

# **Support Staff Workforce Strategy**

Report of the Working Group

May 2010

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## Executive Summary

1. The Support Staff Working Group comprises staff and representatives of NZEI Te Riu Roa, New Zealand School Trustees Association (NZSTA), and Ministry of Education officials.
2. The Working Group has been charged with identifying:
  - potential workforce issues that might hinder the effective use of support staff
  - attainable changes that would improve the efficiency and effectiveness of the support staff workforce.
3. There are over 20,000 support staff in New Zealand schools undertaking a broad range of roles. Directly and indirectly, they contribute to the learning outcomes of students.
4. The Working Group's mandate is to focus on improvements that could be made within the existing funding frameworks for support staff, and the model of self-managing schools.
5. This is the report on the first phase of this work. It forms the basis of any decision to move to the next phase.
6. In phase one, the Working Group gathered the limited information available about the support staff workforce. To inform its understanding of issues relating to support staff, the Working Group looked at:
  - policy and policy review documents, including the current Special Education Review
  - research about the education workforce
  - literature about productivity in the wider workforce
  - the Ministry's current administrative and IT change initiatives, and their potential relevance to the support staff workforce.
7. The Working Group is keenly aware that there is great diversity within New Zealand's 2,477 state and integrated schools as they have evolved under the self managing model and adapted to local needs. As a result, it is expected that there is no single model that can be applied to support staff in every school.
8. The Working Group identified some focus areas worth exploring as ways to increase support staff effectiveness and efficiency. The focus areas are:
  - Induction and training of support staff
  - Role definition, guidance, support and mentoring
  - Right person/right job specialisation
  - Teamwork and culture
  - Productivity through effective systems and relationships
  - Capability for change

9. The Working Group recommends that Phase Two of the project should proceed, and that more information should be sought about the support staff workforce before developing policy and strategy recommendations. More information will be sought on the nature of support staff, what they do, and how they are managed and supported within schools.
10. From this, the Group will be able to identify areas where some well-founded strategies and policies could be developed to ensure that school productivity – ‘collectively making resources count’ – is enhanced.

## **Introduction**

11. The Support Staff Working Group was set up in August 2009 as a shared initiative of New Zealand School Trustees Association (NZSTA), NZEI Te Riu Roa, and the Ministry of Education. The Working Group consists of Ministry staff, NZSTA staff, two school principals nominated by NZSTA, NZEI Te Riu Roa staff, and two school support staff nominated by NZEI Te Riu Roa. (See Appendix One for group membership). Its Terms of Reference (Appendix Two) were developed and approved jointly.
12. The objectives of the group are to:
  - identify and assess whether there are potential workforce issues which are seen to hinder the effective use of support staff, using a process of research and consultation
  - seek to identify attainable workforce change initiatives that will improve the effectiveness and efficiency of the support staff workforce.
13. Support staff are defined for this project as:
  - teacher aides who directly support individuals or groups of students
  - classroom and teaching support (e.g. library and IT staff)
  - administrative staff who support the efficient running of the school (e.g. school secretaries, executive/clerical staff and secretarial/typing staff)
14. Other non teaching staff who maintain and manage the physical environment of the school such as caretakers/ground staff are not in the scope of this project.
15. There are a broad range of support staff roles, and diversity in the ways support staff within a school are organised.

16. The Working Group is focusing on what improvements can be achieved within the existing funding arrangements and the existing model of self-managing schools. Recommendations need to be able to support teaching and learning.
17. The work is being undertaken in two phases. Phase One has scoped issues and has resulted in this report. Phase Two will identify specific areas of focus in which to develop strategy and policy recommendations.
18. In Phase One, members of the Working Group brought together relevant material through literature reviews, reviews of files, discussions with colleagues, and data collection. A list of key material is provided in Appendix Three.
19. The Working Group and smaller sub-groups discussed this material over a number of meetings, drawing out themes and identifying areas for more in-depth discussion. As the meetings progressed, each member of the Working Group also took the material and issues back to their constituencies for further discussion.

## **Background**

### **What we have**

20. New Zealand's schooling system is unique in several ways. First, schools are self governing and self managing. Secondly, there is a high degree of diversity among schools. Schools may be state schools or integrated schools. They may be primary, intermediate, secondary, middle schools or senior schools, or area schools covering all or restricted year ranges or they may be special schools. They include full Maori immersion schools, bilingual schools and English medium schools. Their size varies from fewer than 20 to 3000 students. Their student catchments also vary and with that, students' educational needs.
21. Schools are complex organisations within a complex system. Managing change is a regular challenge for schools as they respond to initiatives of the government and the Ministry of Education and to community and societal aspirations and changes. Schools also continuously challenge themselves to do the most they can within the resources they have, including additional external funding.
22. Any consideration of support staff in schools needs to be undertaken with this context in mind. These characteristics of New Zealand schools impact on the school support staff workforce. They mean that there is considerable diversity in the numbers and roles of support staff within schools, how their role contributes to achieving school goals for learning outcomes, how

they assist schools to implement change initiatives, how they are impacted on by change, and how they are trained and supported.

### **What the support staff workforce looks like**

23. The Working Group examined the data that exists about the support staff work force but, in fact, there is relatively little information to describe this diversity of school support staff. Basic national data about the employment of support staff in state and integrated schools tells us about the:
- numbers employed as teacher aides, and the numbers who fall into the category of administrative staff (i.e. executive clerical, school secretaries, and secretarial/typing staff)
  - change of numbers over time
  - age and gender profile of teacher aides and administrative staff
  - pattern of use of support staff by school type and decile
  - qualifications of support staff in schools
  - pattern of employment in schools of individual support staff.
24. We know that the number of people employed as teacher aides and administrative staff increased by 25% over the ten year period 1999-2009. At April 2009, school support staff numbered 21,679. We know that the workforce is predominantly female and that about 75% of the workforce is aged over 40. In the 94% of schools that have at least one teacher aide, the average number of teacher aides is 6.7. This data is set out more fully in Appendix Four.

### **What support staff say**

25. The little qualitative information we have about support staff results from a Support Staff Online Survey conducted by NZEI Te Riu Roa in August/September 2009, in which about 2000 staff participated. NZEI Te Riu Roa summarised their findings as follows: *“Although support staff feel they have a strong impact on supporting student learning, the opportunity for professional conversations, participation in professional development and/or Individual Education Plans is not provided by schools and this lack of access to professional learning - in its fullest sense - for support staff could reduce their ability to effectively support student learning.”*

### **The school as a workplace**

26. As well as looking at information about the school support staff workforce, the Working Group also considered some information about New Zealand workplaces and gave some thought to what this information might tell about schools. While schools are unique workplaces, it is likely that they share characteristics with other New Zealand workplaces, because all workplaces are part of and influenced by the wider New Zealand culture. There is some

evidence<sup>1</sup> to suggest that, in general, New Zealand workplaces have more limited capability in some aspects of management functioning than in others. It may be that New Zealand workplaces in general do well with regard to “no. 8 fencing wire” innovation and initiative and ethics (integrity, lack of corruption) but not so well at systematic processes and at the people aspects of communicating.

## Discussions of the Working Group

27. The Working Group:
- considered limited quantitative and qualitative data about school support staff
  - informed itself about the Special Education Review and its relevance to the group’s work
  - read a variety of papers, articles, reports about New Zealand schooling and the school workforce
  - considered a small amount of relevant international research
  - discussed with Ministry staff current change programmes relating to property, payroll, and broadband which will impact on support staff
  - considered some material on workplace productivity.
28. Working Group members shared their thinking in meetings and kept discussions going between meetings as necessary. On several occasions, members of the Working Group have taken learnings from their interactions in the group back to their constituents for further discussion.
29. Based on its readings, discussions and knowledge of the sector, the Working Group concludes that there are probably opportunities for improving the efficiency and effectiveness of the support staff. However, support staff can’t be looked at in isolation, apart from teaching and leadership staff and functions. For the purposes of this project, the Working Group thought of productivity as “collectively making resources count”.
30. So the Working Group asked itself: would there be gains in the efficiency and effectiveness of the support staff workforce if we ensured:
- Induction and training of support staff*  
Support staff receive effective induction and that they participate in training to develop them in their ability to contribute to the goals of the school.

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<sup>1</sup> Matheson (2009): How capable are New Zealand managers? New Zealand Management Magazine

Harris, Harvey and Huddart (2005): Being more like ourselves: Smart New Zealand Enterprises, report to Growth and Innovation Advisory Board

- ii. *Role definition, guidance, support and mentoring*  
Support staff have clear job descriptions, and that staff are managed, supported and appraised to optimise their intended contribution.
  - iii. *Right person/right job specialisation*  
There is specialist support for teachers and school leaders, so that the teachers and school leaders can focus on teaching and learning.
  - iv. *Teamwork and Culture*  
Support staff and teachers work together in the classroom as a team, utilising their appropriate roles and skills to best achieve outcomes for all students.
  - v. *Productivity*  
Work systems, work organisation and work relationships enable support staff to be efficient and effective.
  - vi. *Capability for change*  
Both the Ministry and school leaders take account of the roles and contributions of support staff at a sector and school level, before and when change initiatives are introduced.
31. Based on its considerations, the Working Group thinks there could be gains made through attention to systems, processes and relationships within the support staff workforce. At the same time, the Working Group considers there is not enough information at the moment to begin developing initiatives.
  32. There is little information available to answer questions about what motivates support staff to take up their positions, what their aspirations are, whether and how they change over time, the range of ways that roles are configured within schools, what career progression support staff achieve within the school system, what their retention rate is, or why they leave the school system.
  33. We have even less information about school leaders' views on providing support staff resources and about optimising their contribution to the school's educational objectives. This seems likely to be an important aspect of the efficiency and effectiveness of support staff.
  34. The information we have does not tell us how efficient and effective school support staff are, and what affects their productivity.

## **Next Steps**

35. The Support Staff Working Group, having concluded that there are opportunities for “collectively making resources count”, proposes that the next step should be a significant information gathering phase.
36. The purpose of this activity would be to provide evidence to support the Group’s thinking to date about areas where attention should be focussed. It is proposed that the information gathering phase would include:
  - A survey of support staff and those that lead support staff to find out about current practice and thinking about the role, contribution and management of support staff.
  - An exploration of a number of schools in more depth to achieve some integrated pictures of the functioning of support staff within schools.
37. Analysis and publication of the information collected would enable strategies to be confidently developed and appropriately discussed with stakeholders.

## **Recommendations**

38. It is unanimously recommended by Members of the Working Group that:
  - i. you agree that the project should advance to a second phase
  - ii. you agree that the first step in the second phase should be to fill the information gaps that exist about the support staff work force
  - iii. you note that, based on an analysis of the information collected, the Working Group would make further recommendations about policies and strategies to be developed.

## Appendix One: Members of the Support Staff Working Group

<b>Ministry of Education</b>	
Fiona McTavish Group Manager Education Workforce	Ming-Chun Wu Manager Strategy Projects Special Education
<b>NZEI Te Riu Roa</b>	
Geraldine Ryan Executive Officer NZEI National Office	Helen Burnet Office Manager Clyde Quay School Wellington
Vicki Signal Media Centre Manager Rhode Street School Hamilton	
<b>NZ School Trustees Association</b>	
Colin Davies Manager, Service Delivery New Zealand School Trustees Association	James Abernethy Principal Arahunga School Wanganui
Peter Gall Principal Papatoetoe High School Papatoetoe Manukau	
<b>Working Group Support</b>	
Maryann Nesbitt Project Co-ordinator Education Workforce Ministry of Education	Kate Lancaster and Jessica Ranger Communications Group Ministry of Education
Dawn Brook Principal Advisor Education Workforce Ministry of Education	
<b>External Support</b>	
Sally Webb (meeting facilitator)	Dr Rose Ryan Research Director Heathrose Research Ltd (consultant on organisational culture and workplace productivity)
Alf Kirk (economist)	

## **Appendix Two: Terms of Reference for the Support Staff Working Group**

### Introduction

1. Support staff are employed by boards to deliver effective and efficient support services for teaching and learning and the day to day running of schools. Their work contributes to education services equipping all students with knowledge, competencies and values to be successful citizens in the 21<sup>st</sup> century.

### Purpose

2. The parties (the Ministry of Education, NZ Educational Institute Te Riu Roa, and NZ School Trustees Association) agree to establish a tripartite work programme on support staff workforce strategy.
3. The parties undertake to:
  - identify and assess whether there are potential workforce issues which are seen to hinder the effective use of support staff, using a process of research and consultation,
  - seek to identify attainable workforce change initiatives that will improve the effectiveness and efficiency of the support staff workforce, and
  - write a report to the Secretary for Education with their findings
4. The focus of this work programme is about what improvements can be achieved with what we have, within the existing operating model of self-managing schools.
5. The work programme will provide a forum for the parties to work through the process in a consultative, cooperative and constructive manner. The parties are committed to undertaking this work together in good faith and completing it in a timely manner.

### Guiding principles

6. Any recommendations arising from the working group will reflect
  - current government policy, and that
  - support staff are employed in self-managing schools.
7. The principles outlined below describe the essential characteristics of education services and will be used as a gauge with which to test options for improvement. The principles are:
  - a. Education equips all students with the knowledge, competencies and values to be successful citizens in the 21<sup>st</sup> century.
  - b. Education must lift the levels of literacy, numeracy and qualifications attainment for every student, and particularly Maori and Pasifika students.
  - c. Education must provide value for money and deliver the best outcomes for every student.

- d. All involved have a shared responsibility to work effectively and collaboratively to achieve the best outcomes for students, especially those students with special education needs.
- e. To achieve a capable and competent workforce, roles and accountabilities must be well defined and contribute to educational outcomes.
- f. All staff are appropriately skilled for their role and managed consistently and fairly by their supervisors, managers and school leaders.
- g. Improving the efficiency and effectiveness of the support staff workforce will be cost neutral and within existing funding.

#### Education Workforce Strategy: Context

- 8. An effective and efficient education workforce is vital for supporting teaching and learning and the day to day running of schools. The Government's intent is that all schools are appropriately staffed, ably led and have a high quality and productive teaching and non-teaching workforce.
- 9. Workforce planning supports medium to long-term change in response to Government priorities, internal education sector needs and external change drivers.
- 10. The support staff work programme will be managed as a separate initiative under the Ministry's workforce strategy umbrella. The Ministry expects that the findings of the working group will inform future policy.

#### Background

- 11. With the Government focus on value for money across the public sector, along with shifts in educational policy and a new curriculum, it is timely to review the contribution of the support staff workforce and look for opportunities to improve effectiveness and productivity.
- 12. The support staff workforce in schools is large and diverse, covering many different occupational groups and falling broadly into two areas: positions that support teaching and learning and positions supporting school administration and management. Since 1990, numbers have substantially grown to over 20,000 support staff in schools. Anecdotally, the biggest occupational group in terms of numbers are teacher aides, and this is also where the workforce has experienced the most growth.
- 13. A number of factors have influenced the growth and shape of the support staff workforce employed by schools in the last two decades – the biggest factors have been the introduction of self-managing schools and Special Education 2000 which saw the mainstreaming of students with special education needs.
- 14. Support staff are employed by each board to meet the identified and specific need of their school. As with any workforce, Government and boards continue to monitor the level of outputs received for the investment made, and consider ways to increase productivity, value for money and student outcomes.

15. In 2008, the Government provided just over \$1 billion in operational funding and boards raised an additional \$560 million locally. Approximately \$400 million of operating budgets is spent on support staff salary and wages each year, representing a major investment for the Government and boards.
16. All schools will benefit from increasing productivity and efficiency in their support staff workforce. The rapid growth over the past 20 years reflects increasing expectations from Government and the community, and the high value that boards place on this part of their workforce.

### Scope

17. The initial scope is to establish a better understanding of issues relating to the efficiency and effectiveness of the support staff workforce. For example, issues may relate to achieving consistency in the use of this workforce, availability of appropriate professional development, and effective supervision and mentoring.
18. The work programme will be structured so that it builds on information from other reviews but does not duplicate any work. Related work includes:
  - the Review of Special Education, established in response to public concern around the delivery of education services to children with special education needs, and
  - recent operational grants reviews.

### Out of scope

19. The general areas of funding and remuneration have been extensively researched and reported on in previous years and are out of scope for this work programme.
20. The following specific topics are out of scope:
  - Remuneration and pay structures
  - Terms and conditions within collective agreements
  - Review of the funding model for the support staff workforce
  - Duplicating activities in the Special Education Review
21. The review may touch on boundaries between teaching and non-teaching roles and effective professional relationships with teachers and school leaders. It is not intended that the focus of the work group is diverted away from the support staff workforce.

### Working Group Membership

22. The proposed membership is:
  - Ministry of Education: Fiona McTavish, Ming-chun Wu, Maryann Nesbitt
  - NZSTA: Colin Davies and two NZSTA representatives
  - NZEI Te Riu Roa: Geraldine Ryan and two NZEI Te Riu Roa members
23. External quality assurance advice will assist the working group in achieving high quality analysis and well considered findings that meet the principles described here. Advice will be requested from a senior academic in a relevant area of public

policy, workforce planning, human resources or organisation design with a good general knowledge of the education sector.

24. Academics, researchers and practitioners with particular subject expertise will also be invited to contribute to investigation of specific issues.

#### The proposed approach

25. It is proposed that this review will be carried out in two phases:
- Phase One will scope issues and make a recommendation on whether there is sufficient agreement to proceed to Phase Two.
  - Phase Two will develop strategy and policy recommendations.
26. Phase 1 Scoping - this phase includes the following activities:
- Agree milestones, activities and time requirements
  - Agree approach to issues analysis
  - Information gathering on existing workforce issues and best practice,
  - Identification of existing best practice in:
    - Support staff roles in supporting teaching and learning
    - Support staff roles in supporting the day to day running of schools
    - Support for school leadership
    - Leadership and management of support staff roles
  - Identification of emerging trends in employer requirements
27. Analysis of issues will be evidence based and will take account of differing perspectives.
28. Expected outputs from Phase 1 include:
- A summary report on key issues
  - A progress report to the Secretary for Education with a recommendation on whether to proceed with Phase 2
  - A joint substantive communication to be released to NZEI Te Riu Roa members, NZSTA boards and the Ministry of Education.
29. The starting point for Phase 1 includes the following areas: how support staff can best contribute to improving educational outcomes for students, best-practice models of delivering support services, describing skill sets identified to best perform the role(s), professional development, career pathways, workforce quality, accountability, and how to address these within existing funding.
30. Phase 2 Strategy Development - this phase will include the following activities:
- Agree milestones, activities and time requirements
  - Develop assessment model and prioritise initiatives
  - Assess benefits of possible workforce change initiatives
  - Estimate one-off implementation costs
  - Identify how to fund initiatives within existing funding levels
  - Test approaches with key sector stakeholders and focus groups
31. Expected Phase 2 outputs include:
- Progress reports to NZEI Te Riu Roa members, NZSTA and the Ministry
  - Separate issues papers, if agreed to be useful,

- A recommendations report to the Secretary for Education, and
- A joint final report for publication

Note: the decision to publicly release the recommendations report rests with the Secretary for Education.

### Working Group Process

32. Each party will manage the selection process for their representatives.
33. Purchasing external quality assurance services is the Ministry's responsibility and will be carried out in consultation with NZEI Te Riu Roa and NZSTA.
34. The working group will seek input from boards, Principals, Secondary Principals Association of NZ, New Zealand Principals Federation, Post Primary Teachers Association, NZ Teachers Council and other interested parties.
35. Information gathering activities will include:
  - Reviewing national and international research
  - Input from sector groups and academic expertise
  - Data gathering e.g. surveying, exploratory studies
  - Testing assumptions and conclusions from different perspectives
  - Further analysis of existing data
  - Use of school visits to contextualise the research findings
  - Information sharing with concurrent reviews, such as Special Education
36. An escalation process will be developed to manage decisions on scope arising during the work programme. Overlapping boundaries with other workforce reviews will be managed by the Ministry.
37. An agreed process will be established for releasing communications on progress to members of NZEI Te Riu Roa, NZSTA and the Ministry. The final terms of reference will be provided to the Service and Food Workers Union.
38. Any recommendations must be workable within existing funding and funding processes and consistent with:
  - Government policy,
  - the school self-managing model,
  - advice from the Special Education Review, and
  - preferred directions for change shown by research and experience.

### Timeframes

39. The parties expect to complete Phase 1 work activities by the end of March, with the Phase 1 report completed by the end of April 2010. The Phase 2 final report to the Secretary for Education will be completed by the end of 2010.
40. This timetable will be revised, if necessary, once the Terms of Reference are approved and the first working group meeting scheduled.

### Work Programme Funding

41. The Ministry will fund the secretariat for this work programme, including, reasonable travel costs for NZEI Te Riu Roa and NZSTA representatives, and reasonable research and consultation costs associated with the work. Budgets for travel and associated costs will be agreed before the working group commences. Budgets for specific research and consultation activities will be agreed before work is commissioned. Purchasing processes will comply with the Ministry's purchasing policy.

### Terms of Reference Approval Process

42. Once the draft terms of reference are agreed, each organisation will manage its own approval process.

Approved: 2 February 2010

## Appendix Three: Support Staff Working Group Reading List

1.	<p>MoE Publications and Released Reports</p> <ol style="list-style-type: none"> <li>1. Support Staff Collective Agreements</li> <li>2. NZ Curriculum</li> <li>3. Tertiary Education Strategy 2010-15</li> <li>4. Support Staff Remuneration Work Programme, 15 Oct 2008</li> <li>5. Review of Schools' Operational Funding: ICT Resourcing Framework – Final Report 2007</li> <li>6. Review of Schools' Operational Funding: Non-Teaching Staff Workforce – Final Report 2007</li> <li>7. Report of the School Staffing Review Group, 2001</li> </ol>
2.	<p>NZ Literature Reviews, Articles and Papers</p> <ol style="list-style-type: none"> <li>1. Literature Reviews             <ol style="list-style-type: none"> <li>a. Discussion of Research Papers for Support Staff Workforce Strategy, Geraldine Ryan, 2009</li> <li>b. Literature Review: Trish O'Brien, 2001 – backgrounder for the Teacher Aide kit</li> <li>c. Effectiveness of Teachers' Aides: literature review and stocktake, Helen Stevens, GSE, 2007</li> </ol> </li> <li>2. Stress and wellbeing among NZ Principals: report to the NZ Principals' Federation, Edith Hodgen and Cathy Wylie, NZCER 2005</li> <li>3. Various newspaper clippings on schools and support staff – NZ and UK</li> <li>4. Just a Teacher Aide? Part of the problem or part of the solution to educational inequities? Presentation from Gill Rutherford, University of Otago, 28 Sept 2009</li> <li>5. Professional development and teacher aides in inclusive education contexts: where to from here? Patricia E. Bourke Queensland University of Technology, Brisbane, Australia. International Journal of Inclusive Education Vol 13, No 8, Dec 2009 pp 817 – 827</li> </ol>
3.	<p>Australian Council for Educational Research:</p> <ol style="list-style-type: none"> <li>1. Primary Teacher Work Study in NZ, 3 volumes, 2005</li> <li>2. Secondary Teacher Workload Study Report, 2005</li> </ol>
4.	<p>UK Reports on Support Staff</p> <ol style="list-style-type: none"> <li>1. Support Staff CPD: a guide for school leavers on qualification routes for support staff, TDA</li> <li>2. Higher Standards, Better Schools for All, DEET, 2005</li> <li>3. Restructuring Teachers' Work and Trade Union Responses in England: Bargaining for change, Howard Stevenson, American Education Research Journal, June 2007, V44, n2.</li> <li>4. Deployment and Impact of Support Staff in Schools, Blatchford et al, Institute of Education, University of London, series of reports 2008-2009.</li> </ol>

5.	<p>Australian Council for Educational Research reports on the Australian Education Workforce</p> <ol style="list-style-type: none"> <li>1. Staff in Australia's schools 2007: outlines the results of the Staff in Australia Schools Survey, commissioned by the Australian Dept of Education, Science and Training</li> <li>2. Teacher Workforce Data and Planning Processes in Australia, Jan 2008</li> </ol>
6.	<p>Workplace Productivity</p> <ol style="list-style-type: none"> <li>1. Union experience with Workplace Productivity, Presentation to CTU seminar on Productivity, 23 June 2009</li> <li>2. Treasury Presentation, Productivity: New Zealand and Australia, June 2009</li> <li>3. Public sector productivity: developing a PSA perspective, PSA website, August 09</li> <li>4. The Workplace Productivity Challenge: report of the Workplace Productivity Working Group, DoL, 2004</li> <li>5. Workforce 2020: Forces for change in the future labour market of New Zealand, DoL 2008</li> <li>6. Why workplaces matter: the role of workplace practices in economic transformation, DoL 2008</li> <li>7. Better work, working better, Labour Market and Employment Strategy, DoL, nd</li> <li>8. Increasing productivity through workforce development: background slides from the Workforce Development Branch in Australian Dept of Education, Employment and Workplace Relations.</li> <li>9. Valuable lessons: improving economy and efficiency in schools: Local government national report, UK Audit Commission, July 2009, plus media commentary</li> <li>10. Various documents on workplace literacy</li> </ol>
7.	<p>Organisational change management models</p> <ol style="list-style-type: none"> <li>1. Background material on Investors in People</li> </ol>

## Appendix Four: Data about School Support Staff

The following data has been excerpted from reports provided by the Department of Labour<sup>2</sup> and from within the Ministry<sup>3</sup>. The Ministry data is an annual snapshot based on the first pay run of 2009<sup>4</sup>.

### Numbers of support staff

Over the period 1999-2009, the number of support staff in state and integrated schools has grown from 17,135 to 21,679 (or 26.5%).

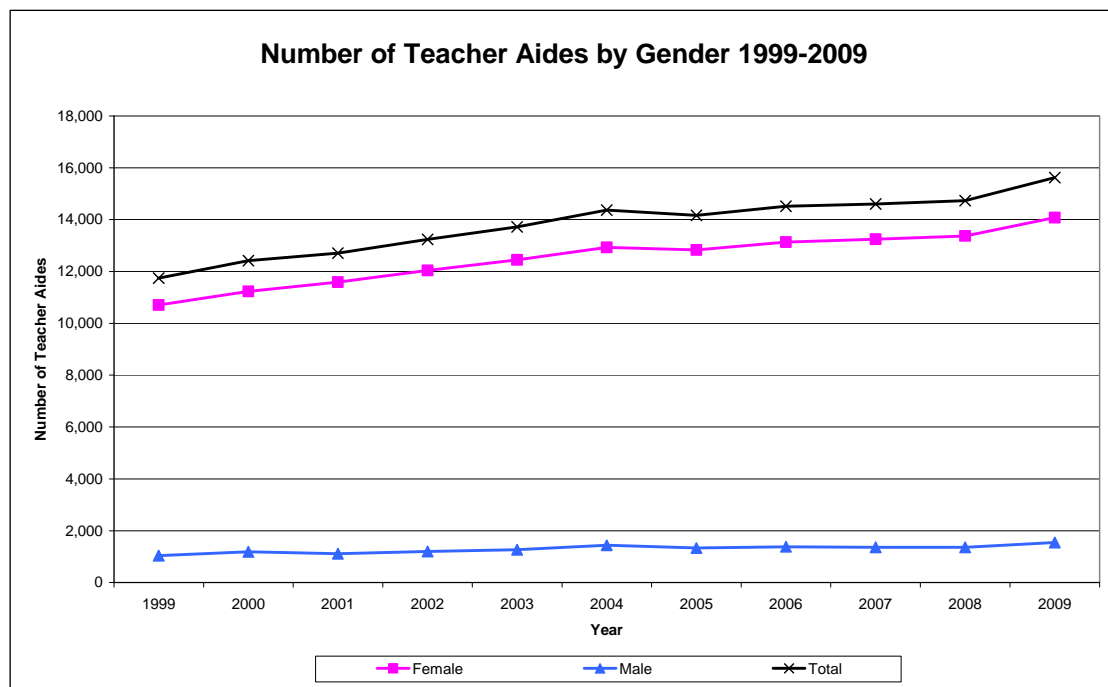
Of the 21,679 in 2009, 6,057 were administrative staff and 15,622 were teacher aides<sup>5</sup>.

### Cost of support staff

The cost of support staff in 2009 is estimated at approximately \$400 million. The total cost for the teaching workforce was \$3.2 billion.

### Teacher Aide numbers, gender and age profiles

Teacher Aide numbers have grown by 33% since 1999.



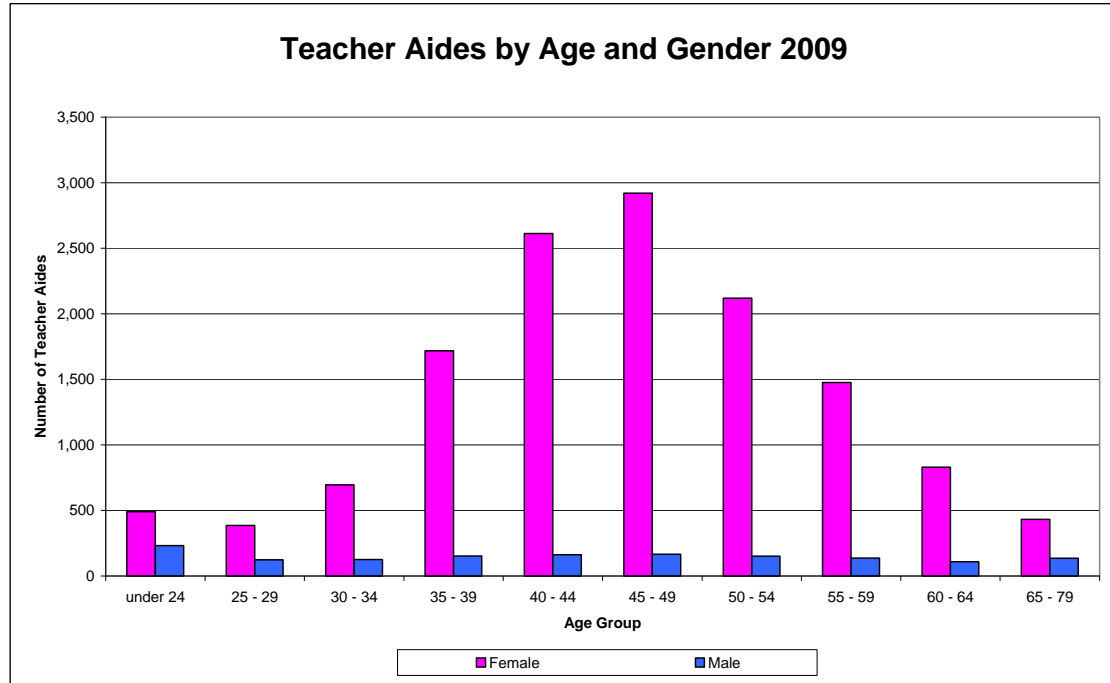
<sup>2</sup> Employment and Skills Snapshot- Education, NZ Department of Labour 2009

<sup>3</sup> Support Staff Workforce Snapshots, Ministry of Education, February 2010

<sup>4</sup> The Ministry of Education data is derived only from the Education Services payroll. It does not include staff employed in schools which have their own payroll, nor does it include Teacher Aides on the Group Special Education payroll.

<sup>5</sup> In this data analysis, Teacher Aides are defined through their job designation, and not through the membership of the 'Associate Pay Scale.' Data relating to occupational groupings as distinct from job designations will be clarified through Phase 2.

Over the period, females significantly outnumbered males in this workforce. In 2009, 53.6% of the Teacher Aide workforce was between 40 and 54 years old and the largest five year age group was the 45-49 years group. Of those for whom age data was available, over 74% were aged over 40.

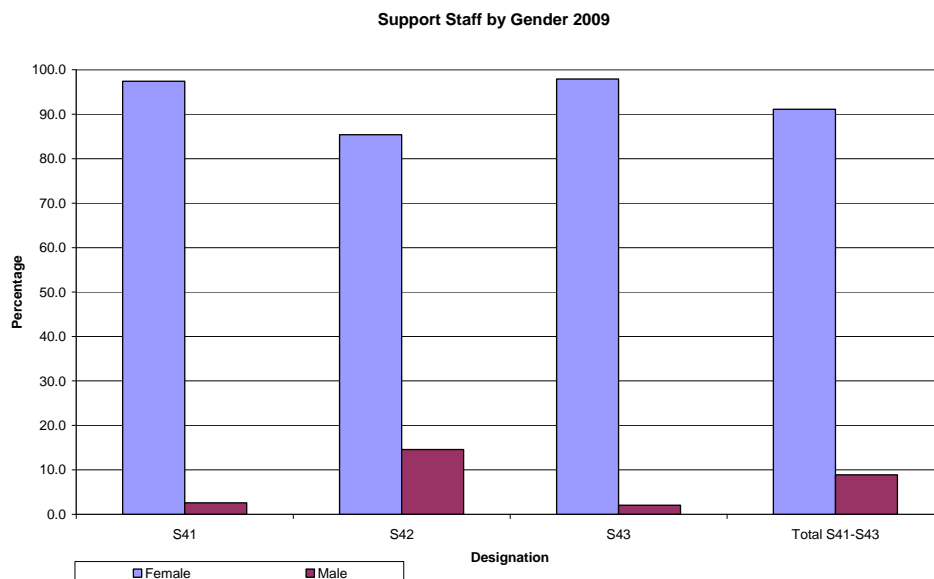


### Numbers, gender and age profile of administrative support staff

There has been a steady rise in administrative staff numbers since the early 2000s with the aggregate change over the period being 25%.

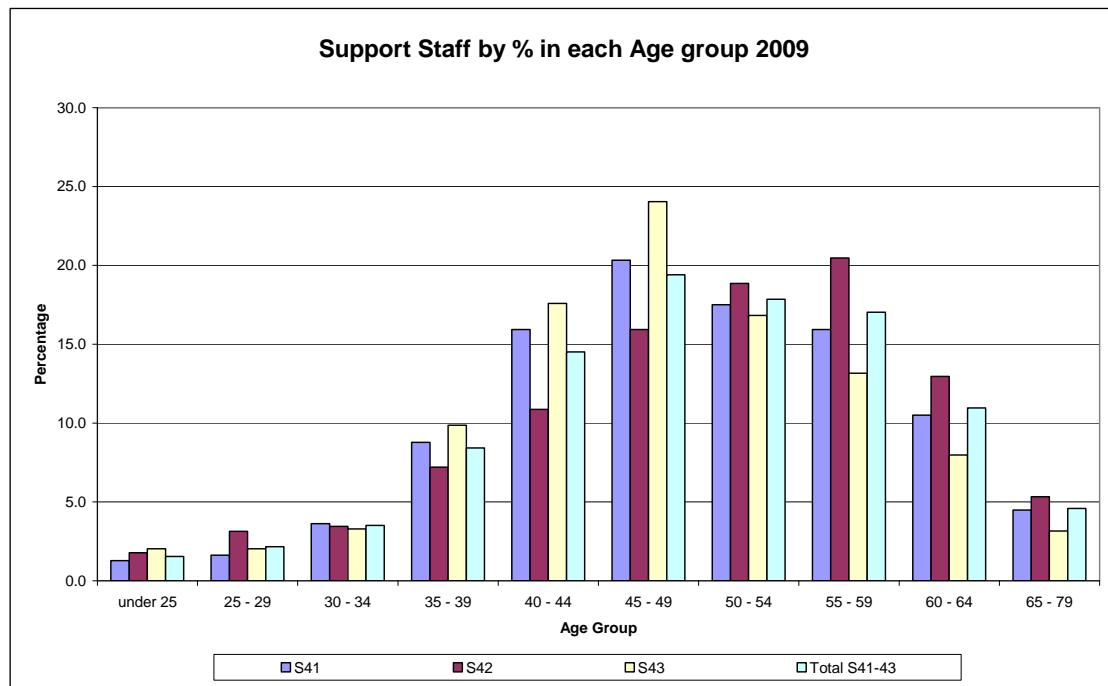
Year	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Number	5393	5306	4849	5083	4893	5253	5479	5467	5549	5625	6057

In 2009, ninety percent of administrative staff were women.



S41=School Secretaries, S42= Executive Clerical, S43+ Secretarial Typing

In 2009, the majority of the workforce was aged between 40-54 years, with the largest five-year age group being those aged 45-49 years. Of those for whom age data was available, over 77% were aged over 40.



### Where Teacher Aides work

In 94% of state and state integrated schools, there is at least one Teacher Aide. Within this 94% of schools there were on average 6.7 Teacher Aides per school, with primary schools having fewer than this on average and secondary and special schools having more. Sixty-two per cent of all Teacher Aides were found in primary schools. Lower decile schools tended to have greater numbers of Teacher Aides.

### Qualifications of Teacher Aides

The qualifications of Teacher Aides are generally lower than those of teachers as could be expected, but the proportion who have certificates or diplomas or bachelor degrees or higher grew by 7% between the years 2001 and 2006.

### Employment patterns of Teacher Aides

The numbers paid in each pay period varied throughout the year. In the first two and the last two pay periods in the calendar year the numbers paid were very small (less than 3,000). In the remainder of the year, there were on average approximately 14,700 in each payrun. The peak numbers (15,453) were seen late in the third term (in payrun 1813 – 9/9/09-22/09/09)