DANDENONG NORTH PRIMARY SCHOOL

### Objectives
- 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
- Changing roles: ES staff
- Building capacity: ES staff

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<thead>
<tr>
<th>Nature</th>
<th>Transformational</th>
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<tbody>
<tr>
<td>Stage</td>
<td>Testing</td>
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<tr>
<td>Scope</td>
<td>All schools</td>
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### Actions
- 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
- 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 Disability and Impairment 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
- 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.