers and teaching assistants had greatly and very rapidly lifted student outcomes.

This type of deep immersive professional learning opportunity is more about changing attitudes and perceptions than building capacity, and this was the case for participants in the exchange. For some it was further motivation to continue on the path they had already chosen. For others it was the stimulus to take what was a field trial in one area of school operation to a whole new approach to workforce design and practice.

"The UK Exchange was the most powerful professional development and learning activity that I have ever and will ever undertake. The knowledge gained from spending time in each school with outstanding teachers, heads and students renewed my passion for teaching. It opened my eyes to the opportunities for students through a wider workforce and through a continual focus on teaching and learning, rather than focusing on areas that tend to draw away from what's really relevant – students learning." (Secondary school)

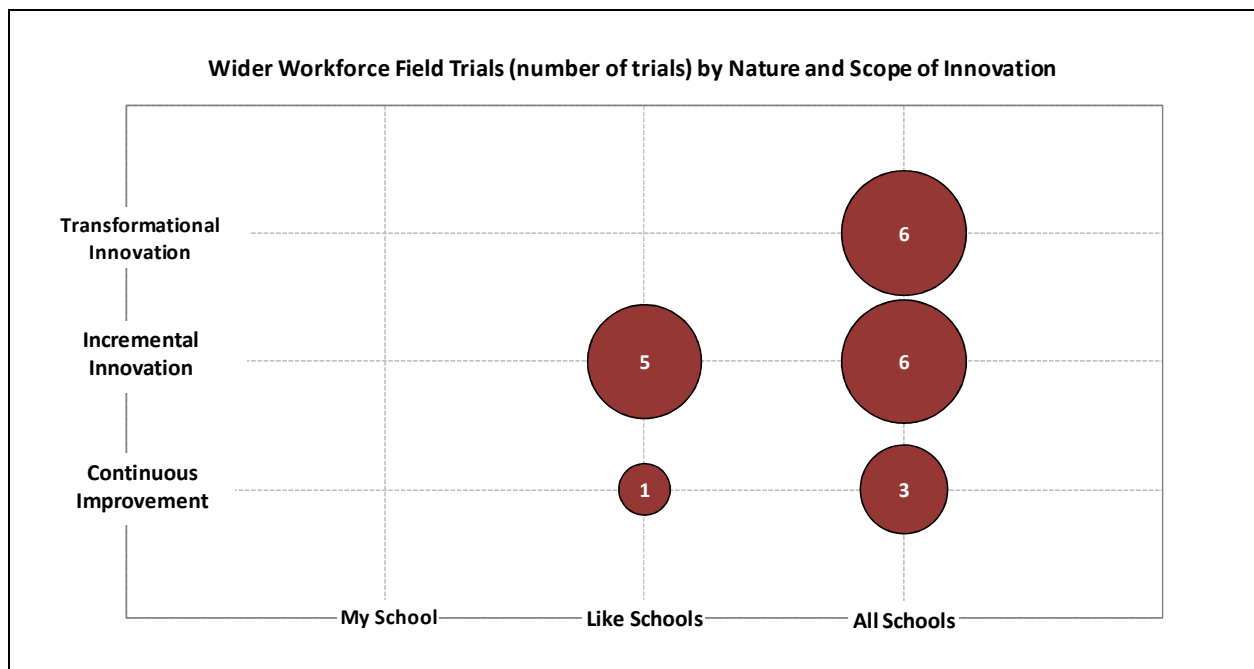
Participants in the Professional Learning Exchange produced a report on the visit, including recommendations to the Department on opportunities for action within the Victorian education system. The summary of the report is reproduced in Appendix 5.

4.5. Field Trial methodology

The Department's Field Trial methodology aims to identify areas where the current boundaries of educational policy, regulation, practice and thinking constrain educational outcomes. In the Wider Workforce Field Trial schools were authorised and supported to examine innovative approaches to workforce design and deployment that clarified, tested, pushed through and stretched current boundaries.

The extent to which the individual trials were 'innovative' with system wide implications varied considerably. By their own assessment (see following chart) only a few schools considered their work to be transformational (i.e. moving towards next practice) with most seeing their trials as incremental innovation that created new ways of doing things, although these new things were generally thought to be applicable to all schools.

As was found with the Next Practice Design Teams in 2007-2008, participating schools and clusters embark on a project that meets their local needs. Whether each individual project is highly 'innovative' or not, and whether the learnings from each individual project are likely to have system wide impact on policy and practice, is secondary to the collective value of the field trials in generating ideas, approaches and tools that can be adopted or adapted by other schools.



It should also be noted that as was the case with the Next Practice Design Teams in 2007-2008, schools in cluster-based field trials found it challenging to establish and maintain a focus on a single shared objective. Factors such as cross-school communication and coordination, competing and different local priorities, and acknowledgement that despite an enthusiasm to work together primary schools and secondary schools ‘work differently’ contributed to the three original cluster trials in the Wider Workforce Field Trial not progressing in the form or with the speed that was initially envisaged. By the end of 2010 the original Frankston cluster was no longer part of the Field Trial, with Carrum Downs Primary School vigorously pursuing its work separate to the other schools. The Kew cluster had a shared objective but had taken different paths in implementation. The Warracknabeal cluster was effectively three schools doing their own projects under a single name.

Consequently, the value of cluster based field trials must be questioned.

4.6. Tracking progress

The success of individual field trials was influenced by a range of project design, implementation and management factors, some observed at more than one school and some unique to a school. Examples of positive factors include:

- clarity of project objectives and a direct relationship between these and the schools’ strategic and operational priorities
- leadership and staff support for the work of the change team in addressing workforce issues
- involvement of staff in planning and review activities
- willingness and opportunity to connect with and learn from other field trial schools (and also the Professional Learning Exchange)
- capacity to demonstrate positive impacts on student learning, student engagement and staff workload.

Examples of negative factors include:

- changes in key personnel (e.g. principal, change team leaders/members) which stalled the momentum of the project

- competing school priorities (e.g. school mergers, targeted school improvement initiatives)
- delays in building projects that prevented staff from accessing new facilities to implement changed approaches.

Development of credible evidence-based strategic and policy advice from field trials is not contingent on all trials being successful, and in fact benefits from a range of experiences and outcomes. However, the innovative value of the field trial methodology is diminished where a field trial is not able to explore its potential.

Selection and support of field trial sites should seek, to the extent possible, to optimize the presence of positive project design, implementation and management factors, and control or mitigate against the impact of negative factors.

5. CONCLUSIONS

“As the personalisation of student learning becomes a focus for schools in the 21st century, a more highly skilled and flexible workforce is needed so that education leaders and members of the wider workforce understand how they can work together to raise student achievement and meet school improvement goals.” (Hampton Park Primary School)

The Wider Workforce Field Trial was established to produce evidence-based advice for the Department on key issues related to workforce reform and the use of a wider workforce in schools to increase teaching effectiveness.

The conclusions from the Field Trial address three major challenges identified in the evaluation. These challenges relate (respectively) to what people think, what they can do, and what they actually do.

- Societal challenge What is 21st century learning?
- System challenge Set workforce parameters and expectations
- School challenge Right person, right skills, right job.

5.1. Societal challenge – What is 21st century learning?

The field trials consistently emphasised the position of the student and student learning at the centre of the wider workforce and any discussion about workforce reform.

“Students thrive with a range of adults (not always teachers) working with them. A wider workforce gives students access to a range of skill sets and experiences that they cannot get from a classroom teacher. Use of a wider workforce significantly increases the flexibility and skills of the workforce. Teachers are able to spend their time on core business (teaching and learning) while other duties can be undertaken by other people who are better equipped.”
(Carrum Downs Secondary College)

As schools thought about how they could best organise their workforce to meet their students’ needs, they had to reflect deeply on the learning needs of those students. What are the learning needs of our students? And the needs of tomorrow’s students? In an information rich technologically enabled 24-7 connected society?

This questioning took schools and their change teams to the fundamental question of ‘What is 21st century learning?’ With this as a new starting point, the field trials were able to work through the questions and answers about learning, then teaching, then the role of teachers, and the role of other staff, and the wider workforce, and how to best access, organise and use a wider workforce to meet the learning needs of their students. The schools were not always able to answer these questions to the extent they would have liked, and they did not all reach the same conclusions. But they were better able to explain the rationale for their wider workforce field trial in terms of their student cohort and the current needs of their school community.

The first challenge to emerge from the field trials is for society to engage in a debate about contemporary teaching and learning. Parents, employers, community members and even people within the education system have different and often historically-based ideas about what constitutes good learning and teaching, and the role of a teacher and a school, and student-teacher ratios. And as the field trial schools discovered, changing the way in which the school workforce is configured involves challenging perceptions about ‘traditional’ ways of working and ‘traditional’ roles, and doing so with the quality of student learning at the centre of the debate.

Central to this debate is the role of the teacher – what they do and what they do not do, what they are responsible for and what they are not responsible for. Do we need more teachers? Or fewer teachers? Of what quality? In what roles? In practice, as the field trials have individually changed the role of their teachers (e.g. introducing team teaching, using content specialists, creating teams with paraprofessionals, using ES staff and volunteers to take on administrative tasks), teachers have found themselves spending more time on higher order teaching activities (e.g. curriculum planning, instructional design, assessment frameworks) and more time in focused teaching activities with individual or small groups of students. To maximize student outcomes in this situation the quality of the teacher is paramount. Which reinforces the need to continuously examine the future training, recruitment, employment and deployment of teachers.

Through the Wider Workforce Field Trial a small sample of schools has begun to think about these issues. Their experience indicates that it is time to broaden the debate.

“Our Department must negotiate with the unions and Government on ways to effectively support school leaders as they strive to ensure a clear focus on the quality of the learning environment. The focus must shift from ‘good teaching’ to ‘effective learning’.” (Warracknabeal cluster)

5.2. System challenge – Set workforce parameters and expectations

“The constrictive employment regimes and processes that provide the lowest common denominator of risk in relation to Worksafe, Ombudsman, Merit Board, VIT, AEU, Consultative Committee, and applicants themselves, are mitigating against flexible employment options and preventing us from achieving our main goal of maximising student learning outcomes.” (Dandenong North PS)

The Department is responsible for setting workforce parameters which reflect its expectations of the characteristics of an effective school workforce. It does this through a variety of mechanisms, including: regulation, policy, enterprise bargaining agreements, standards, frameworks, and school and program budgets.

The Department is also responsible for monitoring adoption and implementation of these parameters in line with its expectations. It does this through strategic and operational review, audit and compliance processes.

Field trial schools strongly expressed their preference to work within the parameters set by the Department. They wanted to use their innovative capacities on designing and developing their local workforce consistent with system expectations. However, the field trials found that even though these schools had been chosen to participate in trials related to the use of a wider workforce, many had incomplete or inaccurate knowledge of the scope and application of current workforce conditions. As a result, school leaders and business managers had perceptions of barriers to workforce reform (and had expended energy trying to identify ways of working through these barriers), when in fact the solution to their problem was a lack of awareness of the possibilities within the existing system.

“The Department already has a number of policies and procedures which, if principals had a clear understanding of, would make reforming a workforce much easier. This should be a priority.” (Crusoe College)

The field trials identified areas where current conditions are thought to inhibit efficient application of the wider school workforce and the achievement of targeted school outcomes. These include:

- barriers to recruitment, conditions of employment and remuneration at market levels for content specialists and non-teacher qualified paraprofessionals
- inflexibility in permission to teach rules
- supervisory constraints on ES staff who possess appropriate skills and qualifications
- a narrow supervisory standard which does not differentiate between duty of care for a students' educational outcomes and duty of care for their physical and emotional wellbeing
- inflexibility in managing staff to address imbalances in teacher staffing ratios (e.g. expert vs graduate teachers)
- requirements in relation to student-teacher ratios.

Field trial schools also indicated that current funding levels constrained their ability to expand their workforce in ways which they believed would better meet the needs of their students.

5.3. School challenge – Right person, right skills, right job

“A wider workforce allows teachers to focus on teaching and learning, which has a positive impact on student learning. Schools are in the best position to determine the right mix of teaching and non-teaching staff to address the learning needs of their particular student cohort. Industrial relations issues around employment and payment of ES staff and paraprofessionals need to be flexible.” (Carrum Downs SC)

The school-level challenge is straightforward. Field trial schools want flexibility – the flexibility to access, organise and use a wider workforce that meets their students’ needs. In short, they want to be able to assess the learning needs of their students, design a workforce structure that is capable of fulfilling those needs, and then employ and engage people with the right skills and qualifications to do those jobs.

For the most part, there is already a significant level of flexibility within the system to enable schools to access and use a wider workforce. Field trial schools have shown that they can:

- form multidisciplinary teaching teams with teachers, ES staff and paraprofessionals
- reallocate administrative tasks to ES and other staff to free up teacher time to concentrate on teaching and learning processes and outcomes
- find paraprofessionals and content experts with the knowledge and skills to enhance delivery of the curriculum
- boost the capacity of their entire workforce by adopting a whole school culture of professional learning and performance management.

And field trial schools have shown that a wider workforce can increase teaching effectiveness and contribute to student learning and wellbeing.

A greater understanding of the possibilities that exist within the current system, and increased flexibility in areas where constraints currently exist will allow schools to take further advantage of their wider workforce.

APPENDIX 1 – FIELD TRIAL SCHOOLS

The following schools participated in the 2009-2010 Wider Workforce Field Trial.

School/Cluster	Type	Region
Altona Green Primary School	Primary	WMR
Ascot Vale Primary School	Primary	WMR
Ballarat Specialist School	Special	GRA
Barwon Valley School	Special	BSW
Bentleigh West Primary School	Primary	SMR
Berwick Chase Primary School	Primary	SMR
Carrum Downs Primary School	Primary	SMR
Carrum Downs Secondary College	Secondary	SMR
Charlton College	Secondary	LMR
Cobden Technical College	Secondary	BSW
Coburg West Primary School	Primary	NMR
Cranbourne South Primary School*	Primary	SMR
Crusoe College	Secondary	LMR
Dandenong North Primary School	Primary	SMR
Footscray Primary School	Primary	WMR
Frankston Cluster (8 schools)**		SMR
▪ Frankston Special Development School	Special	
▪ Mahogany Rise Primary School	Primary	
▪ Monterey Secondary College	Secondary	
▪ Naranga Special School	Special	
▪ Nepean Special School	Special	
▪ Patterson River Secondary College	Secondary	
▪ Rowellyn Park Primary School	Primary	
▪ Seaford North Primary School	Primary	
Hampton Park Primary School	Primary	SMR
Kew Cluster (3 schools)		EMR
▪ Hawthorn West Primary School	Primary	
▪ Kew High School	Secondary	
▪ Roberts McCubbin Primary School	Primary	
Lynall Hall Community School	Special	NMR
Princes Hill Primary School	Primary	NMR
Sebastapol College	Secondary	GRA
Warracknabeal Cluster (3 schools)		GRA
▪ Warracknabeal Secondary College	Secondary	
▪ Warracknabeal Primary School	Primary	
▪ Warracknabeal Special Development School	Special	
Wonthaggi Secondary College*	Secondary	GIP
Yuille Park Community College	P-8	GRA

* Two schools withdrew from the Field Trial.

** The Frankston Cluster initially included Carrum Downs Primary School which over time became the sole focal point for that field trial.

APPENDIX 2 – FIELD TRIAL SUMMARIES

Summaries of the aims, actions and impact of each field trial are included in the following pages.

In final reporting on their field trial each school/cluster was asked to rate their trial against the following three innovation criteria.

Criteria	Rating
<i>Nature of Innovation</i>	<ul style="list-style-type: none"> ▪ Continuous – Improving existing ways of doing things ▪ Incremental – Creating new ways of doing things ▪ Transformational – Moving towards next practice
<i>Stage of Innovation Cycle</i>	<ul style="list-style-type: none"> ▪ Fostering – Exploring ideas and a preliminary concept ▪ Testing – Trialling innovative ideas and practices ▪ Implementing – Ready to be promoted and transferred to the system ▪ Continuing – Ready to explore new ideas
<i>Scope of Innovation</i>	<ul style="list-style-type: none"> ▪ My school – This innovation is only applicable to my school ▪ Like schools – This innovation would only be applicable to schools like mine (e.g. primary schools, secondary schools, specialist schools, rural and remote schools) ▪ All schools – This innovation could be adopted by all schools

Some summaries contain references to survey data captured through the Staff Opinion survey (SOS), Student Attitudes to School survey (SATS) and the Parent Opinion survey (POS). Schools used the data captured through the standard annual conduct of these surveys, or separately asked the relevant stakeholder cohort a subset of the relevant survey questions using the same scoring methods.

ALTONA GREEN PRIMARY SCHOOL		Primary Western Metropolitan						
Objectives	<ul style="list-style-type: none"> ▪ Relieve teachers from traditional non-teaching tasks ▪ Use parent aides to provide access to learning facilities during break time ▪ Integrate ES staff in learning communities, rather than working with one student. 							
Classification/ Rating	<ul style="list-style-type: none"> ▪ Changing roles: ES staff ▪ Expanding workforce: parents 	<table style="width: 100%; border: none;"> <tr> <td style="padding-right: 10px;">Nature:</td> <td>Incremental</td> </tr> <tr> <td>Stage:</td> <td>Implementing</td> </tr> <tr> <td>Scope:</td> <td>All schools</td> </tr> </table>	Nature:	Incremental	Stage:	Implementing	Scope:	All schools
Nature:	Incremental							
Stage:	Implementing							
Scope:	All schools							
Actions	<ul style="list-style-type: none"> ▪ Employed paid Parent Aides (PA) to do administrative tasks to support teaching teams. Developed job description, roles and responsibilities, provided induction and professional development, and promoted PAs to the school. ▪ Involved ES staff in planning with teachers. Encouraged them to take a greater role in supporting teaching strategies and working with groups of students. 							
Impact	<ul style="list-style-type: none"> ▪ Parent Aides freed up teachers and ES staff to work more with students. They enjoyed their work (high SOS scores for classroom effectiveness, morale and professional interaction) and want to continue in the role. Teachers believe that students value the PAs in and outside the classroom, and regard them as equal and important members of the teaching team. PAs also assumed an (unintended) community liaison role, engaging further parental involvement in school. ▪ ES staff were very positive and reported increased professional interaction, professional growth and job satisfaction (SOS). With the introduction of PAs, ES staff were spending more time working effectively in classrooms to better support students' learning (both small groups and individual students) and teachers in their teaching. They liked working with students with a broader ability range, not merely poor performers, freeing up teachers to spend more time with those who were less able. They had a better appreciation for the work of teachers and felt that their work and efforts were better understood and appreciated by teachers. ▪ Teachers reported significantly higher Individual Morale ratings (SOS, Apr-10 ~3.9. Oct-10 ~5.4). Responses to student orientation and learning environment were slightly higher (SOS). The focus on learning communities and use of staff expertise across the whole team, including ES staff, has created a new dynamic in working together. There is greater cross fertilisation of ideas and discussion of all children at their level and better planning to meet individual students' needs. ▪ In a focus group Year 3-4 students described the teachers' role as being to: care, listen, manage behaviour, explain, build relationships, encourage, organise groups, help students understand what to learn by making it real, set challenges, and extend students. The role of ES staff was to: work with those who need help, work with one student to get them going and then help others, and help with groups. ▪ In Term 3 PAs opened the library three days a week during break time for children to come and read or be read to, or do homework. 302 attendances recorded across all year levels in July, 433 in August and 123 in one week in September. At times children had to be turned away. ▪ Leveraging PAs' interests and skills, a gardening group was started for students in Years 3-6, with a board games group for Prep-2 students. Children have responded very favourably and each has high interest levels. ▪ PAs and ES staff opened classrooms in four trial grades at 8:50 to allow children to come in, socialise and get organised for the day. The number of children arriving late to school dropped from 15 to 18 per week to around five. 							
Future	<ul style="list-style-type: none"> ▪ Employ two more PAs in 2011, making one for each learning community. 							

ASCOT VALE PRIMARY SCHOOL		Primary Western Metropolitan									
Objectives	<ul style="list-style-type: none"> ▪ Create and trial two new ES roles: Student Data Manager (SDM) and Learning Partnership Manager (LPM) ▪ Use ES staff to take administrative tasks/duties away from teachers. 										
Classification/ Rating	<table border="0" style="width: 100%;"> <tr> <td style="width: 60%;">▪ Changing roles: ES staff</td> <td>Nature:</td> <td>Incremental</td> </tr> <tr> <td>▪ Expanding workforce: ES staff (plus paraprofessionals in longer term)</td> <td>Stage:</td> <td>Implementing</td> </tr> <tr> <td></td> <td>Scope:</td> <td>All schools</td> </tr> </table>		▪ Changing roles: ES staff	Nature:	Incremental	▪ Expanding workforce: ES staff (plus paraprofessionals in longer term)	Stage:	Implementing		Scope:	All schools
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▪ Expanding workforce: ES staff (plus paraprofessionals in longer term)	Stage:	Implementing									
	Scope:	All schools									
Actions	<ul style="list-style-type: none"> ▪ Trialled 0.4 EFT SDM role. ▪ Renegotiated ES staff duties and recall days to reduce teachers' administrative workload. Developed protocols to support office and teaching staff to work more efficiently. ▪ Used the UK's '24 List' to define Teacher Aide roles for classrooms. ▪ Surveyed and mapped student interests and clarified student opinion re teaching and learning to support identification of possible future 'expert' paraprofessionals. ▪ Developed Learning Partnership Manager (LPM) role and skill requirements. [Note: BER project delayed by 12 months so LPM role not appointed, but clarity has been achieved around what is needed for this role in 2011.] 										
Impact	<ul style="list-style-type: none"> ▪ SDM and revised ES roles have been evaluated positively by staff. ▪ SDM position involves a blend of pre-existing tasks (e.g. CASES enrolment data entry, First Aid for students) and relieving other front office staff from work associated with administering On Demand testing for Years 3- 6, PROBE tests and the Student Attitude to Schools survey. Uptake was a little slow, with only 50% of teachers in Years 3-6 using On Demand tests, however all students undertook the PROBE test. Co-location with teachers and students in the new Learning Centre in 2011 will increase accessibility. Individual files have been created for all students which contain records of progress and copies of half yearly reports. ▪ ES staff have been allocated management of regular tasks, including: support for the music teacher; photocopying for classroom teachers; managing first aid supplies; maintenance of kitchen supplies; office filing; and support of the Grade 6 graduation. Although the new processes are still to be embedded, ES staff are positive about the changes. ▪ Teachers see the SDM, LPM and revised ES roles as targeted at teaching effectiveness and student learning. They are now referring to data more frequently in their planning and increasing their depth of analysis. Teachers are now more open, creative and reflective about how their time is used, and are prepared to rethink some roles to better meet student needs. The field trial 'permitted', motivated and supported this rethink, and provided ideas about working in different ways. ▪ The school has expanded partnership arrangements: 300 hours of IT Business student placement arranged with Victoria University; and the Community Police partnership extended via Street Savvy program for Year 6 students and visits to local aged care residence. ▪ Involvement of parent expertise in curriculum has continued (e.g. science, sports). 										
Future	<ul style="list-style-type: none"> ▪ Build SDM and LPM positions into our SRP funding for 2011 and beyond. ▪ Employ 0.8 EFT teacher aide (administration plus LOTE support) in 2011. ▪ Open Learning Studio in 2011 to bring in other adults (as teachers/experts) to work with current staff to personalise learning for students. 										

BALLARAT SPECIALIST SCHOOL		Special Grampians						
Objectives	<ul style="list-style-type: none"> ▪ Employ more non-teaching staff in specialist and therapy areas ▪ Develop professional learning program to upskill and support all staff. 							
Classification/ Rating	<ul style="list-style-type: none"> ▪ Expanding workforce: paraprofessionals ▪ Building capacity: ES staff, paraprofessionals, teachers 	<table style="width: 100%; border: none;"> <tr> <td style="width: 33%;">Nature:</td> <td>Transformational</td> </tr> <tr> <td>Stage:</td> <td>Implementing</td> </tr> <tr> <td>Scope:</td> <td>All schools</td> </tr> </table>	Nature:	Transformational	Stage:	Implementing	Scope:	All schools
Nature:	Transformational							
Stage:	Implementing							
Scope:	All schools							
Actions	<ul style="list-style-type: none"> ▪ Tried high ratios of staff to students and smarter use of time to create better ways of transitioning students from year to year via new processes and procedures, which are reflected in development of Individual Education Plans (IEPs). ▪ Adopted an internal Professional Development Fixture with up to seven workshops held every Monday afternoon across Terms 2 and 3. 							
Impact	<ul style="list-style-type: none"> ▪ The new IEP processes involved more staff, more content and more onus on each individual's development path. This includes: a more informal approach with parent/ community involvement (barbeques, lunches, sharing meetings); an intense 'getting to know you' curriculum run in the first month of the school year; a link from the first month curriculum to IEP and goal writing; and development of a Next Steps process to ensure smoother transition between years for each student. ▪ The professional development workshops were run by the staff member(s) identified as having expertise in each task area. For the first time, the whole staff were involved in this professional development, including ES staff who had previously not been involved in such upskilling. Before the program each staff member rated themselves in 70 task areas and then developed their own professional development path according to areas they personally felt they wanted/needed to upskill in. Not all staff participated fully in the initiative. ▪ Feedback from all staff indicates a greater appreciation of the skills of others and the work of different sections of the school. Presentations from peers were valuable and relevant because they were within the school's context. Interim SOS data shows a slight increase in staff rating of the extent to which professional development planning takes into account individual needs and interests. ▪ In an organisation with more than 90 ES staff working across a wide range of general and specialist positions, the field trial created an atmosphere of more staff autonomy. This was achieved through upskilling ES staff and sharing skills, talents, knowledge and expertise in accordance with the specific task areas identified as vital to the day to day running of the school. 							
Future	<ul style="list-style-type: none"> ▪ Introduce new transitioning process which put more staff time and effort into getting to know each student and their family on an intimate level prior to writing the student's goals and IEP. ▪ Continue to grow the Professional Development Fixture, offering it in other specialised areas, and perhaps even on weekends and holiday periods (the concept of staff choosing their own path of knowledge growth will continue to be a feature of the school). Where relevant expertise does exist within staff ranks, the school will contract in support to help with the upskilling process. ▪ Restructure school in 2011 away from the traditional autonomous classroom structure and move to PODs which enable easier sharing of human and physical resources. 							

BARWON VALLEY SCHOOL		Special Barwon South Western						
Objectives	<ul style="list-style-type: none"> ▪ Early Years: Specialise the ES role to provide greater role clarity, widen career pathways, meet identified 'gaps' and address working arrangements. ▪ Middle Years: Use a paraprofessional (music specialist) to deliver a program within and outside the school context, in line with The Arts domain of the BVS Essential Learning Curriculum. ▪ Later Years: Trial ES staff working in community contexts without direct teacher supervision. 							
Classification/ Rating	<ul style="list-style-type: none"> ▪ Changing roles: ES staff ▪ Expanding workforce: paraprofessionals 	<table style="width: 100%; border: none;"> <tr> <td style="padding-right: 20px;">Nature:</td> <td>Incremental</td> </tr> <tr> <td>Stage:</td> <td>Implementing</td> </tr> <tr> <td>Scope:</td> <td>Like schools</td> </tr> </table>	Nature:	Incremental	Stage:	Implementing	Scope:	Like schools
Nature:	Incremental							
Stage:	Implementing							
Scope:	Like schools							
Actions	<ul style="list-style-type: none"> ▪ Involve ES staff in delivering programs (e.g. cooking, art) to individuals and small groups of students outside the classroom, but within the school, giving ES staff the opportunity to pursue personal interests and passions. ▪ Deliver new music program within existing rotations for students who present with challenging behaviours and have complex learning needs. ▪ As part of implementing IEP and MIPS goals, a student and an ES staff volunteer would without supervision walk to the local shopping centre and attend the shops. 							
Impact	<ul style="list-style-type: none"> ▪ Qualitative and quantitative (SOS) feedback from staff pre- and post-trial indicated positive outcomes from the three projects. Teaching and non-teaching staff raised the need to think more broadly about the role of ES staff in the school and their capacity to support teaching and learning programs in other ways. The consequent need to clarify teaching roles was noted. ▪ Teachers and ES staff reported increased student engagement, improved relationships with peers and staff, and a more effective learning environment. Feedback from a small sample of students showed that the program was enjoyable and exciting. ▪ ES staff in the Later Years program fostered stronger relationships with the students who participated. Students reported feeling more independent. ▪ Some ES staff involved in the Middle Years project developed a greater understanding of the students' capabilities when highly motivated and engaged. ▪ Environmental limitations (e.g. lack of kitchen, space) of the cooking program impacted on delivery of the Early Years program. The students, who usually find the rotation program challenging because of changes in routine and staff were more settled and eager to participate when working with the paraprofessional. Other Middle Year students were keen to be part of the program. ▪ ES staff reported greater job satisfaction, noting increased respect for ES staff who have had an opportunity to follow their passions and be given some autonomy. ▪ The new programs led to improved learning outcomes for students, being better targeted to meet students' individual learning styles, interests and goals. 							
Future	<ul style="list-style-type: none"> ▪ Further explore specialisation and utilization of ES skills and interests. ▪ Employ a paraprofessional (not just limited to a music specialist) to support the Middle Years rotations program. ▪ Include in the roles and responsibilities of ES staff in Later Years a willingness to take individual or small groups of students into the community. ES staff are very keen to continue with the program and extend it to include activities such as bus washing at the local car wash. 							

BENTLEIGH WEST PRIMARY SCHOOL		Primary Southern Metropolitan						
Objectives	<ul style="list-style-type: none"> ▪ Address the personalised needs of the students in our open plan, team teaching, learning environments ▪ Develop creative staffing solutions that give students timely (as opposed to 'timetabled') access to 'specialised' skill acquisition. 							
Classification/ Rating	<ul style="list-style-type: none"> ▪ Changing roles: teachers, ES staff ▪ Expanding workforce: paraprofessionals 	<table style="width: 100%; border: none;"> <tr> <td style="padding-right: 10px;">Nature:</td> <td>Transformational</td> </tr> <tr> <td>Stage:</td> <td>Implementing</td> </tr> <tr> <td>Scope:</td> <td>All schools</td> </tr> </table>	Nature:	Transformational	Stage:	Implementing	Scope:	All schools
Nature:	Transformational							
Stage:	Implementing							
Scope:	All schools							
Actions	<ul style="list-style-type: none"> ▪ Build specialist programs into the 'learning house' environment, increasing access to specialists and increasing teacher: student ratios ▪ Use non-teacher qualified 'content specialists' to enhance the curriculum ▪ Develop and review school wide protocols relating to how teachers and students work in open plan learning environments 							
Impact	<ul style="list-style-type: none"> ▪ Restructuring staff roles and responsibilities was agreed upon and set down before the end of 2009. Two of the four specialist teachers (PE, Art, Performing Arts and LOTE) were absorbed into the learning areas as extra teachers. This meant that the teams could release each other for planning time whenever it worked for them. This left only two specialist areas that had to be built into the timetable for 2010. ▪ Multimedia and science paraprofessionals were employed to work alongside teachers in the classroom. ▪ These changes had major effects across the school. Teams had greater flexibility to develop their own program schedules, not restricted by the timetables. Specialist subjects could be timetabled for afternoon sessions which left the mornings clear for programs focused on literacy and numeracy. Teacher skills and passions were then more accessible to the teams on a daily basis. For example, students could access Art instruction at more flexible times rather than waiting for a timetable rotation. ▪ A 'Protocol Officer' role was created and visual displays of protocols were placed in each learning house and the staffroom. The Protocol Officer spoke at all staff meetings in 2010, making sure there was agreement and consistency about a wide range of systems and processes, rules and consequences. ▪ Each learning house developed their own set of working protocols which gradually became very visible throughout the school. 							
Future	<ul style="list-style-type: none"> ▪ Following the visit to the UK in 2010 the school will in 2011 trial a staffing model which includes the use of 'Educational Assistants' (EAs) employed to work school hours in each of the learning houses. The EAs will work alongside teachers in supporting the individual learning needs of all students. They will take direct instruction from teachers. The school will trial different methods of using the assistants, including small group work, team teaching, marking the role and implementing lessons prepared by the team. It is anticipated that this role will provide a better career structure for existing non-teaching staff. ▪ The school will also trial training programs to help upskill the EAs, using existing ES staff who have already over a period of time been professionally developed alongside the teaching staff. 							

BERWICK CHASE PRIMARY SCHOOL		Primary Southern Metropolitan
Objectives	<ul style="list-style-type: none"> Study work habits and roles of ES staff (tasks and effectiveness) to create a vibrant, purposeful and enthusiastic workforce that works with and for the school community to assist in the improvement of student outcomes Develop the leadership capacity of all members of the school community using the L5 model of distributive leadership as a reference. 	
Classification/ Rating	<ul style="list-style-type: none"> Changing roles: ES staff Building capacity: ES staff 	Nature: Incremental Stage: Implementing Scope: All schools
Actions	<ul style="list-style-type: none"> Hold ongoing discussions with and survey ES staff on how their roles could expand/change. Some ES staff have started to take on roles previously seen as the 'teacher's job' (e.g. inputting student data, assessing students, running library classes). Establish and set protocols for their weekly ES staff meetings (which are open to all school staff). Look for professional development to enhance the quality of ES staff's work with students (including organising school visits to broaden ES staffs' perspectives). 	
Impact	<ul style="list-style-type: none"> The school has begun to redefine ES roles and to investigate staff skills, interests and passions, and bring these into the classroom. ES staff and teachers are working more closely, freeing up teachers to more effectively address areas of need and offer students a broader range of topics and electives. There are more positive and productive working dynamics, with all staff seeing the possibilities of how things can be done differently. ES staff have taken on leadership responsibility for enhancing the quality of support they can provide to teachers and teaching processes. Teachers and ES staff indicate that ES staff are more confident, using their initiative and expanding the use of their skills. Students are developing stronger and broader relationships with ES staff, with a significant impact on social interactions and behaviour. Students report that they like 'the way teachers teach us – team teach', teachers 'know where we are with our learning and what we need' and that 'they treat us as an individual – they don't compare us to everyone else'. The notion that every staff member has a teaching role through professional sharing, professional readings and professional dialogue has been adopted by staff. An ES staff member is building connections with the parent community by organising community activities and conducting parent/student days/nights (e.g. Date with Dad), parenting groups and family BBQs. The use of parent volunteers has changed, getting away from just 'reading mums' to parents running PMP, literacy groups, etc. and junior school parents helping with senior school electives. Parents are also volunteering to help behind the scenes with administrative tasks. 	
Future	<ul style="list-style-type: none"> The school will continue to use its ES staff in the best way possible to support learning and teaching. The challenge will be to match the right people to the right jobs, and find ways of appropriately paying for extra staff and existing staff. The ultimate aim is to place ES staff in all learning commons, not just the ES staff tagged to a child with special needs. 	

CARRUM DOWNS PRIMARY SCHOOL		Primary Southern Metropolitan						
Objectives	<ul style="list-style-type: none"> ▪ Establish a centre and operating model which enables students who are unable to attend the classroom fulltime due to emotional and behavioural issues to return to the classroom and be productive members who are able to take responsibility for their own learning. 							
Classification/ Rating	<ul style="list-style-type: none"> ▪ Changing roles: ES staff ▪ Building capacity: ES staff ▪ Expanding workforce: Agencies 	<table style="width: 100%; border: none;"> <tr> <td style="padding-right: 10px;">Nature:</td> <td>Incremental</td> </tr> <tr> <td>Stage:</td> <td>Implementing</td> </tr> <tr> <td>Scope:</td> <td>Like schools</td> </tr> </table>	Nature:	Incremental	Stage:	Implementing	Scope:	Like schools
Nature:	Incremental							
Stage:	Implementing							
Scope:	Like schools							
Actions	<ul style="list-style-type: none"> ▪ Establish Building From Strength (BFS) centre. ▪ Staff BFS centre with ES staff who have daily responsibility to support activities for students and external agency support (e.g. kinesiologist, consultant psychiatrist, psychologist, speech therapist). 							
Impact	<ul style="list-style-type: none"> ▪ The BFS centre began in February 2010 with two students, but was available for other students with behavioural issues for short term access. Staffing included (as required) a number of ES staff, a kinesiologist and visiting kinesiologist from the USA, a guidance officer, a consultant psychologist from DHS and OT students. ▪ The centre provided a way to clearly define which students need assistance outside the classroom versus students who are influenced by other students. ▪ ES staff worked on the academic strengths of each student with a modified curriculum program. ES staff were trained in a literacy and Language Support Program and had a folder of information about the centre, its routines, practical applications, work and feedback sheets. ES staff gained confidence in their ability to create activities, oral language and discussion that was engaging for students. ▪ Progress was slow with students exhibiting emotional stress and behavioural outbursts as they had in the first place. Some resented being in the BFS room. The BFS program changed over 2010 to improve one on one and mixed group activities and return students to the classroom full time. ▪ In Term 1, 19 students with varying degrees of engagement, social and emotional difficulties accessed the centre. There were five high needs students (everyday all day), seven students who used the centre part of every day, and seven students who needed it at times. By Term 4 there were three high needs students, with the others being seen very spasmodically, depending upon what was happening at home. Some children rarely need to come to the centre now. One high needs student has transitioned back into the classroom and only uses the BFS room when there is a CRT in his classroom. He has extended his time at school and is now full time on most days in preparation for his transition to Secondary College. ▪ In addition to the benefits for the students in the BFS, teachers and ES staff report that the learning environment for all other students has been significantly enhanced as disruptive influences have been removed from the class and teachers can focus on creating an engaging and dynamic learning environment. ▪ This was a very successful way to use ES staff. They gained confidence, experience and were used more productively within the school. 							
Future	<ul style="list-style-type: none"> ▪ Managing highly demanding students requires more than one to one interaction. In 2011 there will be training for all classroom ES staff (e.g. autistic behaviours, language support, different teaching models, 'hands on learning' techniques), more planning with teachers and greater monitoring of individual learning plans. ▪ ES staff will require training support well outside their current TAFE qualification. 							

CARRUM DOWNS SECONDARY COLLEGE

Secondary
Southern Metropolitan

Objectives

- Investigate innovative and sustainable models of workforce organisation to increase workforce capacity by increasing the number of ES staff and paraprofessionals in the classroom and decreasing the amount of administrative duties undertaken by teachers.
- Provide a structure to shift the focus from 'wellbeing' to 'learning support' using ES staff, agency support and community members working together with teachers to address issues of wellbeing, literacy, numeracy and special needs.

Classification/ Rating

- | | | |
|------------------------------------------|---------|--------------|
| ▪ Changing roles: ES staff | Nature: | Incremental |
| ▪ Expanding workforce: paraprofessionals | Stage: | Implementing |
| | Scope: | All schools |

Actions

Models of workforce organisation

- Develop and implement a middle sub school structure involving four sub school teaching and learning teams comprised of a leading teacher, pastoral/classroom teachers and an ES staff member. The whole team is responsible for all curriculum planning and delivery and student management in their sub schools. Community mentors were allocated to work within teams on a volunteer basis.
- Conduct a skills audit of existing staff to ensure best fit for new roles, with ES staff taking on many administrative jobs currently done by teachers. Recruit staff and provide professional development (one recruit had been a teaching assistant in England and was given a special payment to mentor other assistants). Allot time for administrative tasks in the mornings so that a teacher assistant role could be undertaken in the classroom in the afternoons. Expand assistants' role to include 'cover supervisor' (as in the UK) (with more than one teacher per team, trialed ES staff as CRT when one teacher was absent).

Learning support

- Relocate all wellbeing and special needs staff under one roof (the 'Ranch') to ensure appropriate 'case management', decrease the number of students 'falling through the net' and also over servicing due to a lack of communication and documented referral processes for staff.
- Hire new ES staff (i.e. coordinator, psychologist) and a leading teacher to join existing 'learning support staff' (special needs coordinator, 4 x integration aides, 2 paraprofessionals, psychologist, chaplain increased to full time).
- Streamline referral process and increase community links.

Impact

Models of workforce organisation

- This approach significantly decreased work and stress levels of sub school leaders and teachers. The **ES staff** member was for the first time involved in all planning and meetings with the sub schools, which significantly lifted the profile of the ES staff and made the school look more closely at career paths and professional development plans for non-teaching staff.
- Students are oblivious to the difference between teaching and non-teaching staff and have embraced the new ES position, welcoming the **positive relationships** that have been established. Students commented on improved classroom behaviour and increased opportunity to get learning time with the teachers. Student absence and lateness levels have reduced.

Impact	<p><u>Learning support</u></p> <ul style="list-style-type: none"> ▪ Student Engagement Guidelines have been the enabler for a team approach to individual student needs. Housing all the staff together and timetabling regular meetings has led to a more cohesive team, meant that staged learning support plans and responses are developed for at risk students, and appropriate referral and learning support is provided. It has created greater role clarity around where the teacher support/pastoral role begins and ends. It also freed up time for development of new programs. ▪ The new approach increased the numbers of students being supported and shifted the focus from wellbeing to learning support. The 'centre has created a 'safe' place for students who are experiencing difficulty. ▪ This model has lifted the profile of ES staff and paraprofessionals in the school. Most learning support staff are non-teaching staff, but with a leading teacher overseeing operations program and curriculum development and delivery now form part of their duties. ▪ This approach has allowed for a more structured approach to fostering relationships with community based services providers, resulting in more efficient and effective referral. It provided impetus for the school to form a partnership with Frankston Council which now supplies two youth workers and one counsellor to work in the centre on a regular basis.
Future	<ul style="list-style-type: none"> ▪ The school will continue its workforce initiatives, seeking to get the mix and balance of teaching and non-teaching staff right and financially sustainable. Future activities will involve creating a career path that enables the school to employ the best people and pay them what they are worth, and attract more community partnerships to address the needs of students and families.

CHARLTON COLLEGE		Secondary Loddon Mallee	
Objectives	<ul style="list-style-type: none"> Access paraprofessionals in the community to provide certified training and mentoring to students to enhance their transition from school to work and establish wider employability skills. 		
Classification/ Rating	<ul style="list-style-type: none"> Expanding workforce: paraprofessionals 	Nature: Stage: Scope:	Incremental Testing Like schools
Actions	<ul style="list-style-type: none"> Build human capital through a wider workforce involving the local community. Document individual Work Readiness Portfolios which all Year 10 students can build on over the next two years (e.g. referencing community based training including First Aid training, Barista Certificate, Leadership training, team building, Safe Food Handling Certificate, Work Readiness training). Document a Mentoring Program for Year 10 students matched with a local community/business member identified and matched by the school (matching based on vocational interests, community involvement, hobbies/interests). Develop a transition plan demonstrating how this project will be embedded into the wider school curriculum in the future. 		
Impact	<ul style="list-style-type: none"> Students now have a portfolio of certificates from RTO accredited training courses undertaken throughout the Year 10 curriculum to support their transitions and pathways and to assist them in making more informed decisions about their future. Students used their portfolios in mock job interviews with the LLEN, and in Student/Teacher/Parent interviews to demonstrate progress over the year. Students felt their learning was more supported and felt better equipped to move on to work experience. Some students felt that the Work Readiness Portfolio assisted them with part-time job applications and in their current employment. Students have begun to develop positive relationships with mentors who will continue to have a role in engagement and transition over the next 12 months, and hopefully continue to have a positive role in each student's schooling. Students understanding of the MIPs coordinator's role became clearer and they were able to develop resumes with feedback from professionals within the community, giving them a better understanding of their schooling options for Year 11 and 12. Students felt more valued and supported in their mentoring program and felt that staff genuinely cared about them to organise this program. Staff and student opinion surveys show improved outcomes in terms of student perception of learning. Students reported increased connectedness to school and student morale (SATS). Community mentors enjoyed the opportunity to work with the school to support student learning (notably mentors who did not have students of their own or had not had students through the school in a long time). Partnerships were developed with a range of training organisations/providers in offering students short courses to aid their transitions and career planning. 		
Future	<ul style="list-style-type: none"> The sustainability of the Mentoring Program will rely on having staff who are familiar with the program and have been involved in its development being appointed as coordinators. With the duties continuous and to allow the school to be seen as proactive, coordinators will require time release. 		

COBDEN TECHNICAL COLLEGE		Secondary Barwon South Western	
Objectives	<ul style="list-style-type: none"> ▪ Develop inquiry based learning opportunities using paraprofessionals. ▪ Train and support people with relevant industrial/professional experience to become teachers. 		
Classification/ Rating	<ul style="list-style-type: none"> ▪ Expanding workforce: paraprofessionals ▪ Building capacity: paraprofessionals 	Nature: Stage: Scope:	Incremental Implementing Like schools
Actions	<ul style="list-style-type: none"> ▪ Implement 'Catchment to Coast' program for a small group of Year 9 students, working in teams to undertake a research topic of their choice using available resources and support from the Corangamite Catchment Management Authority, Warrnambool College and persons with expertise in catchment management. ▪ Provide professional learning and support to enable tertiary career change students to acquire teaching qualifications. 		
Impact	<ul style="list-style-type: none"> ▪ Students in the 'Catchment to Coast' program enjoyed the opportunity to get out and examine a cross-curricular issue with potential career pathways implications. The more 'hands on' approach to learning (e.g. team work, phoning people, working with people, basic organisation, learning ways of investigating things and how to conduct interviews) was seen as more engaging than their previous school experiences, but also a challenge that required increased levels of confidence and organisation. ▪ Students valued the input from paraprofessionals. They said that because it was this person's job the information they received was not passed to them second hand and explained better because 'they knew about the actual thing' – 'An expert who knows what they are talking about'. ▪ Teachers indicated that the trial improved students' engagement and involvement in learning. ▪ As part of acquiring career change qualifications, staff in the career change program were supported by the school in gaining practical teaching experience. Staff indicated that the support they received from school leadership and other staff was very positive and affirming. They received some support in curriculum development, were encouraged to contribute to school programs and received feedback from school staff. 		

COBURG WEST PRIMARY SCHOOL		Primary Northern Metropolitan						
Objectives	<ul style="list-style-type: none"> ▪ Use ES staff in teaching teams to improve student outcomes. 							
Classification/ Rating	<ul style="list-style-type: none"> ▪ Building capacity: ES staff ▪ Changing roles: ES staff 	<table style="width: 100%; border: none;"> <tr> <td style="padding-right: 10px;">Nature:</td> <td>Incremental</td> </tr> <tr> <td>Stage:</td> <td>Fostering</td> </tr> <tr> <td>Scope:</td> <td>Like schools</td> </tr> </table>	Nature:	Incremental	Stage:	Fostering	Scope:	Like schools
Nature:	Incremental							
Stage:	Fostering							
Scope:	Like schools							
Actions	<ul style="list-style-type: none"> ▪ [Note: The initial field trial proposal had two key objectives: 1) Employ staff to lessen the load of administrative tasks performed by teaching staff; and 2) Develop a more comprehensive speech/oral language program with the involvement of RMIT pre-service teachers and train ES staff in its implementation. With a mid-project change in principal, the two teachers leading the change team stepping back from the project, and competition with other school priorities, the project did not maintain momentum. When it re-started the objectives changed.] ▪ Employ a speech pathologist one day a week to work with students and train ES staff to test students for the Language Support program. 							
Impact	<ul style="list-style-type: none"> ▪ In narrowing the focus of the project the school was able to meet a specific need for its student community. The local employment of a speech pathologist provided a depth of coverage and sharing of expertise that would not otherwise have been possible. ▪ The project provided a professional learning opportunity for ES staff in skilling them in testing students for the Language Support program. They screened Prep to Year 2 students in key aspects of oral language, which supplemented the work of speech pathologists employed by the central/regional office. ▪ The project reiterated for the school and ES staff the importance of continuing professional learning. ES staff are eager to explore professional learning opportunities that enable them to support students in the classroom. ▪ Teacher feedback indicates that while this project has provided benefits for a small number of students, there is still a need to address the workload issues associated with classroom and administrative tasks that were recognised in the initial field trial proposal. 							
Future	<ul style="list-style-type: none"> ▪ The project has built a foundation upon which the school can continue to explore workforce options. It has encouraged a different approach to planning staffing allocations in 2011 for both teaching and non-teaching staff. ▪ The school will continue to employ the local speech pathologist in 2011 because of the identified need for students, consolidating and expanding on the initial work of the field trial. 							

CRUSOE COLLEGE		Secondary Loddon Mallee	
Objectives	<ul style="list-style-type: none"> Develop new ES roles related to the Learning Community and outreach tutoring Increase community use of school facilities and engagement in the school. 		
Classification/ Rating	<ul style="list-style-type: none"> Changing roles: ES staff , teachers 	Nature: Stage: Scope:	Continuous Testing All schools
Actions	<p><u>Learning Community</u></p> <ul style="list-style-type: none"> Create two ES Learning Community Assistant positions in the Year 9 and Year 10 Learning Communities to provide administrative support to teachers and students (roles now occupied by previous Science Lab Technician and Library Assistant) Define the role of 'Instructional Leader' in the Learning Community teams in four key areas – Literacy, Mathematics, Inquiry and Advisory. Job descriptions were set up and interested teachers will be observed and accredited in Term 1 2011. Define models and protocols which define the essential elements of a model lesson through a series of workshops with staff in whole staff forums, neighbourhood and community groups. Then agree a clear set of expectations across the whole staff about what was believed in the school as a good lesson. Define the relationship between the adults in the learning community through an agreed team teaching model. <p><u>Community Hub and Social Capital</u></p> <ul style="list-style-type: none"> Develop the school as a community hub. 		
Impact	<p><u>Learning Community</u></p> <ul style="list-style-type: none"> The Community Assistant role has allowed smoother implementation of Personal Learning Modules in Years 9 and 10, having done data entry and student tracking. The Assistant in the Energy Breakthrough team facilitated greater community involvement and student participation, spending more time engaging with the parents than a teacher could have done. Teachers report that the roles are invaluable in smooth administration and running of year level programs such as camps and work experience. The Instructional Leader role is not yet implemented. The development of the protocols and models has led to greater alignment and clarity within the school. Although in the early stages this work has been important in providing a framework for discussion and feedback to teachers. <p><u>Community Hub and Social Capital</u></p> <ul style="list-style-type: none"> Hospitality kitchens are being used for adult education classes. The new oval is a joint venture with Council, and Council is seeking to develop a MoU on community use of school facilities. The school was used as a CFA education centre for bushfire awareness. The Global Learning Centre is used as a homework centre for students staffed by volunteers two afternoons a week. It will become an Ultranet hub where parents can use computers to access the Ultranet. Employed trained social workers who are also educators to work with marginalised students in their homes on academic tutoring and family support. 		
Future	<ul style="list-style-type: none"> The Learning Community Model and work on the community hub and building social capital will continue to be implemented. The next phase of work is to enhance the teaching workforce and shape the make-up of the learning communities. This will look at changing membership, roles and responsibilities of the community teams and involve skill development for teaching and non-teaching staff. 		

DANDENONG NORTH PRIMARY SCHOOL		Primary Southern Metropolitan						
Objectives	<ul style="list-style-type: none"> ▪ Employ ES staff to address emerging student learning needs by facilitating learning in small groups. ▪ Develop a certification process for ES staff training modules. 							
Classification/ Rating	<ul style="list-style-type: none"> ▪ Changing roles: ES staff ▪ Building capacity: ES staff 	<table style="width: 100%; border: none;"> <tr> <td style="padding-right: 10px;">Nature:</td> <td>Transformational</td> </tr> <tr> <td>Stage:</td> <td>Testing</td> </tr> <tr> <td>Scope:</td> <td>All schools</td> </tr> </table>	Nature:	Transformational	Stage:	Testing	Scope:	All schools
Nature:	Transformational							
Stage:	Testing							
Scope:	All schools							
Actions	<ul style="list-style-type: none"> ▪ Appoint a Leading Teacher to be trained as a teaching and learning coach who is responsible for leading ES staff in capacity-building and professional development. ▪ Deliver capacity-building modules at level 1 and level 2, and broader professional development specifically tailored to the needs of ES staff. The school has 25 ES staff deployed in a wide range of tasks, many involved directly in educational roles. ▪ Deliver two ES conferences to pilot delivery of modules aimed at maximising the capability of ES Educators to target individual student zones of proximal development so that they can maximise the opportunities for effective learning. ▪ Survey ES staff to assess their individual and collective efficacy, creating a benchmark for evaluating the effectiveness of the next round of capacity building. ▪ Provide 'found time' during regular school days for specialised on-the-job capacity building (e.g. literacy, numeracy) for ES Educator Staff and qualified teaching staff. ▪ Examine how to maximise time spent on task for educators working in teams of two or more, and minimise 'down-time' where two or more educators are working with groups rather than individual students. ▪ Review and recommend roles and responsibilities for all staff to ensure that 'qualifications' are commensurate with requirements of appointment positions. 							
Impact	<ul style="list-style-type: none"> ▪ The work of this project demonstrated the importance of and commitment to the significant contribution to learning outcomes that the ES team has made and will continue to make. One of the most significant benefits was the recognition of the potential of educators without formal teaching qualifications. Teaching staff really valued the skills of ES staff, especially their ability to establish trusted relationships with students and getting/keeping them on task. Teachers report that this has freed up their time to work with students needing assistance. ES staff value their clear purpose and sense of direction. The complexity of educational conversations has increased and ES Educators have been empowered to participate as equal partners in an important teaching and learning endeavour. ES Educator staff have presented to the whole staff at professional development forums. ▪ 2010 NAPLAN data demonstrates that students perform at or above State means in reading, writing, numeracy, spelling, grammar and punctuation. All students not on the Prep to Year 2 D&I program achieved benchmark reading levels. Students like that teachers are patient and spend time with them 'until I get it'. ▪ 2010 staff opinion survey indicated high morale, good communication, acceptable workloads, high expectations of students' abilities to learn, high leadership support and an orderly environment. All of these indicators were impacted upon by the wider workforce field trial. 							

Future	<ul style="list-style-type: none"> The wider workforce concept will be extended by providing seven 'Higher Responsibility Competency Validation Units' (design currently being finalised) for ES Educators. Staff whose roles require competencies in four or more of these units will receive a special payment on an annualised basis. 								
FOOTSCRAY PRIMARY SCHOOL Primary Western Metropolitan									
Objectives	<ul style="list-style-type: none"> Review roles and responsibilities of ES staff to increase their skills and have them work in partnership as a single team. 								
Classification/ Rating	<table border="0"> <tr> <td> <ul style="list-style-type: none"> Building capacity: ES staff Changing roles: ES staff </td> <td style="vertical-align: top;"> <table border="0"> <tr> <td>Nature:</td> <td>Incremental</td> </tr> <tr> <td>Stage:</td> <td>Testing</td> </tr> <tr> <td>Scope:</td> <td>All schools</td> </tr> </table> </td> </tr> </table>	<ul style="list-style-type: none"> Building capacity: ES staff Changing roles: ES staff 	<table border="0"> <tr> <td>Nature:</td> <td>Incremental</td> </tr> <tr> <td>Stage:</td> <td>Testing</td> </tr> <tr> <td>Scope:</td> <td>All schools</td> </tr> </table>	Nature:	Incremental	Stage:	Testing	Scope:	All schools
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Nature:	Incremental								
Stage:	Testing								
Scope:	All schools								
Actions	<ul style="list-style-type: none"> Trial using ES staff as a team across the school with regular timetabled ES meetings and professional learning targeted at specific skill areas (e.g. technology, reading support). Include provision for block booking of ES team as a support to a specific activity. 								
Impact	<ul style="list-style-type: none"> The creation of the 'ES team' for Term 2 2010 resulted in dissatisfaction amongst both ES and teaching staff. Teachers and ES staff preferred to have an ES staff member assigned to each PLT, and this was re-instated in Terms 3 and 4. This resulted in an improvement in job satisfaction and a more effective use of ES staff. It enabled better learning relationships to be developed with students and between ES staff and teachers. Teachers report that teamwork and learning support have improved teaching in most areas of the school As a result, however, there was greater awareness of the needs and contributions of ES staff. They now regularly attend PLT planning sessions. The regular ES staff meetings have been retained and professional learning for ES staff is built into this time. 								
Future	<ul style="list-style-type: none"> Reflecting on the field trial, in 2011 the school proposes to work to redefine teacher and ES partnerships, with timetabling that reflects ES staff roles and responsibilities. This will include: extension of ES staff hours to cover the whole school day; trialling ES higher duties to reduce CRT costs; having ES staff attend 'staff meetings'; providing professional learning for ES and teaching staff around team building; having ES staff rostered on yard duty; uniform name calling; and a review of special payments. 								

HAMPTON PARK PRIMARY SCHOOL		Primary Southern Metropolitan	
Objectives	<ul style="list-style-type: none"> Examine professionalisation of a wider workforce to improve student outcomes. 		
Classification/ Rating	<ul style="list-style-type: none"> Building capacity: ES staff 	Nature: Stage: Scope:	Transformational Implementing All schools
Actions	<ul style="list-style-type: none"> Create a comprehensive framework for professionalising the work, capacity and development of ES staff. Induction and Mentoring: create a comprehensive induction program for ES staff; improve the school culture in relation to the sharing of knowledge, communication and mutual respect between teachers and classroom-based ES staff. Pedagogical Role Clarity: assist all staff in drawing out students' pre-existing understandings; consolidate the use of interactive whiteboards and provided professional learning for staff; develop a framework for ES staff who provide additional assistance in literacy; include ES staff in team meetings, planning days, professional learning and goal setting; review and redefine roles for ES staff; and employ an undergraduate mathematics student to support classroom-based teaching and learning. Performance and Development: ensure that a literacy based goal and an ICT based goal are included in all Performance and Development Plans for ES staff; ensure that a curriculum based goal and a student engagement based goal were included in all Performance and Development Plans for multi-cultural education aides; create the role of ES Team Leader. Communication: develop opportunities for parents to build their confidence and their capacity to help their children at home; provide ES staff access to the school's IT network; allow flexibility in timetabling meetings to enable ES staff to attend team planning; and develop a community engagement and partnership strategy to support sustainable access to community expertise provided by the Chaplaincy Programme and the Red Cross Breakfast Club Project. 		
Impact	<ul style="list-style-type: none"> The field trial produced the Professionalising Education Support Staff Framework as a rubric to guide schools in recruitment and support for ES staff. Professional practices at the school have changed, including: enhanced capacity of teachers to manage student learning and maximise students' time on task through collaboration with ES staff; enhanced leadership opportunities for ES staff; improved understanding among ES staff of curriculum development and pedagogical practice as a result of their involvement in team planning meetings; and increased sense of team membership of ES staff in grade level teams. Students have Individual Learning Improvement Plans. Students in Grades 1 and 2 improved results in literacy (phonemic awareness) where ES staff were assigned as teaching assistants. There was improved student engagement generally, and increased student participation in the UK designed Digital Excellence Awards program (to promote more innovative use of ICT). Improved SATS results in teaching effectiveness, peer connectedness, student engagement and student safety. Staff Opinion Survey shows improvement in professional growth and interaction. 		

Future	<ul style="list-style-type: none"> From 2011 the school will further develop practices based on the Framework. It will investigate the capacity of the SRP to fund more teaching assistants to classrooms. The school will ensure personal learning goals for all students are set by the end of February and regularly monitored and shared.
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KEW CLUSTER		Primary/Secondary	
Hawthorn West Primary School Kew High School		Eastern Metropolitan	
Roberts McCubbin Primary School			
Objectives	<ul style="list-style-type: none"> Investigate innovative processes to incorporate parent and community expertise into the schools. 		
Classification/ Rating	<ul style="list-style-type: none"> Expanding workforce: parents, paraprofessionals 	Nature: Stage: Scope:	Continuous Testing All schools
Actions	<ul style="list-style-type: none"> [Note: The original plan for the cluster involved use of the Ultranet coach to upskill a group of principals in innovative use of ICT. When the coach left and one of the team members departed, the project's objective was changed.] Develop a process for identifying in the community persons with relevant skills, knowledge and aptitudes which could be used to upskill staff, improve school processes and engage students. Appoint a person to conduct a survey of the school community. Map these skills to identified needs in each school and develop a program which links the community people with school staff and integrates the skills into the school programs. Inquire of local Council about engagement of relevant expertise of Council staff. Employ some musicians and artists to support learning programs. Engage ES staff to take on tasks previously done by teachers. 		
Impact	<ul style="list-style-type: none"> Through the survey the schools located some expertise in the community, though not to the extent envisaged. To date some of this skill has been utilized through establishment of a facilities committee, with competent and active members of the community meeting regularly and taking a real interest in the school. The committee is developing a vision and managing current issues. Parents have undertaken some work in relation to Prep induction, physical education programs, a music program, Junior School Council, the school Fair and country and culture events. The Artist in Residence program at Hawthorn West PS enabled to teacher to take a more facilitative role in student learning. The artists' were seen by the students as 'famous' which elevated their opinion as to the importance of art in their learning. 		
Future	<ul style="list-style-type: none"> A process has been put in place to source parents with skills and expertise in the future, with an online survey available from the start of the year. This will include processes for classifying and sorting information, recording contact personnel in community organisations (e.g. Lions, Rotary). External expertise in music, drama and the arts will be engaged to assist teachers and improve student engagement and motivation. The schools have begun to rethink employment of ES staff, their professional learning and inclusion into committees and the daily workings of the school. 		

LYNALL HALL COMMUNITY SCHOOL		Special Northern Metropolitan
Objectives	<ul style="list-style-type: none"> ▪ Determine a clearly articulated vision and purpose for the school incorporating external support for students' social and emotional wellbeing, as well as improving student engagement and learning. 	
Classification/ Rating	<ul style="list-style-type: none"> ▪ Expanding workforce: agencies 	Nature: Incremental Stage: Implementing Scope: All schools
Actions	<ul style="list-style-type: none"> ▪ Create and implement an enrolment process which involves gathering data on barriers to success at school on an individual and cohort level. ▪ Identify the support needs of students. ▪ Investigate how agents currently assist students and how students' needs could be further met through the work of agency staff. ▪ Create role descriptions for staff throughout the school to ensure that each group has clear guidelines for their work ▪ Make a documentary film providing an in-depth portrait of how our students experience the school. 	
Impact	<ul style="list-style-type: none"> ▪ Through the field trial the school collaboratively clarified and articulated all roles in the school. ▪ It created an articulated process focused on the collection and use of data to identify student history, social/emotional and learning needs. The data indicated that attendance issues including school refusal is the most prevalent issue for its students. The school designed and mapped a diagnostic and systematic attendance intervention program utilising a wider workforce which is expected to result in improved attendance. ▪ There is now early identification of students requiring support and early intervention in cases where students showed personal or learning distress ... faster decisions – quicker referral – increased staff morale and confidence – increased student attendance – improved student engagement and motivation. Through youth workers, nurses, drug and alcohol counsellors and a psychologist there has been increased direction of support to students' social, emotional, medical and mental health needs and initially away from general classroom work. ▪ There has been increased awareness among the teaching staff of work of support staff, increased uptake by students of psychological support, increased use of community resources. Initial data shows improved student outcomes. ▪ The roles of teachers and support staff in the youth team allows teachers to focus on student learning and empowers the youth team to focus on developing student social, emotional and health needs. 	
Future	<ul style="list-style-type: none"> ▪ The school will continue the process of identifying and responding to student needs through a targeted workforce. Clinical psychologist time has already increased to 1.5 days per week. The school will continue to support the Youth Team and paraprofessionals in their work outside of the classroom. It will strengthen links with community providers like Jesuit Social services Gateway and WISE. ▪ Having a coherent data set should enhance the school's ability to demonstrate that unique nature of the student cohort and the need for a targeted expert wider workforce to give students access to education. 	

PRINCES HILL PRIMARY SCHOOL		Primary Northern Metropolitan	
Objectives	<ul style="list-style-type: none"> Access experts to support teachers and students to reflect and develop areas of their expertise. 		
Classification/ Rating	<ul style="list-style-type: none"> Expanding workforce: paraprofessionals, parents 	Nature: Stage: Scope:	Transformational Implementing All schools
Actions	<ul style="list-style-type: none"> Arrange staff structures to best utilise their skills to support and improve student learning with an aim of collective responsibility. Engage parents as resources to support and improve student learning outcomes. Develop reciprocal relationships with local community members and organisations as resources to support and improve student learning outcomes. Strengthen community ties as a precursor to having parents actively involved. Develop physical learning spaces to broaden where and how learning takes place. 		
Impact	<ul style="list-style-type: none"> Teaching neighbourhoods are functioning successfully and creating a sense of collective responsibility within teacher teams. Students have responded positively to the broader of the curriculum with an increase in student engagement (SATS). Two trained Speech Therapy Assistants have been trained and work regularly with nine students. Teachers and students have seen a dramatic increase in the number parents and community members involved in student learning, particularly in units of inquiry. Examples include: Performing Arts workshops, maths units developed and delivered with input from a real estate agent, board games extending students' critical thinking skills, literacy groups and reading circles, Writer's Festival, science units, film making in early years and circus workshops in the Out of Hours program. Data shows increased volume and changing nature of parent involvement. Students have enjoyed having parents as educators in the classroom, and are now looking for opportunities for their parents to become involved in their learning. Parents and staff are (unexpectedly) looking for ways to help beyond the classroom and formal groups (e.g. working parties on 1:1 computing, Master Plan, sustainability, handbook/website, performing arts). A Learning Partnerships Manager has been employed, bringing PR expertise and qualifications. He is reviewing current communication practices and developing new ideas and processes to get more effective involvement from parents and local organisations. A database of parent skills and interests is being developed. An audit of the school newsletter demonstrates improved community voice. A new student engagement policy incorporates students', teachers' and parents' expectations. A new school handbook has been developed which will be accessible through the school website. An interior designer has transformed learning spaces for Years 3 to 6 and is now using a parent as an assistant to help review and maintain the new learning spaces, thereby reducing teacher workload. 		
Future	<ul style="list-style-type: none"> The school will from 2011 adopt a team teaching approach school wide. An additional staff member will be employed to help teach staff to make the learning visible, and a parent will be employed as a design assistant for staff. Speech Therapy Assistants will continue to be employed. Improved equity in community voice will continue to be an area of interest. The school hopes to continue to employment of a Learning Partnerships Manager. 		

SEBASTOPOL COLLEGE		Secondary Grampians
Objectives	<ul style="list-style-type: none"> ▪ Increase the paraprofessional workforce in the college and support them with induction and orientation. 	
Classification/ Rating	<ul style="list-style-type: none"> ▪ Expanding workforce: paraprofessionals 	Nature: Continuous Stage: Implementing Scope: Like schools
Actions	<ul style="list-style-type: none"> ▪ Investigate use of paraprofessionals, including surveys of staff and Year 9 students on interests, affiliations and possible areas for engagement of paraprofessionals. ▪ Create a handbook for paraprofessionals outlining conditions, responsibilities, supports and information. ▪ Create a directory of paraprofessionals in the college community. 	
Impact	<ul style="list-style-type: none"> ▪ The paraprofessional directory is complete and contains contact details for all paraprofessionals identified. New connections have been made with persons that might be used by the school. ▪ At the end of 2010 there had been limited extra use of paraprofessionals by the college. There had also been some preliminary work to expand future access to and use of a wider workforce. ▪ The school employed an artist to work with VCAL students in an 'Artist in Schools' project ('Hoodies') during Terms 2 and 3. Senior disengaged girls were assisted by a working artist with design and manufacture of a garment as art work. The students organised and coordinated a fashion parade for family and friends and presented their work to the Minister for the Arts. ▪ The 'Hoodies' project raised awareness of career pathways and raised self-esteem in the girls. This group of students have been 'at risk' for most of their years at the school with high level absenteeism up until Year 10. Students were unanimous in saying they would not be at school if it were not for projects such as this one and relevant hands on education provided through the VCAL program. ▪ VERB (a group associated with the Delacombe Neighbourhood renewal scheme) are in the school every lunchtime working with at risk students from the Delacombe area. They engage with students and their families to ensure students are fed, clothed and at school, as well as working with students on transition and general wellbeing issues, retention and attendance. They will move into the school's new community hub on completion in 2011. ▪ The involvement of VERB and the local artist shows some evidence of extra community involvement in the school. Families of students involved in the Hoodies project came to the project's final presentation and awards evening. 	
Future	<ul style="list-style-type: none"> ▪ The shift in the senior school program through VCAL and introduction of a community-based Year 9 program has allowed more flexibility in curriculum delivery, creating opportunities for greater use of the wider workforce than in the past. ▪ A wider workforce will be accessed to support the learning needs, career pathways and interests of students engaged in the VCAL program. ▪ The school's current rebuilding program will involve a number of community partners being located on site or able to access our facilities, which will further enable use of a wider workforce. 	

WARRACKNABEAL CLUSTER		Primary/Secondary/Special Grampians	
Warracknabeal Secondary College Warracknabeal Primary School Warracknabeal Special Development School			
Objectives	<ul style="list-style-type: none"> ▪ Use ES staff to free up teachers to concentrate on classroom teaching (primary school, secondary school). ▪ Overcome problems associated with rural isolation by using video links access specialist diagnostic support from specialist teaching staff (clinical) in larger schools (specialist school). 		
Classification/ Rating	<ul style="list-style-type: none"> ▪ Changing roles: ES staff ▪ Expanding workforce: agencies 	Nature: Continuous Stage: Fostering Scope: All schools	
Actions	<ul style="list-style-type: none"> ▪ Assign and train an ES staff member to run the VASS system , student absences (including parent contacts) and VCAL coordination, freeing up co-ordinator time a specialist English teacher to support English and VCAL classes (secondary school). ▪ Retrain an ES staff member to take charge of the library (secondary school). ▪ Appoint and train two ES staff to run a specialist program, freeing up a classroom teacher (primary school). ▪ [Note: The specialist school trial of video links to access diagnostic support stalled due to the retirement of the principal and the inability to find a reciprocal school.] 		
Impact	<ul style="list-style-type: none"> ▪ In a teaching group of 24.1 EFT at the secondary school, the ES administration and library appointments effectively increased classroom teaching EFT by 1.0. Staff reported improved access to the library for the student body. The appointments were welcomed by staff. ▪ The primary school trial has been successfully embraced by the school community, with a noticeable improvement in student confidence supporting the learning process. 		
Future	<ul style="list-style-type: none"> ▪ In 2011 the secondary school proposes to implement new programs using ES staff in a variety of roles: supervise an online learning program (Year 9 science from Florida), online VCAL units for approximately 100 students (foundation, intermediate and senior). ▪ The school council has supported further employment of paraprofessionals to support the curriculum. ▪ The specialist school will pursue the video trial in 2011. ▪ As the three schools are collocating in the near future the field trial has encouraged lively debate about new forms of delivery across primary, secondary and specialist schools. A new level of cooperation has been achieved. 		

YUILLE PARK COMMUNITY COLLEGE		Special Grampians						
Objectives	<ul style="list-style-type: none"> ▪ Examine employment of non-teacher qualified content specialists to mentor and train students. ▪ Develop teaching teams involving ES staff. 							
Classification/ Rating	<ul style="list-style-type: none"> ▪ Expanding workforce: paraprofessionals ▪ Changing roles: ES staff 	<table style="width: 100%; border: none;"> <tr> <td style="padding-right: 10px;">Nature:</td> <td>Transformational</td> </tr> <tr> <td>Stage:</td> <td>Implementing</td> </tr> <tr> <td>Scope:</td> <td>All schools</td> </tr> </table>	Nature:	Transformational	Stage:	Implementing	Scope:	All schools
Nature:	Transformational							
Stage:	Implementing							
Scope:	All schools							
Actions	<ul style="list-style-type: none"> ▪ Identify and employ mentors and paraprofessionals from the local business community to assist in implementing students' Individual Learning Plans (ILPs). ▪ Identify appropriate sporting clubs/community organisations to run activities at school, providing a link for students to outside organisations within the community (and becoming an addition to the range of mentors). ▪ Increased the role of ES staff and other mentors to: provide MIPS counselling for students; manage ILPs with students; and engage each student by 'wrapping' the curriculum around them. 							
Impact	<ul style="list-style-type: none"> ▪ A ratio of one ES staff member to one teacher was achieved for the project. ▪ All students in Years 8 and 9 had an ILP based on a blended learning model with an ES staff member responsible for its development and implementation. ILPs reflected the blended learning structure that was in place for these students. They were able to articulate their learning goals for the future (never before with these students) and were very positive with the amount of support they were receiving. ▪ Mentors were engaged to assist students with a project called 'Personal Best'. After an induction program for mentors, effective and positive relationships were formed, together with projects of the student's choice (e.g. working in a jewellery shop, computer store, bike shop and smash repair business – making components, administration, management activities). Mentor feedback indicates that the students had grown and adapted to their new roles in the workplace and at school. Students were so proud of their work that they organised a showcase for the entire community and their mentors. ▪ Targeted students showed much higher levels of engagement, confidence and significantly improved behaviour. Students' had increased perceptions of their school and connectedness to school (SATS), demonstrated through close links with mentors, ES staff, paraprofessionals and teachers. This essentially wraps the student into a positive and nurturing environment that they like. Without this program many of these students would have 'dropped out', but they had attendance of over 95%. Parents were positive about the impact on students' motivation and engagement with learning). ▪ Teachers were able to concentrate on class tasks (i.e. lessons, projects, ILPs) with more effect as ES staff and mentors were delivering the program to disengaged students, and teachers spent 50% less time managing student behaviour in class. This worked extremely well and student outcomes benefited. ▪ Students completed their food safety certificates under the tutelage of an ES staff member and a paraprofessional. From this they have catered for numerous events, including 150 teachers on the Ultranet PD day. 							
Future	<ul style="list-style-type: none"> ▪ Having seen the positive effects this approach has had on students, teachers and the school community, it will be continued. There will be implications with regard to permission to teach, staff responsibilities and budget constraints. However the school strongly believes that the benefits exceed the costs and challenges. 							

APPENDIX 3 – FIELD TRIAL OUTPUTS

In implementing their local field trial some schools clusters generated workforce management outputs that might be of wider interest to other schools. Some of those outputs are briefly described in the following table. This does not include information about curriculum-based programs or models developed by school through the Wider Workforce Field Trials (e.g. *Next Steps* at Ballarat Specialist School, *Catchment to Coast* at Cobden Technical College, *Personal Best* at Yuille Park Community College).

Output	Example
Frameworks for professional development and accreditation of ES staff	<ul style="list-style-type: none"> ▪ Framework for schools and their communities to use in Professionalising Education Support Staff to improve student outcomes (Hampton Park PS) <ul style="list-style-type: none"> ○ The Framework is a rubric to guide schools in professionalising their ES staff. The pedagogical framework explicitly outlines the role of the wider workforce in supporting teaching and learning outcomes. ○ The Framework details four elements (Induction and Mentoring; Pedagogical Role Clarity; Performance Development; and Communication) at three separate levels of development. It describes the school's expectations of and commitments to development of ES staff. ○ It is designed to increase the workforce capacity where paraprofessional. ES staff and experts from local communities, business and university and government agencies are employed. It can be used as a checklist when planning the needs of the school and ES staff. ▪ Model for accreditation of ES staff (Dandenong North PS) <ul style="list-style-type: none"> ○ The model recognises five discrete ES roles: curriculum support; disciplinary support; integration support; administrative support; special purpose role. A single staff member may perform multiple roles. ○ The model recognises three employment modes: ongoing; fixed term; casual. ○ The model has seven accreditation modules: Creating an Orderly Environment; Student Engagement; Mathematics – use of MAB and abacus in teaching place value; Taking and evaluating running records; Perceptual Motor Program; Customer service/ reception; First aid. ▪ Whole staff professional learning program (Ballarat Specialist School) <ul style="list-style-type: none"> ○ The program ran over two terms with up to seven workshops offered every Monday afternoon. Workshops run by staff member(s) with relevant expertise. ○ Workshops available to <u>all</u> staff in support of them achieving their professional learning goals.
Protocols	<ul style="list-style-type: none"> ▪ Student engagement guidelines (Carrum Downs SC) ▪ Protocols for adults working in teaching teams (including protocols for intellectual, virtual and emotional spaces) (Crusoe College) ▪ Components of the model lesson (Crusoe College)
Position/role descriptions	<ul style="list-style-type: none"> ▪ Community Assistant (Crusoe College) ▪ Instructional Leader (Crusoe College) ▪ Parent Assistant (Altona Green PS) ▪ Student Data Manager (Ascot Vale PS) ▪ Learning Partnerships Manager (Ascot Vale PS, Princes Hill PS) ▪ Protocol Officer (Bentleigh West PS)
Surveys	<ul style="list-style-type: none"> ▪ Parent Expertise and Skills Survey (Kew Cluster) ▪ Home-School Community Links Parent Survey and Teacher Survey (Princes Hill PS)
Special settings	<ul style="list-style-type: none"> ▪ Building From Strength Centre (Carrum Downs PS) ▪ The Ranch (Carrum Downs SC)
Special programs	<ul style="list-style-type: none"> ▪ Hoodies (Sebastopol College) ▪ Personal Best (Yuille Park Community College) ▪ Artist in Residence (Kew Cluster)
Other	<ul style="list-style-type: none"> ▪ Directory of paraprofessionals (Sebastopol College)

APPENDIX 4 – WORKFORCE PROFILE MATRIX

Field trial schools used the following matrix to illustrate their workforce profile at the beginning of the trial in 2009 and at the end of 2010. The matrix provides examples of the many different people who contribute to provision of a stimulating learning environment, engaging learning experiences and effective learning outcomes for students.

	WIDER WORKFORCE *		
	Paid Staff	Unpaid Volunteers	Agents
	includes staff on both central and local payroll	includes persons who on a regular basis contribute to the school's achievement of teaching and learning goals and the efficient running of the school	includes community agents who work with the school's wider workforce to support teaching and learning outcomes
Leadership	<ul style="list-style-type: none"> ▪ Principal ▪ Assistant Principal 	<ul style="list-style-type: none"> ▪ School Council 	<ul style="list-style-type: none"> ▪
Teachers	<ul style="list-style-type: none"> ▪ Leading teachers ▪ Expert teachers ▪ Accomplished teachers ▪ Graduate teachers ▪ Permission to Teach 		
Teaching support	<ul style="list-style-type: none"> ▪ Paraprofessionals ▪ Teaching assistants ▪ Teaching and learning coach ▪ Reading recovery ▪ Library staff ▪ IT support ▪ Technicians 	<ul style="list-style-type: none"> ▪ Parent readers ▪ Parent sports assistants 	<ul style="list-style-type: none"> ▪
Student support	<ul style="list-style-type: none"> ▪ Integration aides ▪ Multicultural aides ▪ School nurse 	<ul style="list-style-type: none"> ▪ School camps ▪ Breakfast club ▪ Community mentors 	<ul style="list-style-type: none"> ▪ Youth workers ▪ Psychologists ▪ Speech therapists ▪ Chaplain
Administration	<ul style="list-style-type: none"> ▪ Business Manager ▪ Office staff ▪ Teacher assistants 	<ul style="list-style-type: none"> ▪ Office helpers 	<ul style="list-style-type: none"> ▪
Facilities	<ul style="list-style-type: none"> ▪ Buildings ▪ Grounds ▪ Cleaners ▪ Canteen 	<ul style="list-style-type: none"> ▪ Working bees ▪ Canteen helpers 	<ul style="list-style-type: none"> ▪

* The wider workforce can also include 'Students', where this includes students with an explicit voluntary role outside their learning activities that contributes to increased teaching and learning effectiveness (e.g. student mentors).

APPENDIX 5 – REPORT ON THE PROFESSIONAL LEARNING EXCHANGE

Principals, teachers and business managers participating in the Professional Learning Exchange visit to London in September 2010 visited twelve schools:

- Belleview Primary School
- Brindishe Green Primary School
- Brindishe Lee Primary School
- Brunswick Park Primary School
- Fairlawn Primary School
- Hillyfield Primary School
- St Anne’s Primary School
- Tollgate Primary School
- Lampton College
- Leigh Academy
- Norlington Boys School
- Ravenswood Boys School.

Participants produced a report on the visit, including recommendations to the Department on opportunities for action within the Victorian education system. The summary of the report is reproduced in this Appendix.

Introduction

The Wider Workforce Field Trial was set the challenge: “**How do schools and their communities access, organise and utilise a wider workforce to improve teaching effectiveness.**” The schools taking part have been working on this for twelve months and had the opportunity in September 2010 to visit London on a Professional Learning Exchange (PLE).

Purpose of the exchange

The focus of the PLE was to develop an understanding of the UK wider workforce in the education sector and the tasks undertaken by professionals, paraprofessionals and teacher assistants with a view to making recommendations. The PLE was given four key areas to examine by John Doherty of the DEECD Innovation and Next Practice Division before they left for London:

1. Key drivers for workforce reform;
2. Roles/ structures/ processes as part of the reform;
3. Flexibilities created;
4. Impact of reform.

Who we visited

The PLE consisted of fourteen Principals, Teachers and Business Managers who visited twelve schools in London – eight primary and four secondary. Two primary schools also housed autistic units and behavioural units. Three secondary colleges provided specialization in Mathematics, Technology and Humanities with one secondary college housing a deaf facility. Some secondary schools had Training facilities for teachers and other professionals. More information about each visited school is attached in the appendices.

What we saw

High levels of accountability and expectations characterised the schools visited. There were very clear guidelines at both a system and at school level around the elements that constitute outstanding, good, satisfactory or failing performance of both a school and a teacher. It became apparent that “teaching effectiveness” was significantly enhanced by the employment of teaching assistants in the UK and there exists a very rigorous system of observations and accountabilities for teachers and assistants that has greatly and very rapidly lifted student outcomes. Key observations included:

- Culture of high level performance and learning
- Powerful leadership strongly supported by the UK Education System giving Principals absolute authority to carry out their role to focus on student learning
- Entire school leadership focus on learning, learning rigour including clear focus on quality of the learning environment
- 0-18 focus on children’ development – crèche, Nursery, reception - all on one site
- Rethinking and maximising staff’s roles with particular attention to role clarity and high quality training
- Strong Performance Management process where work scrutiny is an essential element
- Schools highly resourced to allow teachers and leadership to focus on learning
- Increased staff in each class focused on student learning
- Everyone is valued for the roles they contribute.

What are the implications?

The PLE highlighted five key areas that will be critical in increasing teaching effectiveness, improving the organisation of the wider workforce and raising the status of the profession:

- a. Raising Student Outcomes
- b. Early Years and Community Engagement
- c. Role Clarity
- d. Performance Management
- e. Industrial Relations.

Some of the changes are about what is and isn’t done at a state level, we have described these as system wide policy recommendations, others relate to the methodology used to achieve a target as prescribed by a policy these we have termed system wide strategies, the third relate to what schools could do for themselves and these we have called school operational actions.

Our recommendations

In developing these recommendations, the team recognised the central focus that student learning plays in the work of teaching staff, non-teaching staff and school leaders. Every action is centred on student learning. The recommendations are based on five areas where we see opportunity for action within the Victorian system.

- 1. Raising Student Outcomes**
- 2. Early Years and Community Engagement**
- 3. Role Clarity**
- 4. Performance Management and Development**
- 5. Industrial Relations**

Raising Student Outcomes

The Field Trial team recognises the central focus that student learning plays in the work of teaching staff, non-teaching staff and school leaders. Every action is centred on student learning.

- Develop policies that ensure the centrality of the teacher’s role in planning, determining learning intentions, assessing student progress and matching the next steps for learning from assessment.
- Implement a robust process for the implementation of policies and change that is supported by all.

Early Years and Community Engagement

Targeting student's learning as early as possible and engaging the local community is also seen as key to raising student outcomes.

- Establish more formal links between Nursery and / or Preschools and schools to enable the development of a consistent approach to student learning. Track children's individual needs and the build links with families to assist them to support their child's learning.
- Provide early intervention with family support by using the wider workforce and the Early Years Framework enabling schools to become a community resource.

Role Clarity

Clearly and formally identifying and negotiating who does what will ensure the best use of staff and help ensure a fair workload for all.

- Identifying non-teaching tasks for which teachers and principal class officers will not be responsible and which support staff will undertake.
- Review the non-teaching service (NTS) staff career structure to more adequately reflect their new role
- enable teachers to place the necessary focus on teaching and learning to personalise learning for every student, by expecting administrative and clerical processing to be done by support staff. Consideration should be given to specifically identifying non-teaching tasks for which teachers and principal class officers should not be responsible.

Performance Development and Management

Once roles have been agreed revised professional development and standards for all staff will be required. Progress will need to be monitored through formal performance management.

- Develop a state-wide set of criteria for assessment against professional standards for teacher practice so that teacher performance can be monitored on a frequent formal basis each year with a degree of consistency from school to school.
- Provide teachers with a range of formal pathways to build their capacity that will enable them to move to system defined higher levels of competence, e.g. from Good to Outstanding.
- Provide NTS with a range of formal pathways to build their capacity to support student learning to a high level.
- Expand flexibility for schools to provide professional learning time that minimises disruption to student learning and creates opportunities for partnerships between schools with financial incentives for high performing schools.

Industrial Relations

There are clearly industrial relations implications in what is being recommended and working in partnership with teaching and non-teaching representatives at every level will be critical.

- Clarify and if necessary amend the regulations around the duty of care and student supervision that are required to enable schools to assign student supervision to high level non-teaching staff.
- Review the remuneration of NTS staff so that it more adequately reflects the depth and significance of that role in facilitating student learning.
- Increase the resourcing for high level Education Support (ES) staff who work in the classroom to support student learning at a rate of one ES teaching assistant, who performs multiple roles, per 25 students.