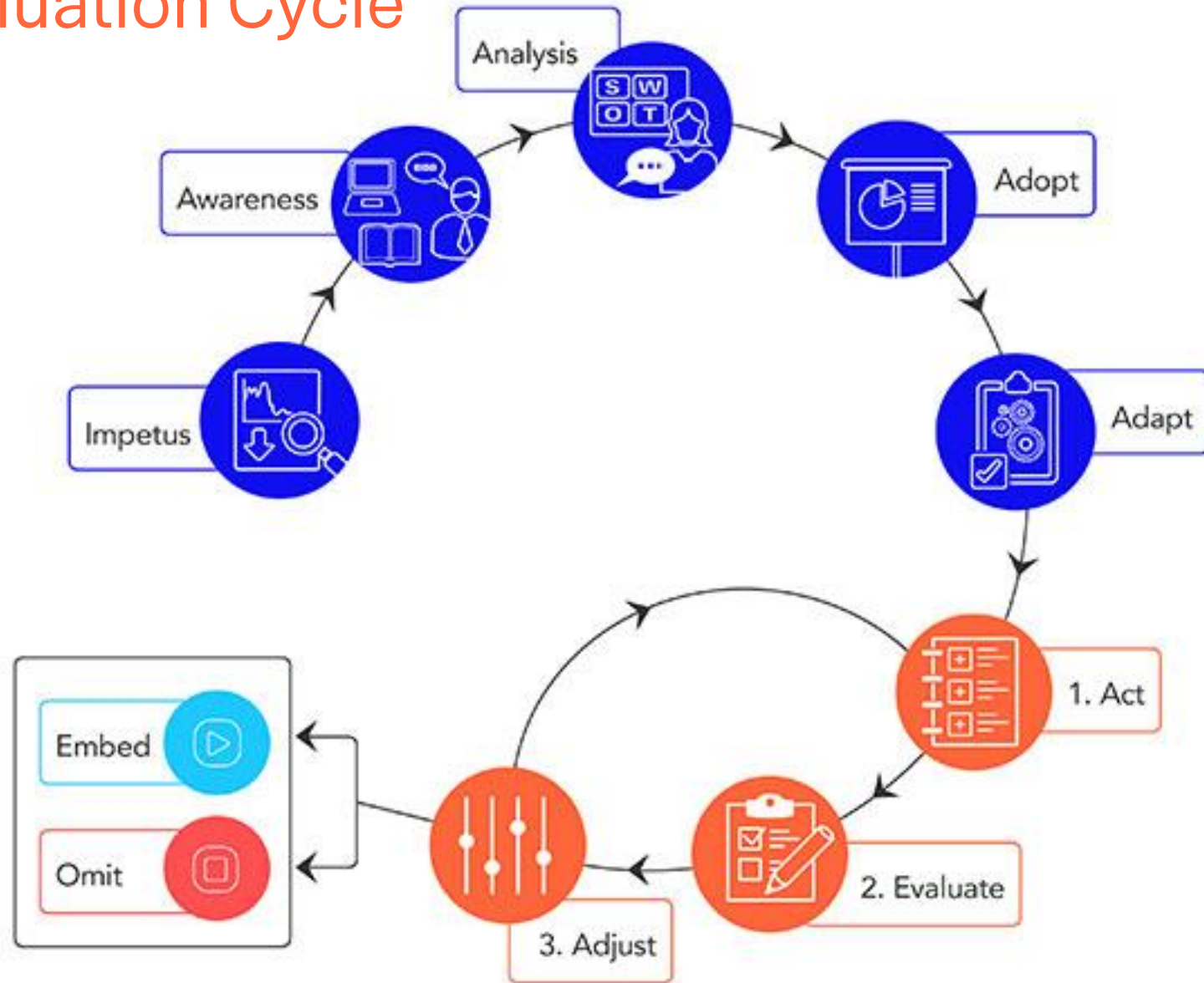# Supporting staff to support students at Emmaus

Practice-based evidence – what is the evidence telling you

EVIDENCE
FOR LEARNING

Impact Evaluation Cycle

E4L

Impetus

- Need to improve engagement with parents

- Program needed to be scalable to grow as the school grows

- Empowering classroom teachers to own differentiation and modification of work for students

- Support staff to improve their practice when addressing students with a variety of individual needs

- Improved ILP consultation between staff and parents

Impetus

E4L
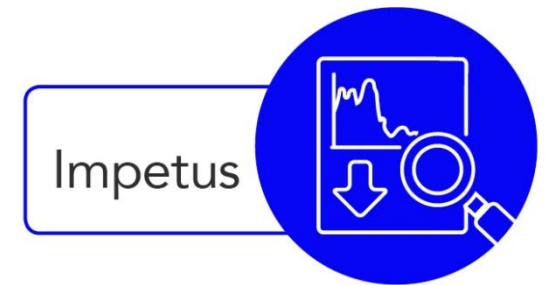
Awareness

Research

Consulted with, Parents, existing support staff and teachers

- **Teaching assistants**

https://evidenceforlearning.org.au/teaching-and-learning-toolkit/teaching-assistants/

- **One to one tuition**

https://evidenceforlearning.org.au/teaching-and-learning-toolkit/or

- **Small group tuition**

https://evidenceforlearning.org.au/teaching-and-learning-toolkit/sn

Awareness
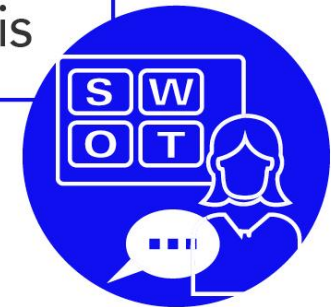
E4L

ISP Support Team - Principal

Developed a structure that involved a team…

Principal
- Responsible for overall monitoring of program effectiveness and success
- Arrange ISP Team meetings to gauge progress or deal with high level structural adjustments and changes to ISP Program
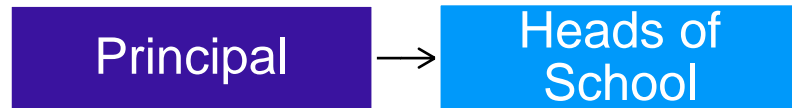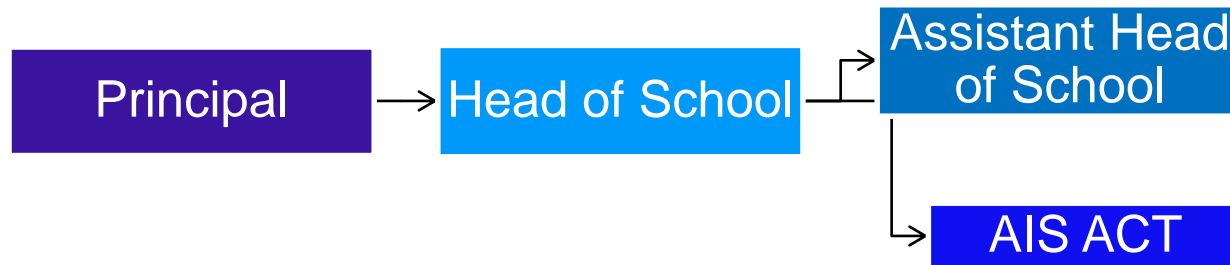
Principal

Analysis

ISP Support Team – Heads of School

- Enabling the ISP Coordinators

Principal	→	Heads of School

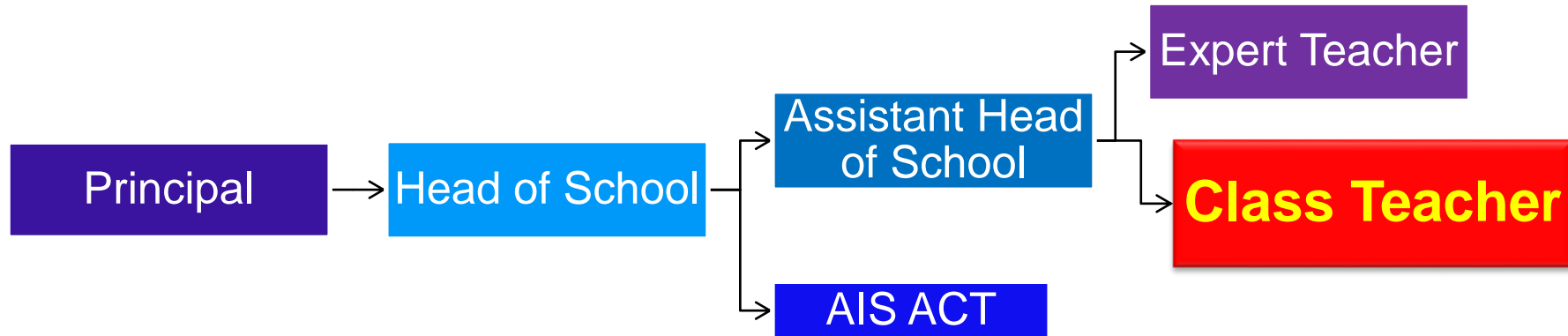**E4L**

ISP Support Team – Coordinators (AHOS)

- Managing ISP
- Completion of NCCD data and census annually
- Coordinating and monitoring of ILP setup and implementation
- Presenting PL to staff as requested and required
- ISP Policy Development

```
┌──────────────┐      ┌──────────────────┐      ┌──────────────────┐
│  Principal   │ ───> │  Head of School  │ ───> │  Assistant Head  │
└──────────────┘      └──────────────────┘      │    of School     │
                                                 └──────────────────┘
                                                          │
                                                          v
                                                 ┌──────────────────┐
                                                 │     AIS ACT      │
                                                 └──────────────────┘
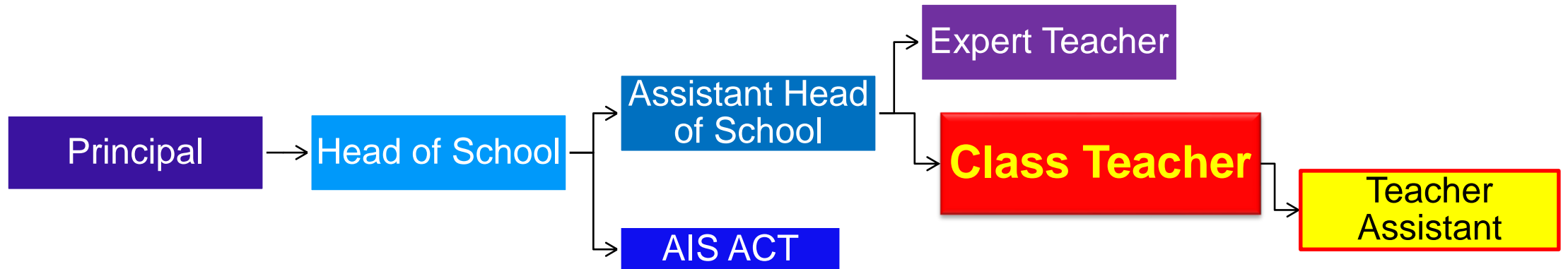```

E4L

# ISP Support Team – Expert Teacher

Expert Teacher
- NAPLAN Coordination and Annual Reporting to Principal
- Diagnostic Testing as required by ISPC
- Support provided to Coordinators as requested and required
- Expert advice to teachers on differentiation as requested and required

Principal → Head of School → Assistant Head of School → Expert Teacher

Assistant Head of School → **Class Teacher**

Head of School → AIS ACT

E4L

# ISP Support Team – Teacher Assistants

- Cert IV Qualified
- Aiding allocated teacher for the academic year.
- Priority in-class assistance to students with learning needs

```
Principal → Head of School → Assistant Head of School → Expert Teacher
                                                       → Class Teacher → Teacher Assistant
                           → AIS ACT
```

E4L

# Adoption and adaption

- Identified the need to develop staff in their ability to effectively utilise TAs

- Put the structure into place and communicated the change

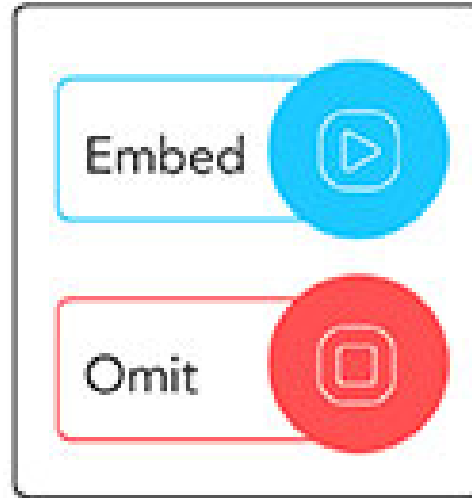- Defined the rolls of everyone involved (and created the time needed)

- Recruited TAs

Adapt

Adopt

E4L

# Act, evaluate and adjust

- This is where we are now and we will likely be refining through the act, evaluate, adjust process for a while yet
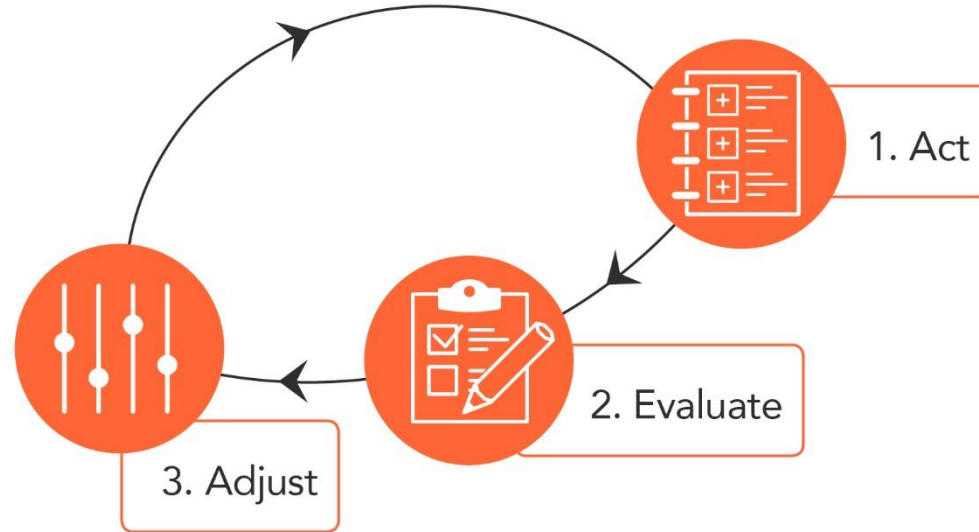
# Where to next



- We found the process very helpful in honing in on what we really wanted to achieve and getting a number of different stakeholders to agree on a course of action.

- As things progress we have identified review points to decide if we will continue with this model or continue to adapt and adjust

E4L