Final Report

Evaluation of the Senior Subject Adviser Pilot Initiative 2007

Submitted by

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Te Puna Rangahau ki Ako Pai

TE WHARE WĀNANGA O TE ŪPOKO O TE IKA A MĀUI

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Executive Summary

Scope of Senior Subject Adviser support

Nearly 2700 individual teachers received some type of face-to-face support during the Senior Subject Adviser (SSA) Pilot. The type of support was influenced by different approaches SSAs took to their role and also the organisation approaches of the host advisory services. Some SSAs utilised mostly traditional short course clusters while others placed a greater emphasis on making individual contact with teachers or groups of teachers. The findings showed that over 2000 teachers attended day long and half-day workshops for which teachers were released from classroom duties, as well as after hours clusters. All of these approaches were considered effective by the vast majority of teachers and were viewed by SSAs and teachers as expedient for building the professional practice and shared understanding related to NCEA assessment issues.

Although they worked with large numbers of teachers on an individual basis, SSAs reported on the difficulty of being invited into classrooms to observe teacher practice. This was a source of frustration for some of the SSAs, who felt such an opportunity might lead to deeper examinations of teaching-learning relationships. Many SSAs indicated that the timeframe for the initiative was an impediment to developing the strength of relationships needed for classroom observations. The majority of support provided for individuals was a one-off event rather than a succession of visits.

The overwhelming mode of e-communication was e-mail. This gave teachers immediacy of contact with SSAs and many also appreciated the regular newsletters they received from most SSAs. Unsurprisingly, some teachers in remote parts of rural New Zealand felt particularly connected by such communication. The nature of e-communication was largely a dissemination service rather than a platform for senior subject collaboration between teachers.

Leading subject clusters

SSAs used subject clusters to form networks of professionals as an expedient approach to support either large numbers of teachers in urban centres or teachers dispersed across large rural areas. The majority of cluster networks were underpinned by a 'transfer of good practice' model in which SSAs modelled strategies, allowed for participant input, and disseminated ideas for teachers to use in their classroom.

Teachers commented favourably on the leadership roles that SSAs played in establishing cluster networks as well as their strengths in cluster network facilitation. Several SSAs questioned whether the clusters they had established were sustainable without the presence of a 'figurehead' leader. A small number of SSAs involved other teachers in order to distribute leadership across their clusters.

The diverse needs of senior subject teachers

Teachers and SSAs indicated that ongoing professional development and learning is necessary in the continuing context of building teacher professional practice in senior subject assessment and curriculum. This was particularly evident in relation to the assessment of internally assessed standards, such as making appropriate NCEA judgement decisions and writing NCEA assessment tasks and schedules. Teachers also identified that teaching and learning at scholarship level and designing flexible course

pathways were needs in relation to the assessment reforms. In particular, inexperienced teachers and those who were isolated from other teachers were identified as requiring support in NCEA compliance issues.

Teacher needs were not only focused on high stakes assessment. SSAs and teachers alike, indicated a wider set of needs existed, such as curriculum content knowledge and pedagogy. For example, formative assessment for 'next step' learning was identified as a high priority for professional development and learning in 2007 and SSAs supported teachers to develop approaches for using student data in order to inform teaching and learning. Teachers indicated less knowledge and confidence in attending to the needs of ESOL and Māori students, although such needs were not prioritised by teachers as being as pressing. Nevertheless, a small number of SSAs assisted teachers by offering support for literacy in the context of their senior subject.

Supporting teachers to make judgements for internally assessed standards

SSA support for teachers to improve confidence in assessing internal standards was clearly valued by teachers with over 50% stating that SSA support was largely or fully attributable for increases in their confidence. Data from SSA interviews highlighted that teachers valued group marking exercises using authentic student work to enable discussion regarding clarification of standards. At times, SSAs worked one-on-one with teachers to facilitate this. Some SSAs reported that a positive by-product of this focus was that teachers became more attuned to, and likely to act upon, the comments of subject moderators. An unintended outcome was that SSAs were sometimes being treated as 'pseudo' moderators, indicating a misinterpretation by some teachers of the SSA role.

Flexible course pathways

SSAs raised teacher awareness of course planning including the creation of flexible pathways that incorporated assessment using unit standards. Teachers reported increases in their knowledge and confidence of planning courses with achievement standard/unit standard mixes, and over three-quarters attributed SSA support to these increases.

Quality assessment tasks and schedules

SSAs worked with groups of teachers to either refine or write assessment tasks and schedules, with a few SSAs setting up specific writing groups to develop quality assessment tasks and schedules. Many SSAs used links to their moderation network to quality assure the end product resulting in the distribution of quality assessment tasks and schedules to teachers in their regions.

SSAs debated the need for teachers to write quality assessment tasks and schedules, with some feeling that their subject already had these, while others perceived that teachers' efforts could be better used elsewhere. Some SSAs felt that this was a skill to be developed over a much longer timeframe.

Challenging teachers to use evidence

Knowledge of diagnostic and formative assessment theory and practice lagged behind that of summative assessment, according to self reporting by teachers. SSAs reported using a range of evidence to support teachers in their evidence-based practice. Often this involved analysis of national statistics in relation to student achievement. SSAs reported that this allowed teachers to explore how well different areas of the curriculum had been taught and learned. Over a third of SSAs reported supporting teachers to use formative

assessment for 'next step' learning and a similar proportion of teachers reported increases in knowledge in this area, most attributing this to SSA input.

Data gathered showed that teachers were at early stages of developing their capacity to support teaching and learning through analysis of evidence. A handful of SSAs also indicated that this area remained a steep learning curve of their own. The secondment of classroom teachers to develop the capacity of their colleagues to focus on the teaching-learning relationship through the lens of evidence was a significant challenge to the SSAs and the SSS organisations, given that this is a new area of expertise for most involved.

SSAs' own professional development

Advisory organisations provided a wide suite of professional development for the SSAs. Many of the opportunities related to the general professional development programmes offered to all advisers. However, the majority of advisory organisations specifically targeted the needs of their SSAs and these SSSs also provided comprehensive induction programmes for the SSAs. Most advisory organisations specifically focused on facilitation skills and SSAs found this to be valuable learning that increased their confidence to facilitate adult learning. SSSs that did not specifically target individual SSA needs in their professional development programmes recognised this as a gap in their provision.

SSAs and their managers stressed the need for SSAs to be afforded opportunities for other forms of professional development relevant to their role, specifically attendance at NZQA moderator training. Strengthened links between SSAs and the national moderation system would enhance the aim of addressing consistency in teachers' assessment practices.

All SSAs were overwhelmingly positive about the opportunity to be involved in this role and that participating in it had contributed significantly to both their professional and personal development. Many SSAs expressed that it was the best professional development and learning they had ever participated in.

The SSAs filled a gap in current advisory provision

The secondment of SSAs filled gaps in the provision of senior subject advisory support for 2007. Teachers were effusive in their praise for support they received, some indicating that it was the first time they had been exposed to specific senior subject support. Many SSAs suggested that while there was other subject support available in advisory services, their presence was more keenly felt by teachers, because their role was completely dedicated to a senior subject.

Career opportunity for professional growth

The SSA Pilot was an attempt to offer a career pathway to experienced teachers who might otherwise have decided to leave the classroom. However SSAs were quite clear that they did not view the role as an authentic career pathway within teaching. Several viewed it as more of a career loop, after which they would return to their previous job. A small number of SSAs suggested that, although they were prepared to return to the classroom, it might be to another school where they felt there was more chance of being able to utilise what they had learned during the pilot.

Perhaps as a consequence of the initiative, a significant proportion of the SSAs saw the pilot as an exit opportunity. Several SSAs indicated that they would seek employment in a full-time advisory position or a pre-service lecturing role rather than continue working in schools.

Chapter 1: Introduction

This report is an evaluation of the Senior Subject Adviser (SSA) Pilot which operated in 2007.

The development of this pilot was in response to a need identified in the sector to provide more support in the senior secondary school to promote effective teaching and assessment. The pilot provided funding for the secondment of 24 full time experienced and effective senior subject teachers to adviser positions, hosted in existing school advisory services institutions.

The SSA Pilot initiative ran from 22 January to 22 December 2007. The pilot initiative sought to address issues including:

- subject specific guidance at senior secondary level in some subjects.
- using assessment information to inform teaching practice.
- further developing the capability of teachers in assessment practices and in particular, establishing consistency in judgements about internally assessed work.
- developing professional learning communities.
- encouraging and developing new leaders to extend their professional skills and knowledge by working across schools, drawing on their subject and assessment expertise.

This evaluation sought to explore the effectiveness of the pilot in relation to the opportunities and challenges it presented the individual SSAs and the advisory organisations that hosted them. The evaluation also canvassed the opinions of teachers that experienced support from the SSAs.

Background

The SSA initiative developed from discussions in the Career Pathways/Professional Learning workstream in the Longer Term Work Programme, established through the Secondary Teachers' Collective Agreement (STCA) 2004-2007, and involving the New Zealand Post Primary Teachers' Association (NZPPTA), New Zealand Schools Trustees' Association (NZSTA) and Ministry of Education (MoE).

The objectives of the Longer Term Work Programme of the STCA were to improve the recruitment and retention of highly capable secondary school teachers and enhance the quality of educational outcomes for students. The Longer Term Work Programme was informed by the ministerial task force on secondary teacher remuneration that signalled, *inter alia*, a need for an expanded range of career pathways as well as improved professional development opportunities for secondary school teachers.

In New Zealand the evolving policy context of developing career pathways for secondary school teachers has followed on the heels of significant assessment reform in senior secondary schools. The progressive introduction of the National Certificate of Educational Achievement (NCEA) between 2002 and 2004 moved secondary school teachers from a norm-referenced model of assessment to the implementation of a standards-based model of assessment. Additionally, the NCEA model of assessment devolved greater responsibility of assessment to teachers, who were expected to design standards-based assessment tasks as well as assess student achievement internally. These significant changes in

assessment practice were supported by Ministry of Education funded professional development opportunities from 2000-3, in which secondary schools formed regional clusters to become familiar with the proposed changes of the NCEA assessment reform.

Set against a high media profile of NCEA implementation concerns, particularly the perceived inconsistency of internally assessed NCEA standards, research by the PPTA (Alison, 2005) identified a strong demand from secondary school teachers of curriculum subjects assessed by the NCEA for more assessment support and advice in regard to the internal moderation of student coursework.

A need for secondary school subject professional development continued to be signalled. Kane and Mallon's (2006) examination of the perceptions of teachers and the teaching profession highlighted the continuing need for professional development to support secondary school teachers in the context of ongoing curriculum and assessment changes. Starkey et al.'s (2006) review of schools' use of NCEA professional development resources in 2005-6 found that teachers continued to voice a desire for further professional development. This was particularly so from scholarship level teachers, those teaching in Māori immersion schools and teachers new to New Zealand schools.

The Senior Subject Adviser Pilot (2007)

The Ministry of Education centrally funded the appointment of 24 SSAs for 2007 on a regional basis, to focus on supporting teachers to deliver and assess senior programmes of learning, including NCEA assessment. Twenty-three SSAs were originally seconded from their teaching positions for the duration of the year long pilot. The 23 SSAs represented eleven senior subjects based on a Ministry of Education needs analysis. Each SSA was hosted by one of six organisations (Table 1.1) currently providing schools with professional development and learning leadership.

Table 1.1: Distribution of SSAs for the 2007 pilot

School Support Services	Senior Subject Adviser & Regional Coverage
Auckland University Team Solutions	Biology (Auckland/Tai Tokerau) Chemistry (Auckland) Drama (Auckland/Waikato) Economics (Auckland/Waikato/Massey) Geography (Auckland/Tai Tokerau) Physics (Auckland/Tai Tokerau) Technology (Auckland/Tai Tokerau)
Massey University College of Education	Ag/Hort (North Island) Chemistry (Massey/Waikato)
University of Canterbury Education Plus	Economics (South Island) Chemistry (South Island) Technology/Graphics (South Island) Biology (South Island) Visual Art (South Island) Physics (South Island)
University of Otago College of Education	Accounting (South Island) Ag/Hort (South Island) Geography (South Island)

School Support Services	Senior Subject Adviser & Regional Coverage
University of Waikato School Support Services	Accounting (Waikato/Auckland) Te Reo Māori (Waikato/Auckland)
Victoria University of Wellington College of Education	Biology (Wellington/Waikato) Geography (Wellington/Massey) Physics (Wellington/Massey) Technology (Wellington/Massey)[1]

SSAs were experienced practitioners, seconded from the classroom to support other teachers in the same senior subject. Many had facilitation and/or moderation experience in NCEA. The initiative was designed to offer these experienced teachers the opportunity to increase their own skill set and professional attributes which may help support leadership on their return to their schools. Simultaneously, the one year secondment was an opportunity for senior subject teachers around the country to benefit from the experience of the SSAs through a range of professional development and learning opportunities.

Report Structure

Chapter 2 is a brief review of the literature pertaining to three key concepts underpinning the rationale of the SSA initiative. Chapter 3 of the report explains the methodological approach taken. Chapters 4 and 5 present the findings from the interviews with the SSAs and school support services team managers. Chapter 6 presents the findings of the teacher survey, which consisted of two questionnaires, one before and one after SSA support. The chapter analyses the extent to which teachers attributed SSA support to changes in their knowledge and confidence. Finally, Chapter 7 integrates the findings from the different data sources, with a discussion of the major findings from the evaluation.

[1] This SSA left the pilot initiative at the end of Term 2.

Chapter 2: Literature Review

The framework on which this brief literature review is based is derived from three ideas identified as central to the Senior Subject Adviser (SSA) Pilot initiative. Within each of these ideas lie a number of tensions that are likely to be played out during the implementation of the SSA Pilot in 2007.

- A career pathway for teacher leadership: an original purpose of the SSA initiative was to establish and support a career pathway for teachers comprising teacher leadership roles that did not require leaving the classroom (i.e., becoming educational managers or principals) and which capitalised on teacher strengths.
- Peer networking and professional learning: The SSA model is quite distinct from what would be termed an 'expert model' or exclusively an 'upskilling' model of professional development. SSAs are not being singled out as 'experts' per se, but as experienced teachers with relevant expertise to *facilitate* peer review, networking and professional learning in their subject disciplines and the pedagogies of delivering those disciplines.
- Professional development support: Finally, for those teaching colleagues who may be less experienced or confident in the subject disciplines and/or pedagogies of teaching and learning, SSAs do indeed provide professional development to support educational reform. In the New Zealand context, the NCEA represented a significant national reform of the way secondary school teachers are expected to assess student learning, moving from a norm-referenced system to a standards-based paradigm. Such has been the impact of the NCEA assessment reforms that a concomitant effect on curriculum planning has also impacted on teachers' work (Hipkins & Hodgen, 2004). SSAs are, at times, likely to align with the 'transfer of good practice' (Fielding et al., 2005) in their support of their teacher colleagues to further embed the practices required for a national assessment reform.

A career pathway for teacher leadership

Traditionally, a career pathway for teacher leadership in New Zealand secondary schools has followed well defined routes: typically through middle management roles such as Head of Department or Dean (Hipkins & Hodgen, 2004), before leaving the classroom to positions in senior management teams. In such pathways the notion of teacher leadership is inextricably linked to the ascendancy of a hierarchy from which authority is assumed. In New Zealand schools such a traditional leadership role typically comes with a job title, time allowance, and/or compensatory remuneration.

Traditional career pathways have distanced teachers from taking on instructional leadership roles in preference to administrative leadership roles. Evidence that indicates greater differences in the quality of instruction within schools than between schools, sends a message that the human capital of those teachers who are excelling in their instructional role might be wasted if their career pathway leads them away from the classroom (Schater, 2003).

Recent evidence from New Zealand suggests that such traditional pathways are not attractive to all teachers, especially as the pay differential for taking on such leadership roles is not considered appealing (Kane & Mallon, 2006). Without alternative career paths to traditional leadership, some teachers may be confined to the salary base scale, the ceiling of which is reached after a short time compared to other professional careers (Bazley, 2003). This perception of a career in which there are no further opportunities for

advancement and remuneration for excellent performance (Kane & Mallon, 2006) echoes findings from the USA, where such constraints have had a significantly adverse affect on teacher retention (Certo & Fox, 2002; Ingersoll, 2001).

Some alternative career pathways have started to emerge in New Zealand secondary schools. For example, 'in-house' instructional leadership has been a feature of the ICT professional development school clusters programme (Ham, Toubat, & Williamson-Leadley, 2006) and the facilitation of professional development programmes to improve Māori student achievement (Hindle, Marshall, Higgins, & Tait-McCutcheon, 2007). As part of the 2004 Collective Agreement, all secondary schools have also had the opportunity to appoint, with additional remuneration and time allowance, a designated Specialist Classroom Teacher (SCT). Rather than adhering to the traditional hierarchical model of leadership, these examples offer a distributed view of leadership, in which classroom teachers who demonstrably raise student achievement offer leadership through the quality of their instruction.

However, a recent review of the SCT Pilot initiative suggested that the concept of an alternative career pathway of teacher leadership was an unresolved tension in the context of the SCT programme. While the review highlighted the exceptional value of the project to those teachers that assumed the SCT role, most believed it to be a 'career opportunity' rather than an authentically established career pathway (Ward, 2007). Such a tension is of interest to this evaluation as the positioning of SSAs external to schools for a year long secondment is potentially problematic to the vision of an authentic career pathway. Kane & Mallon (2006) suggest that career pathways to "viable and rewarding" positions may sometimes lead to new careers outside the classroom, although it is questionable whether that would be a desirable outcome of this pilot initiative.

Peer networking and professional learning

Peer networking is expected to be a significant component of the SSA Pilot. Sustaining collaborative peer networks in senior subject areas suggests that the initiative may contribute further to a model of 'transformative professionalism' (Sachs, 2003). In this model, authentic peer network collaboration may lead to the deprivatisation of practice and an enquiry approach to teaching. Such endeavours lend themselves to a professional learning orientation, in which teachers become active participants in creating knowledge across communities through discussion of a critical, questioning nature (Annan, Lai, & Robinson, 2003; Earl & Katz, 2005).

The nature and purpose of collaborative teacher network communities vary widely in the literature. However, draft materials that draw upon international literature recently developed for the training of facilitators of in-service education in the New Zealand setting have identified some of the key characteristics of professional learning that may be present in effective networks: collaborative relationships among community members; shared values and vision; reflective and iterative means of inquiry; participation in networks and partnerships; commitment to sustainability and capacity building (Ministry of Education, 2006).

While clustering has been a feature of professional development in New Zealand senior secondary schools, it has often been facilitated by an outsider assuming the 'expert' role. More recently, a shift in emphasis towards 'insider' instructional leadership has occurred (Hindle et al., 2007; Ward, 2007). This shift has been viewed as a movement consistent

with a distributed leadership model that allows for increased peer collaboration. “Mostly the in-school facilitator had come to the role from the position of teacher rather than a position in management” (Hindle et al., 2007).

However, Timperley’s (2005) research suggests caution in assuming that ‘insider’ teachers will necessarily be qualified to perform a professional development role. Her four year longitudinal study of professional development in schools led to the conclusion that teachers who were accepted as instructional leaders by their colleagues, were not necessarily those with the skills to bring about the desired change in student outcomes. Moreover, while the establishment of collaborative networks is important, it is not as important as the content of the professional learning itself (Timperley, Wilson, Barrar, & Fung, 2007). Timperley et al. also suggest that if new learning is to be the goal of a professional community, then the support of an ‘outside expert’ is necessary.

Evidence regarding the impact of peer networking as a form of collaboration across New Zealand secondary schools is inconclusive. There are many examples of localised networks of collaboration, on which programmes such as the ‘Extending High Standards Across Schools’ initiative have continued to build (Ministry of Education, 2007). However, although this collaborative networking undoubtedly exists, the impact of such schemes is less clear in senior subject areas. A recent report on the capacity of subject associations suggested their activities – largely driven by volunteer classroom teachers – may contribute to cross-school collaboration, with an emphasis on teacher interaction and networking (McGee, Miller, & Patel, 2006). The establishment of teacher networks facilitated by strong subject association leadership has also been noted by geography teachers as being responsible for the development of tasks for use with NCEA (Hipkins, Conner, & Neill, 2006). In a recent evaluation of NCEA specific professional development that allowed schools the option to plan professional development either individually or in clusters across schools, half of the case study schools clustered across senior subjects, with some teachers expressing their hope that such opportunities would continue to be available (Starkey et al., 2006). Clustering opportunities were utilised most often by teachers working in small departments – perhaps as the only teacher in a subject – within their schools; thus these teachers appreciated being able to interact with peers in their discipline whereas this was not a major issue for large departments within schools.

The development of authentic communities of practice, in which collaborative networks of teachers rigorously and transparently examine their instructional techniques in order to raise student achievement, has struggled against the tradition of teaching practice behind closed doors (Little, 1990). In a New Zealand study that focused on collaborative approaches to curriculum innovation, Boyd (2005) suggested that the norm was for collaboration to function at lower risk forms of engagement such as sharing and dissemination of ideas and resources, rather than the deprivatising of practice. A similar finding has recently been found in a study of Year 12 and 13 Mathematics classes in Auckland. Collaborating teachers acknowledged their fear of being exposed as a failing teacher as the result of deprivatisating their practice (Barton et al., 2007). If such impediments to scrutinised practice are commonplace in senior subject classrooms, it will be of interest how SSAs approach their support of teachers.

It is possible, given that SSAs are required to serve large geographical areas, that collaborative peer networking may be facilitated using a range of e-technology tools. Lai, Pratt, Anderson and Stigter (2006) concluded from their literature review that empirical evidence is lacking concerning online professional learning communities, particularly with respect to the pedagogies of teaching and learning.

The recent literature review and synthesis of online communities of practice (Lai, et al., 2006) identified one of the difficulties in addressing e-communities was the different definitions about the nature of interactions that take place within electronic environments. Lai et al. (2006) analysed conceptual arguments from the literature, that an online community of practice for teaching is fundamentally flawed as the technology is unlikely to facilitate the transfer of tacit knowledge required for participation in classroom practice.

However, Butler and Coleman's model of the evolution of collaboration using e-technology suggests that there are a range of opportunities for the way in which SSAs might choose to use e-technology to suit their purpose (Butler & Coleman, 2003), even if engaging teachers in online communities of practice is difficult to achieve. Chalmers and Keown (2006) advocated e-technology for the provision of professional development modules for New Zealand geography teachers, arguing that serious consideration of an online approach to professional development is needed because of the demonstrable effectiveness of linking people spread over wide geographic areas in ways other than expensive face-to-face meetings.

The 2003 National Survey of secondary schools nevertheless suggests that there is still some way to go before the technological revolution impacts on teacher professional development in New Zealand, as teachers indicate an overwhelming preference for face-to-face learning over e-learning or video conferencing for future professional development opportunities (Hipkins & Hodgen, 2004).

Professional development support

The SSA Pilot aims to support the continuation of NCEA implementation and suggests that SSAs will be taking a professional development approach to supporting teachers. This form of support is closer to an 'upskilling' model of professional development, in which assessment issues and course design are the focus of attention. Given that such SSA support may focus on teachers new to the profession or country, this type of professional development may be viewed as a 'transfer of practice' model.

Studies of a number of professional development interventions suggest that knowledge (not only of subject content, but of wider knowledge bases such as educational theory), process skills and interpersonal skills are a key element of the make-up of a facilitator intent on developing the professional practice of teachers (Fielding et al., 2005; Poskitt, 2005; Ward, 2007). These broad categories may act as useful 'selection variables' for the appointment of individuals into initiatives such as the SSA Pilot.

Numerous 'skill subsets' have been identified within these selection variables, each of which could be assessed as part of selection or acquired during the course of performing the new SSA role. For example, Fielding and his colleagues (2005) identified the following characteristics that contributed to the transfer of good practice:

- clear aims and realism about what could be achieved
- being able to demonstrate the practice being advocated
- responsiveness to the requests of 'partner' teachers
- empathy with individual 'partner's' circumstances
- willingness to engage with 'partners' on a mutual basis
- being realistic about what it is possible to achieve in the given time
- availability for ongoing contact from 'partners'

- being able to provide 'how to' advice at the same time as a broad theoretical or contextual picture of practice they advocate
- hands on understanding of being a teacher.

(Fielding et al., 2005)

Further, the selection of a facilitator depends, as Ward (2007) suggests, on a complex set of qualities and characteristics. Ward indicates that these include specific knowledge sets, namely experiential, pedagogical, organisational, and community knowledge. According to Timperley et al. (2007), a "holistic grasp" of these relationships and the ability to solve problems of practice are the attributes of an expert. In demonstrating the qualities required of a professional development facilitator, the SSAs may, at times, approximate the qualities of an expert.

It was evident from the recent study of facilitated NCEA professional development in 2005-6 that New Zealand senior subject school teachers rated a suite of skills as desirable for ensuring professional development. Characteristics of effective facilitation included a strong focus on the needs of participants, understanding the participants' contexts, keeping people focused, and preparing key programme goals and objectives (Starkey et al., 2006).

In supporting an alignment of teacher professional learning to good practice, especially with respect to national assessment, Timperley et al. (2007) suggested that a variety of activities are needed, including discussions with colleagues and experts, modelling, examining exemplars of student work, using student voice, being observed, and engaging with professional readings. A rider to this was that learning should be iterative rather than linear, as all learners (including teachers) need multiple opportunities to support their learning.

In the Best Evidence Synthesis of teacher professional learning and development, Timperley et al. (2007) identified that effective learning opportunities should combine a number of elements, including (and not to the exclusion of the development of subject specific content knowledge):

- grounding learning in the immediate problems of practice
- deepening relevant pedagogical content and assessment knowledge
- engaging existing theories of practice on which to base an ongoing enquiry process.

Given the potential scope of the SSA role, it would seem that effective professional development would be focused not just on the area of NCEA assessment but also on the development of specific skills related to the senior subject. Appointees to the SSA position would bring with them a range of professional and personal qualities that would fit well with the facilitator skills identified previously by Fielding et al. (2005), Starkey et al. (2006), Timperley et al. (2007) and Ward (2007), and would be in a strong position to provide professional development support in a range of situations and in respect to diverse teacher needs.

Chapter 3: Methodology

Evaluation overview

A multi-faceted methodological approach utilising quantitative and qualitative data was taken to evaluate the Senior Subject Adviser (SSA) Pilot initiative. This took into consideration the need to interpret understandings of the pilot programme from not only SSAs, as the 'principal actors', but also the managers of the School Support Services (SSSs) and the teachers whom SSAs supported. Such an approach was adopted to mitigate giving "undue weight to the perceptions of the programme participants who are responsible for the successful development and implementation of the programme; as a result tending to 'over-report' change" (Cohen, Manion, & Morrison, 2003).

The questions for this evaluation were based on those that the Ministry of Education signalled interest in at the time of the RFP process. These questions centred on the effectiveness of SSA support for classroom teachers and the perceptions of the pilot initiative overall, from the SSAs themselves and the school support service organisations to which they were seconded. The questions were addressed by a number of sources of data (Table 3.1), triangulated to enhance reliability of findings.

Table 3.1. Evaluation research questions and data sources

Evaluation Questions	Data Source Strands
Descriptive	
What teacher needs were identified?	Teacher survey SSA & SSS interviews
Were there similarities across subjects, types of schools, geographic areas, teachers of different levels of experience?	Teacher survey SSA & SSS interviews
How many individual teachers, schools and clusters have been serviced by each senior subject adviser and overall?	SSA interviews
Evaluative	
How has teacher confidence been increased in making judgement decisions for internally assessed standards?	Teacher survey SSA interviews
How has consistency been increased in making judgement decisions for internally assessed standards?	Teacher survey SSA interviews
How has assessment evidence and other evidence been used to inform teaching practice?	Teacher survey SSA interviews
What changes have teachers made to their teaching programmes as a result of support from the subject senior advisers?	Teacher survey SSA interviews Milestone 2 data
Have quality assessment tasks and schedules been prepared as a result of the advice received?	Teacher survey SSA interviews Milestone 2 data
To what extent did teachers, departments and schools consider their identified needs had been met?	Teacher survey
Support	
How have professional communities been used to increase subject specific support?	Teacher survey SSA & SSS interviews Milestone 2 data
How did the advisers promote or support positive changes to teacher practice?	Teacher survey SSA interviews
How have subject clusters been established and used to increase subject specific support?	Teacher survey SSA interviews

Evaluation Questions	Data Source Strands
Professional Development	
What factors have contributed to developing the professional skills of the senior subject advisers?	SSA & SSS interviews
Did they receive effective training for the role?	SSA & SSS interviews
Was the support they received from the host school support service effective?	SSA & SSS interviews

All of the SSAs, except one who left during the pilot after being employed full time by an advisory organisation, were interviewed to explore their experiences of the pilot initiative. Managers of the SSAs at each of the six advisory services were interviewed to ascertain approaches to embedding newly seconded SSAs into their organisations. Both sets of interviews allowed for the "fusion of horizons" between participants' perspectives of the SSA Pilot (Gadamer, 1975, cited in Cohen et al., 2003).

The teacher survey comprised two online questionnaires (Appendices 1 and 2), designed for teachers to complete before and after professional development and learning facilitated by a SSA. The bulk of the two questionnaires was comprised of Likert scale type closed questions, as this was considered the most efficient way of obtaining a sizeable amount of data from teachers in a short timeframe (Oppenheim, 1992).

SSA & SSS manager interviews

Data collection

Semi-structured, face-to-face interviews were carried out with each of the SSAs, 22 interviews in total, and all of the managers (six in total) of the School Support Service institutions (SSS). These were conducted from June 2007 to September 2007.

The questions for SSAs were sent out in advance, with an ethics and confidentiality agreement (Appendix 3) and were developed in accordance with the questions of particular interest to the Ministry of Education. The questions for the SSAs were developed along the following five themes:

1. Descriptive – teacher needs, number of clusters and teachers helped
2. Evaluative – changes in teachers' confidence, consistency and practice
3. Support – how the SSA supported teachers e.g. materials, clusters
4. Professional Development – SSAs' own professional development
5. The future – future needs for SSAs, lessons to be learned.

The guiding questions for each SSA were:

- *What approaches have you taken to discovering the senior subject needs of teachers in your region?*
- *What conclusions about the needs of teachers in your subject area did you arrive at?*
- *Give an example of changes that a teacher(s) has made to their teaching programmes subsequent to support you have offered.*
- *What has worked well for you in encouraging teachers to examine evidence to inform practice?*

- *What challenges have you come across in encouraging teachers to examine evidence to inform practice?*
- *One of your responsibilities was to support teachers in writing their own internal assessment tasks and schedules. How has this gone?*
- *What has been your approach to increasing teacher confidence in making judgement decisions?*
- *How has consistency been increased in making judgement decisions for internally assessed standards? What evidence do you have for this?*
- *How have you been able to offer support to professional learning communities/subject clusters in your area?*
- *How do you view your role as a supporter of teachers in this SSA context?*
- *How have you been able to support teachers in your senior subject area with materials?*
- *How have you been able to offer support in the classroom working with teachers and students?*
- *What factors have contributed to the development of your own professional skills during this initiative?*
- *Have your own professional skills developed as a consequence of your SSA role? Can you give an example?*
- *How has your training from the MoE supported your role? Can you give an example?*
- *How has SSS supported your SSA role? Can you give an example?*
- *Given our interest in the SSA Pilot, is there anything else you feel is important to talk about?*

As the interviews were to span more than a two month period, it was anticipated that an analysis of Milestone 2 report data presented to the Ministry of Education by SSS might enable a snapshot of the numbers of teachers, schools and departments that had been served by a SSA to be collected. However, early in the analysis the research team discovered that differences in definitions used in the milestone documents made reliable comparisons across SSAs difficult to accomplish. It was decided that this descriptive information should be gathered via follow-up e-mails to individual SSAs, with common definitions of terms such as 'workshop' and 'seminar' being given so that subsequent comparisons could be made. These data were gathered at the end of Term 3, so all SSAs reported for the same timeframe.

The interview questions for the SSS managers were developed along the following three themes:

1. SSA contribution to SSS host organisation
2. Support from the SSS host organisation for individual SSAs
3. Thinking for the future.

The guiding questions and a consent form (Appendix 4) were sent in advance to the SSS managers. The questions were constructed to triangulate findings about the professional growth of the SSAs in particular, and the role of the host school support service organisation in that process:

- *What have been the opportunities of hosting SSAs in this regional advisory?*

- *What examples of how the SSAs have been able to contribute their experience and expertise to your organisation are you able to give?*
- *What induction and ongoing professional development have you provided for the SSAs?*
- *How has your SSS organisation supported SSAs in identifying teacher needs in the region(s) and developing professional communities/cluster groups? Can you give an example?*
- *What support have you given the SSAs to develop their abilities to support teacher practice?*
- *Please give some examples of how the professional skills of the SSAs have developed during their time here. What do you believe are the major factors that have contributed to this development?*
- *What have been the challenges of hosting SSAs in this regional advisory?*
- *What would you recommend for future support/training of SSAs for 2008, should there be a further year of funding?*
- *Is there anything else about the SSA initiative that you would like to talk about?*

The research team worked in pairs so that two research team members conducted most of the SSA and SSS manager interviews, with one researcher acting as facilitator and the second researcher fulfilling the note-taker role. Onsite member checking of the notes between the researchers and interviewee increased the reliability of the recorded information. On six occasions the interviews were carried out by one researcher only, who acted as both facilitator and note-taker. The interviews that were carried out by one researcher were for two reasons. Firstly, there was a perceived conflict of interest where one of the researchers was also a staff member at an SSS, so for those interviews the research team member who was not employed as an adviser in the SSS conducted the interviews. On the other occasions it was a matter of expediency when either the SSA or SSS manager was not available to be interviewed at the time the team was on site at the SSS, so the interview had to be arranged for another time and place.

Teacher survey

Data collection

The decision to take an online approach to the teacher survey was a result of the problematic nature of accessing teachers to collect baseline data *before* they had contact with a SSA. The research team, through previous experiences working in SSS organisations, came to the conclusion that some SSAs may not necessarily know which teachers were certain to attend cluster meetings until a few days prior to the event, or perhaps not until the day itself. This may have been particularly true of SSAs who were covering more than one geographical region. Rapid SSA responses to individual requests from teachers to work alongside them may also have meant that teachers of interest to this evaluation may have been omitted from the sample without a mechanism for a fast data collection process.

Literature advocating online surveys suggested quicker response rates than paper based surveys (Jansen, Corley, & Jansen, 2007) which was very appealing to the researchers in the context of the problematic nature of accessing teachers outlined above.

Phase 1 questionnaire: Sampling procedure

In mid term 1, SSAs were asked by the research team to forward e-mail contacts of teachers in the regions where they were working. Some of the SSAs had already established extensive networks of teacher contacts, enabling them to forward e-mail lists in excess of 100 teachers. Other SSAs, who were building up their contact lists, supplied updated lists of teachers at fortnightly intervals, from April through to July. Whenever possible, the research team sent out invitations to submit the baseline phase 1 questionnaire within 24 hours of receiving the e-mail addresses of teachers from the SSAs. This was in order to maximise the time teachers had between receiving the phase 1 questionnaire invite and next having contact with a SSA.

In total, 1854 e-mail invitations for the initial baseline questionnaire were sent out to teachers, as a result of the combined total of e-mail lists forwarded to the research team by the SSAs between 30 March and 25 July 2007. Two e-mail reminders were also sent out to participants. From this sample, 598 usable online questionnaire submissions were returned, as well as four hard copy returns by teachers having difficulty accessing the e-mailed invitation. The total of 602 submissions represented a 32% return rate, representing all the subject disciplines and regions covered by the SSAs.

The protracted time span over which the phase 1 questionnaire was returned by teachers was largely the result of the teacher e-mail contacts being forwarded to the research team rather slowly by a few SSAs. Most of the SSAs sent through their lists in March, which meant that the vast majority of phase 1 questionnaire responses were collected by the end of May. This is worth bearing in mind, as the longer the intervening period between the phase 1 and phase 2 questionnaires being returned, the greater the chance that teachers were able to implement practice that was a focus of SSA support. Ingvarson, Meiers, and Beavis (2005) suggest a 3 month time period is required to follow up the impact of professional learning and development on student learning, while Guskey (n.a, 2005) supports the view that if evidence of teachers making curriculum changes or starting to implement new instructional practice does not emerge 2 weeks since the professional learning and development have occurred, then the chances of implementation are greatly reduced. This evaluation aimed for a minimum of 8 weeks between completion of the phase 1 and phase 2 survey.

Phase 2 questionnaire: Sub-sample procedure

The evaluation aimed to collect data from teachers which showed shifts in teacher knowledge and confidence as a result of their professional development facilitated by a SSA. Therefore, the 602 teachers who submitted a phase 1 questionnaire were the sample from which evaluations of the effectiveness of SSA professional support were to be collected.

As agreed between the research team and Ministry of Education in the contract negotiations for this evaluation, SSAs were given the opportunity to select a purposive sample of ten teachers each, to complete an evaluation of SSA professional development and learning support. This approach, while offering a 'low threat' to the SSAs, should be taken into account when analysing the results from the survey, as a random sampling procedure may have produced more reliable results (Cohen et al., 2003). Guidelines given to SSAs for selecting their sample requested that their ranked list of at least 10 teachers should represent a range of teaching experience from different school deciles. The research team also requested that the list include teachers who had been supported in a variety of ways (e.g. workshops, individual consultation, and so on). While these parameters were

given to help SSAs choose what they considered to be a representative sample of their work, the findings for the survey cannot be said to be completely reliable given the approach to this sub-sample selection. The purposive sample of selected teachers culminated in a list of 276 nominated teachers across all the SSAs being made available to the research team.

Over the period 27 July to 30 August a second phase online questionnaire was sent to the 276 teachers who had been identified in the purposive samples of ranked teachers selected by the SSAs. After two weeks of tracking the responses it became apparent that the return rate was low from teachers within some of the regions. Two approaches were taken to increase the return rates:

- Following the advice of Ye (2007), hard copies of the phase 2 questionnaire were also sent out to 95 teachers to increase the sub-sample return. This resulted in 15 extra responses being returned by hard copy.
- SSAs were asked to forward names of teachers they had supported, but who had not necessarily completed the phase 1 questionnaire. This clearly meant that not all teachers in the sample would be able to be 'tracked', although it was considered that the need to boost the sample size of teachers that had worked with specific SSAs outweighed this problem. This approach resulted in a further 28 responses.

It was the intention of the researchers to aim for an even distribution of 10 returns across all 22 of the SSAs. As Table 3.2 shows, this was only partially successful, as the range of final responses for each SSA (denoted by a number randomly assigned to each SSA) ranged from three responses to 10, with a final total of 171 phase 2 responses being completed. While all regions and subjects were covered in the sample, teachers associated with six of the SSAs returned six or fewer evaluation questionnaires. Five of these six groups of teachers came from the North Island.

Table 3.2: Phase 2 teacher questionnaire response rates across the SSAs

SSA	Phase 2 Returns	Percentage of Sample	
		Phase 2	(Phase 1)
1	7	4.1	(3.0)
2	9	5.3	(4.5)
3	6	3.5	(7.1)
4	5	2.9	(2.5)
5	10	5.8	(5.1)
6	6	3.5	(5.0)
7	7	4.1	(2.2)
8	9	5.3	(5.1)
9	7	4.1	(4.7)
10	10	5.8	(6.3)
11	5	2.9	(2.5)
12	10	5.8	(4.0)
13	10	5.8	(5.0)
14	10	5.8	(6.6)
15	8	4.7	(8.3)
16	10	5.8	(2.8)

SSA	Phase 2 Returns	Percentage of Sample	
		Phase 2	(Phase 1)
17	8	4.7	(5.1)
18	3	1.8	(3.5)
19	9	5.3	(9.3)
20	9	5.3	(2.7)
21	5	2.9	(0.5)
22	8	4.7	(4.2)
Total	**171**	**100.0**	**(100.0)**

Survey content

The phase 1 questionnaire (see Appendix 1 for all items included) was designed to establish baseline data from teachers before the support of a SSA was experienced. The four sections of the questionnaire were:

1. Demographics
2. Teacher knowledge
3. Teacher confidence
4. Assessment theory and practice.

The demographic content of the questionnaire was primarily in response to the Ministry of Education interest in whether teachers' senior subject needs varied according to such variables as type of school, experience of teachers, and subject. The demographic questions did not include the school decile, as these were collected from a school database on a public website, based on 2006 records from the Ministry of Education.

The phase 1 questionnaire teacher 'knowledge' item Likert scales were constructed in response to the key tasks (Appendix 5) stated in the SSA contracts between the Ministry of Education and the six advisory organisations. These items were all based around themes specific to pedagogy, course design, NCEA implementation, assessment matters, and evidence-based practice.

Input on survey items was informed by an expert review[2], which resulted in primarily minor editorial changes to the wording of some items. The phase 1 questionnaire was also piloted by five people with experience of teaching NCEA assessed curricula, to ensure that the nomenclature was appropriate and also to offer guidance as to the length of time such a questionnaire would take to complete.

The third section of the phase 1 questionnaire also focused on the themes outlined above, but in respect to teacher confidence in their ability to apply their knowledge. The reason for this approach being taken was in recognition that the support of SSAs may have been as much to do with shifts in teacher confidence as knowledge.

The final section of the baseline data collection focussed on teacher perceptions of their theory and use of different forms of assessment. As the previous chapter identified, assessment reform has been at the forefront of changes in secondary schools in the last five years and thus it was deemed appropriate to explore how comfortable teachers felt in their knowledge and confidence of applying such practices.

[2] The review gave opportunities for feedback from the Ministry of Education and PPTA.

The phase 2 questionnaire mirrored the items from sections 2 and 3 of the phase 1 questionnaire so that shifts in knowledge and confidence could be tracked. It should be noted that a number of extraneous variables, beyond the scope of this evaluation, could be held accountable for such shifts (Cohen et al., 2003). Thus the survey also sought to establish the extent to which any such shifts could be attributed to the support of the SSAs by teachers. Clearly such an approach is based on the perception of teachers rather than independent observation, which needs to be taken into account when interpreting the findings.

The phase 2 questionnaire sought to explore teacher insights into some of the factors influencing professional development and learning. As this evaluation focuses on the impact of the SSA Pilot, these factors were limited to those that were in the locus of control of the facilitator, rather than the antecedent factors (e.g. characteristics of the professional development and learning participants) or organisational factors (e.g. ability of school structures to help teachers implement change) that may also have contributed to shifts in practice (Ingvarson, Meiers, & Beavis, 2005).

Finally, the phase 2 questionnaire sought teacher views on the extent to which they felt their identified needs had been met overall by SSA professional learning and development support.

Online survey design

As previously stated, online questionnaires were administered. Such a decision had ramifications for the survey design, as although the questions were planned on paper, the way they were communicated via an online platform can enhance or hinder response rates. The design of the online survey followed the advice that longer online surveys should be broken into sections rather than being a lengthy 'scrolled' environment, and that careful use of pull-down menus can give the appearance of a shorter survey (Lumsden, 2007).

Potential participants were notified of the survey by a direct e-mail, giving a brief outline of the survey with a web link to access the actual survey. The link took participants to a welcome page that outlined more fully the purpose of the survey and also online ethics information, outlining the confidential nature of returns (see Appendix 6). Notice was given that submission of a questionnaire was taken as acceptance of the ethics agreement between the research team and the participant.

The use of an online survey also helped speed up the data collation, as, once logged into a spreadsheet, data were able to be imported into the *SPSS* statistical package from where analysis of data was undertaken. Open-ended questions from the two surveys were manually coded by two of the research team. Inter-rater discussions aimed to reach a 95% agreement between the two researchers before coding was completed.

An overview of the timeframe for the SSA Pilot initiative evaluation is given below.

Figure 3.1: Evaluation data collection timeframe

	J	F	M	A	M	J	J	A	S	O	N
Evaluation contract signed											
Instrument design											
Ethics approval											
SSAs provide contact e-mails of teachers											
Phase 1 online teacher questionnaire administered											
Milestone 2 data analysed											
Literature review											
Research team provide SSAs with names of teachers who returned phase 1 questionnaires											
SSAs select purposive sample of 10 teachers from phase 1 sample and send to research team											
Phase 2 online teacher questionnaire administered											
SSA interviews											
SSS Team Manager interviews											

Chapter 4:
Senior Subject Adviser Interview Results

This section reports on the findings from the interviews conducted with each of the Senior Subject Advisers (SSAs). The two researchers who carried out the face-to-face interviews with the SSAs also transcribed the notes taken into Word documents. From the first 10 interviews three researchers read the transcripts and independently devised codes that reflected the nature of the evaluation questions, rather than using a grounded approach. After discussion they agreed upon seven codes for the SSA interviews. Using NVIVO7, two researchers coded interview comments into the seven codes and then identified themes within the codes used, as shown in Table 4.1 below.

Table 4.1: Coding categories for SSA interviews

Code category	Typical themes
Identifying needs	How teachers were contacted, how needs were identified; and the needs that were identified.
Building professional practice	Course and programme changes (e.g. changing to a unit standard/achievement standard mix); changes in pedagogy (e.g. using new teaching strategies or implementing literacy strategies); and the barriers to making such changes.
NCEA assessment	Mechanics of NCEA assessment (e.g. writing tasks and making judgements at the national standard).
The nature of professional development and learning contact	How clusters were developed; when cluster meetings were held; communication with and within the cluster.
SSA professional development and learning	Factors which contributed to the SSA's own professional development; the development which occurred; suggested professional development for the future.
Advisory support	Infrastructure and organisational support provided by the SSS.
Matters arising	Length of the secondment; tensions between the SSS philosophy and role of the SSA; the role as a career move; the size of the task.

Identifying needs

The feedback from the SSAs provided three major themes in identifying needs:

- Contacting teachers and establishing databases
- How needs were identified
- Teacher needs that were identified.

Contacting teachers and establishing databases

There is no central, easily accessible database of teachers (or even schools) nationally or regionally who teach a subject, so SSAs had to create their own databases, using a variety of methods to contact teachers. Table 4.2 reports the methods and frequency of SSAs who reported using this method. Some SSAs used more than one method.

Table 4.2: Contacting teachers and establishing databases

Methods	Number
Subject Association mailing lists	8
SSS (existing adviser) database	7
Faxes and or letters to "…. Teacher"	5
Letter to school administration or HOD of subject	4
General e-mail to school administration	2
Visited schools	2
Rang every school in the area	1
Contacted school community – Te Reo kawa	1
Pre-arranged workshops	1

For some SSAs this took most of Term 1 to achieve, but all SSAs created an e-mail database of teachers teaching the target subject in the allocated area, although even with this the SSAs felt they still never knew if they had made contact with everyone and some continued to use hard copy mailouts to schools in addition to electronic means. If SSAs did not hear back from teachers they developed tactics in order to make contact. This included cold calling at schools; requesting that schools host a cluster meeting; and making phone calls to schools or individual teachers to encourage teachers to attend clusters and use the SSA service. Some SSAs rationalised their efforts stating that with only one year in the job they could not afford the time to follow up reluctant participants, and decided to work only with the willing and those with expressed needs. It was beyond the scope of this evaluation to probe the reasons for teachers not availing themselves of the services of the SSA, but Ward's (2007) finding in the Review of the Specialist Classroom Teacher Pilot that "asking for 'help' or support in some ways implies failure rather than a desire to do better" could be a factor.

How needs were identified

A variety of methods were used to identify the needs the teachers had, but the majority were self-identified needs of teachers from replying to a survey or questionnaire. Some SSAs who are, or had previously been, NZQA moderators and/or markers said they knew from their work in this position what the issues facing teachers in their subject were. Table 4.3 outlines the variety of methods used and the frequency with which it was used.

Table 4.3: How needs were identified

Methods	Number
Teacher identified from questionnaire	13
Knowledge from a separate position, e.g. moderator, marker	5
Feedback from workshops	4
SSS advisers	3
NQF results	2
SSS information	1
Asked face-to-face or phone	1
Information from National Assessment Facilitator (NAF), National Moderator (NM)	1
Own experience	1
Informal networking	1
Another SSA	1

Teacher needs that were identified

The needs that were identified were varied and by no means solely related to NCEA, as Table 4.4 shows. Some SSAs stated that teachers did not always know what they needed. This was evident from comments the SSAs made in regard to assisting with moderation where the teachers initially disagreed with moderation decisions, but in the SSAs' opinion the moderation was accurate. When work had been done on interpreting the standards, teachers were more likely to realise this was the case. SSAs indicated that networking with the National Assessment Facilitator (NAF) and the National Moderator (NM) would be beneficial in meeting the key outcome of improving teachers' judgements of students' internally assessed tasks.

Table 4.4: Teacher needs identified by SSAs

Needs	Number
Inexperienced teachers	10
Understanding standards	10
Resources	7
Having a contact/liaison for the subject	7
Content knowledge	7
Pedagogy, literacy, formative assessment	6
Writing/marking internally assessed tasks	4
Keeping up to date with NCEA changes	4
Assessment system in general	4
Isolation	3
Moderation issues	3
Scholarship/high achievers	3
Planning	3
Training (lack of in subject)	3
Subject curriculum	2
Unit standard resources/tasks	2
Code of Practice for Science labs	2
Māori contexts	1
Relatively new subject	1

The category 'inexperienced teachers' includes beginning teachers, overseas trained teachers (OTTs) and teachers new to a subject or a particular level of a subject. According to the SSAs OTTs in particular arrive in New Zealand with little or no knowledge of NCEA and how it operates, and may struggle to get subject specific professional development. Some SSAs expressed the opinion that prior to the SSA Pilot some subjects had experienced very little advisory support and teachers were left to fend, often unsuccessfully, for themselves. This need for support of new teachers was also a feature in a recent review of NCEA school-based professional development (Starkey et al., 2006). Some of the SSAs stated that schools can provide general information with regards to NCEA, but not the subject specific detail which is needed.

The needs identified by the SSAs which are specific to NCEA included teachers not understanding how to interpret achievement and unit standards, so struggling to write or

adapt suitable assessment tasks, and also to accurately assess students' work against the standard. The SSAs reported some teachers were aware of this lack of understanding; others, as previously mentioned, continued to believe they were right and the moderator wrong. According to the SSAs, teachers also identified that they struggled to keep up to date with the constant changes to standards and it became apparent as the SSAs worked with teachers that some were unaware of key documents such as examiners' and national moderators' reports.

Isolation not only referred to teachers in isolated areas, but also to sole teachers in schools. While only three SSAs specifically mentioned that teachers' isolation was a particular need, it became evident in the interviews that many of the issues the SSAs were asked to help with were influenced by teachers not having another subject expert in their own school or nearby to consult with.

Through their experiences both in their current position and previously as teachers, SSAs were able to identify issues and themes specific to their specialist subject. These are summarised in Table 4.5. The different needs often reflect historical issues about the subjects. Some subjects now contribute towards NCEA Level 3 when previously they were not a part of the old University Entrance, Bursaries and Scholarship (UEBS) awards. As a consequence, such subjects do not have the many years accumulation of shared understanding and resources, especially around assessment, as seen in other subjects.

Table 4.5 Subject themes – as identified from SSA interviews and milestone reports

Subject	Themes
Subject A	• Internal assessment • Provisionally Registered Teachers (PRTs) • Teachers' understanding of NCEA • Need for improved unit standards tasks
Subject B	• Teachers not trained as specialists • Lack of resources including textbooks • A lack of a teachers' network • Need for improved unit standard tasks • Review needed of unit standards • Not a scholarship subject
Subject C	• Tasks for internally assessed standards • Pedagogical content knowledge • Internal assessment in general, including moderation • Teaching high achievers
Subject D	• Inexperienced teachers • Subject related pedagogy • Teaching high achievers • Code of Practice – often falls to [subject] specialists
Subject E	• Newer subject – still embedding • High turnover of teachers due to burnout • Isolated teachers – often sole charge • Assessment tensions • Pre-service training • Content knowledge
Subject F	• New teachers • Changes to standards and no/late/poor exemplars • Overseas trained teachers with poor knowledge of NCEA • Difficulty of some externally assessed standards

Subject	Themes
Subject G	• PRTs • Overseas trained teachers • Standards interpretation • Resistance to NCEA • Assessing in different ways – as a part of teaching
Subject H	• Time to learn content knowledge • Inexperienced teachers • Teachers not trained as specialists • Isolated teachers – often sole charge • Having good practicals, using specialist apparatus • Internal assessment
Subject I	• Planning • Teachers being up to date • PRTs – including primary trained teachers – limited NCEA knowledge • Content knowledge
Subject J	• Lack of understanding or rejection of the curriculum • Interpreting standards, assessment schedules, and moderators' reports • Teaching of subject in Years 9 and 10 • Teachers not trained as specialists • The subject is just hanging in at a national level • Moderation issues
Subject K	• Teachers have a wide range of needs, e.g. relevant content, experience and training, targeting students' needs • Interpreting standards • Being up to date • ICT training for new technologies

Building professional practice

When SSAs reflected on the focus of their activities with teachers, it became evident that there were two broad groupings, one of which related to courses (at particular levels) and the assessment of these courses. The second grouping, broadly described as pedagogy, related to generic aspects of teaching and learning but which had been adapted by SSAs to reflect the nature of the appropriate specialist subject. Within this code category of 'Building professional practice', SSAs were able to identify potential and actual barriers to teachers developing their skills and understanding. Some barriers related to teachers' own abilities, but many factors were influenced by external factors and pressures.

Courses and assessment

An example of teachers 'not knowing what they don't know' related to the way teachers planned courses and for the assessment of these courses:

> "What teachers are doing and what they think they are doing are two different things."

Even those teachers who would be considered experienced practitioners in course design and assessment (and who had participated in the original NCEA 'Jumbo Days'[3]) had little experience of the possible range of practice, as most of them worked in isolation from other teachers, few having the luxury of working with other specialists within their school, and still fewer working across schools. Table 4.6 reports the main focus of SSAs in this area.

[3] Jumbo Days were centrally funded opportunities for professional development in which schools clustered in order to implement the NCEA qualification over the period 2001-2003.

Table 4.6: Courses and assessment

Focus	Number
Using data and/or evidence (to change courses)	13
Unit/achievement standard mix	8
Schemes of work	7
Using unit standards	6
Finding out the needs of students	5
Reducing assessment	4
Assessing in different ways	2
New courses/combining courses	2
Using fewer unit standards	1

Using data and/or evidence was an early focus for workshops. Many SSAs made reference to their own professional development in respect to this, citing the 'Knowing Your Students' session at the first Ministry of Education SSA hui and the MoE resource 'Consider the Evidence'. Some SSAs found that using data, and then getting teachers to consider it, was not an easy process.

"It has been tricky – taken me a while to get my head around what evidence is. It's difficult to get teachers to look at this – I'm still working on it."

"We started with data analysis – gave it a different focus to other cluster meetings – some teachers found it quite interesting."

SSAs reported that often teachers were unaware of the flexibility possible in the nature (and amount) of assessment within their courses at any given level. SSAs reported that the predominant practice was to build a course based around all of the achievement standards for the subject at that level (usually 24 credits), without regard to the nature and needs of their students. As a consequence, a focus for SSAs was to build teacher capacity in analysis of National Qualifications Framework (NQF) data, as well as of other evidence (e.g. student voice, exemplars of student assessment), so that they could make informed decisions about their courses and the nature of the associated assessment. This included the balance of internally and externally assessed standards and the possible reduction of credits and number of assessments. In considering the latter points, Hipkins, Vaughan, Beals and Ferral (2004) warn that "factors used to argue for credit reduction can also be used to argue against it", and SSAs indicated that it is not the number of credits in the course but the workload for teachers and students associated with assessment that is the most pressing issue.

Several SSAs identified that teachers were unlikely to use unit standard assessment within their courses. Much of this related to teachers not being aware of appropriate standards to use in their courses and the mechanics of combining unit and achievement standards in a single course. There is also pressure within some schools to avoid the use of unit standards, which often are considered to have lesser status than achievement standards, and as Hipkins and Vaughan (2005) point out, teachers themselves have "a continuum of opinion" surrounding the relative merits of unit and achievement standards.

Some SSAs were concerned to note that some teachers did not have a working scheme for a course (or a number of courses); rather the course was stated as the detail of the achievement standards at that level. In cases such as this, the SSA was able to assist teachers in developing their own scheme for the course, based on material provided by

the SSA and adapted in conjunction with that teacher. This was often identified through personal contact with teachers and some SSAs worked with teachers to develop schemes for new and already existing courses, often giving them the SSA's own scheme and helping the teacher to adapt it.

> "I have supplied some teachers with supporting the writing of a scheme structure. This is still a working document – it is a skeleton with hyperlinks to resources."

In considering specific assessment needs, SSAs also worked with teachers on courses that combined two (or more) subjects, with the planning for this shared between SSAs (or SSS advisers) for different subject areas. Another focus was the combination in courses of standards developed for use in schools and industry training organisation (ITO) developed standards. Often for these teachers, the need was to select the most appropriate standards from the vast numbers available and to keep the assessment manageable.

SSAs identified barriers to teachers designing more effective courses and improved match with NQF assessments. The first related to teachers' own knowledge and skills. Many teachers, especially PRTs and OTTs, were developing their understanding of how the NQF works and in general, most teachers were still developing understanding of how to use data (and, indeed, what types of data can be used) in order to plan for student learning. School structures were a barrier to teachers matching courses to student needs. Often there was no flexibility within the school to change courses, with schools setting requirements for credit values for courses, or requiring achievement standards only to be used.

"Teachers look at results but are not sure how to address issues or make changes to course, teaching and assessment. One suggested the best way to fix results is to raise the entry requirements."

"Some teachers are not using data well – they use marks only and are a bit fixated on beating last year's results."

"We have one of the most flexible assessment systems in the world, but it is not being used – it is not allowed to be used."

Pedagogy

SSAs considered a wide range of pedagogical aspects (Table 4.7) in developing their modus operandi as SSAs. Sharing of practice between SSS advisers, including SSAs, was a key to this. Many SSAs built on their own previous professional development and programmes within the SSS region to develop subject specific teaching and learning strategies to share with teachers. For subjects with several SSAs, a feature was the pooling of their expertise (often at a distance) to develop a coherent plan for professional development within the subject.

Table 4.7: Pedagogy

Focus	Number
Using resources/activities in teaching	11
SSA modelling	10
Literacy	8
Formative assessment	8
Content knowledge	7
Pedagogical content knowledge[4] (PCK) in general	6
Reflective practices – teaching	5
Blooms/questioning/higher level thinking	4
Teaching and learning strategies	4
Cooperative learning	4
PCK – for practical situations	3
Using new contexts	3
SSA observing	3
Self-assessment reflections – students	2
Student evaluations	2
New ways of teaching	2
Lead-in years (year 7-10)	2
ESOL – using the Language and Learning DVD	2

Within the broad sweep of pedagogy, SSAs identified the value of using existing pedagogical foci in SSSs to develop and enhance teacher capabilities. One of the reasons, however, that these approaches may not have been successful or have been resisted in the past is that senior subject teachers have not seen the approach as being relevant to their subject area(s). This could be due to the often generic nature of the approaches used in previously experienced professional development where subject teachers have felt alienated or patronised by the content of the material used. SSAs were able to use their subject expertise to customise the approach to the specific subject, often in conjunction with other SSS advisers. That literacy and formative assessment were commonly used speaks for the emphasis placed on these areas within the SSSs.

Subject specific foci related to sharing of strategies and supporting resources, pedagogical content knowledge (including practical situations), and the choice of relevant new contexts. Here, SSAs self reported their expertise as being crucial in promoting approaches that centred on the needs of the learner.

In some subject areas, content knowledge first and then pedagogical content knowledge were often seen by SSAs to be urgent issues requiring immediate action. In these subjects, a large proportion of teachers had not trained as specialist teachers of the subject, sometimes because of the limitations in the provision of training in pre-service teacher education and sometimes because the lack of specialist trained teachers resulted in non-specialist teachers being co-opted into teaching the subject. In all of these cases,

[4] Pedagogical content knowledge is a term coined by Schulman (1987) to describe the integration of content knowledge and appropriate pedagogies in order to effectively instruct learners.

little, if any professional development was available to support these teachers in the transition and associated skills development. To a smaller degree, some SSAs focused on the lead-in years to the senior subject and developing teacher understanding of the scaffolding of learning within the subject.

In subjects where teachers' content knowledge and pedagogical content knowledge were generally sound, there was a greater focus on developing strategies for increased student involvement in, and awareness of, their own learning. For all subjects, however, alongside the development of pedagogy within subjects, there was also a need to address subject related content knowledge and PCK for inexperienced teachers:

> "A challenge is that teachers are good at talking about the outcomes, but find it harder to talk about the pedagogy behind the outcomes."

Within the focus of pedagogy, SSAs were very aware of the need to model good practice rather than just promote its use. Getting into classrooms was not always easy for SSAs. Establishing trusting relationships with teachers took time and some SSAs overcame this by offering to teach in the classroom, so that they could give teachers practical experience of the strategies and show theory in action. Even so, there was still resistance and this coupled with the logistics of travel saw SSAs not visiting classrooms as much as they would have liked. Even when SSAs visited teachers in a school, this was often during the teacher's non-contact time. As a result, SSAs identified that their approach was generally more of a 'quick-fix' nature rather than addressing the teaching-learning relationship at an in-depth level. This proved to be frustrating for some SSAs.

SSAs commented that, in general, it was too early to tell if shifts in teachers' professional practice had occurred. The opportunities afforded to SSAs to visit classrooms and observe teachers in action had been relatively infrequent (and usually only confident teachers provided such opportunities) and so there was little direct evidence available. Any shifts that have been reported have been via self-reporting by teachers to SSAs, although the SSAs can corroborate greater confidence in these teachers.

NCEA assessment

One of the stated key tasks of the SSA Pilot was to support teachers in assessing for NCEA. In respect to this, the work done by SSAs with teachers in NCEA assessment fell into three themes:

- Accessing and understanding NCEA resources (including unit standard related materials)
- Writing assessment tasks and assessment schedules
- Making appropriate judgement decisions against NCEA criteria, especially around grade boundaries.

Accessing and understanding NCEA resources

Raising teachers' capabilities in interpreting or 'unpacking' the standards is demonstrably a need and remained a focus of SSA professional development through the year (see Table 4.8). SSAs pointed out that it was a number of years since the 'Jumbo Days' of the early 2000s, and in the ensuing years many new teachers had entered the profession both as PRTs and from overseas. In some regions SSAs contributed to the work of their host SSS in the NCEA refresher course being offered, and SSAs indicated that this focus

Table 4.8 Accessing and understanding NCEA resources

Focus	Number
Interpreting / 'unpacking' standards	10
Accessing resources	7
Keeping up to date	5
Finding support material	4
Accessing others (National Assessment Facilitator, National Moderator)	2
Finding out what is required for externals	1

should continue to be a professional development requirement in future years. SSAs pointed out that many teachers, despite good intentions, remained unaware of how and where to access appropriate and relevant information and resources relating to assessment. Often they supported teachers in developing these abilities and sometimes these resources were provided, as some teachers simply did not have the IT skills to find them themselves.

One benefit for teachers reported by SSAs was that many SSAs were able to establish themselves as conduits for the flow of information, including interpretations of standards and other assessment information, between teachers and key figures in assessment systems, such as National Moderators and National Assessment Facilitators at the Qualifications Authority (NZQA). Often SSAs had previously been part of moderation or examination systems, but they felt that the SSA role itself was the key in gaining access to these people.

Writing assessment tasks and assessment schedules

Support provided by SSAs for the writing of tasks took a number of forms and much of this occurred in relation to subject-specific issues. For internally assessed achievement standards, writing new tasks or rewriting available tasks (usually from TKI[5]) was a common focus. Often there was dissatisfaction among SSAs and teachers that assessment exemplars provided were not suitable and still required considerable rewriting to be able to be used with their classes. According to SSAs, the writing of assessments remained a contentious issue for teachers, and for many, the expectation that they will eventually be capable in this area was unrealistic. SSAs pointed out that, even for experienced teachers, it was not easy to write good assessments and the skills required were not widely distributed in the teaching population. A few SSAs who asked "why *should* teachers write assessments?" pointed out that for some teachers, this was not a realistic expectation given their skill sets. Another issue identified by SSAs was that for teachers to write their own quality assessments was simply not a good use of teachers' time – it took too long to produce a quality assessment. Of concern to some SSAs was that for some teachers, writing their own assessments placed them at risk, with some school managers using perceived lack of ability in this area for appraisal and/or competency:

> "I could ask why? This is a time consuming process and high risk professionally. A new task needs to be written, and then peer critiqued, and then moderated. The moderation report goes to the principal – teachers feel this questions their professionalism and principals use these to make judgements on teacher professionalism and performance. [It is] Much less risky to have one from the net slammed. Many teachers teach 3 levels of NCEA so they have no time to rewrite internal assessment tasks for all three levels."

[5] Te Kete Ipurangi (TKI) is a website repository of materials of interest and for use by NZ teachers.

Table 4.9 Writing assessment tasks and assessment schedules

Focus	Number
(Re)writing achievement standard tasks	9
Writing resources for unit standards	7
Why should they? Too risky (moderation, senior management)	5
Why should they? No time/unreal expectation	4
Matching tasks to standard	3
Writing for new/specific achievement standard	3
Writing for local context	3
Writing for scholarship	3
Using exemplars	3
Matching to language used in web materials	2
Moderating tasks	2
Using web materials	1
Writing for externals	1
Template for those who can't write tasks	1
Want exemplars that work	1
Better tasks needed	1
Evaluating tasks	1
Why should they? Quality tasks and schedules already available	1

Nevertheless, SSAs reported supporting teachers in a number of activities related to task writing as the year progressed (see Table 4.9). There was specific focus on writing tasks for assessment of unit standards, with SSAs in one subject setting up a network of keen teachers to share writing of tasks and evaluating them. The resulting tasks were shared with other teachers in the whole network. In a number of subjects, writing assessment tasks focused on achievement standards that had been identified by moderation as being a problem in the past, in order to get a better match between the task and the standard. Other activities involved writing tasks to include local content, writing tasks that could be used as practice tasks or school examinations for externally assessed standards (including scholarship level), and evaluating tasks for use. SSAs ensured that once tasks had been written (usually a collaborative process), the fruits of teacher labour were shared amongst teachers in the network, or placed on subject association websites. Interestingly, some SSAs found that getting teachers to write their own answers for assessments was a useful strategy for producing improved assessment schedules.

Making appropriate judgement decisions against NCEA criteria, especially around grade boundaries

Developing teachers' shared understanding of the assessment of student work against standards was a focus for most SSAs (see Table 4.10, below). Access to, and understanding of, moderators' reports and current interpretations were crucial, and a number of SSAs credited their experiences as moderators as being very helpful. SSAs commented that access to moderator training, especially early in the year, should be provided for all advisers in senior subjects, as the SSAs acted as a 'pseudo' moderator in the process of supporting teachers in making judgements.

Table 4.10: Making appropriate judgement decisions against NCEA criteria, especially around grade boundaries

Focus	Number
SSA as pseudo-moderator – helping teachers make judgements	12
Using exemplars to practise this	11
Evidence – none	8
Evidence – SSA observed	6
Unpacking moderation report	5
Evidence – teacher's own report	4
Evidence – from moderation (by moderator)	4
Setting up moderation networks	3
Exemplars for external achievement standard	2
Affirming good practice	1
Not much done	1
Template for analysis	1
Mechanics for assessment of performance	1
Working with others	1
Sharing understanding of external AS – using markers	1
Teacher writing answers for own tasks	1
Evidence – from moderation (by SSA who is a moderator)	1

Most commonly, SSAs used exemplars of student work, both for internally and externally assessed standards, to allow teachers to practise their skills and identify the points of difference for differentiating at the grade boundaries. Information from past moderation was used to clarify expectations of student performance. SSAs often utilised the skills of teachers who had been examination markers to support teachers in the judgement process.

Moderation of teacher judgement of student work continues to require support. Some SSAs set up moderation networks to support the process for sole-charge teachers and, again, some subjects had specific issues when it came to assessing students. An example is the assessment of performance, for example in Drama, and the need for demarcation of the roles of teacher/director and assessor.

Feedback from the subject moderator proved contentious for some teachers. Consistency of moderation could be an issue and SSAs with moderation experience were able to provide advice to teachers in this respect, especially in challenging moderation reports. Again, moderation is an area of risk for teachers – if it is too hard hitting, teachers may ignore the points made by the moderator and not make necessary changes. Teachers have told SSAs that they believe that moderation should provide more advice and not just criticisms. SSAs were aware of examples when moderation results have been used for competency purposes by school management:

> "I found that some schools' SMTs are using moderation results inappropriately – so teachers are discouraged from using borderline assessment."

The fear is that if this is done without understanding of the moderation process it can be inappropriate and unfair with consequences for teachers' practice and career. Because judgements are reported as a number e.g. 5/8, this is wrongly interpreted as a grade.

Teachers may be less likely to send in borderline cases if there are potentially negative consequences as a result of doing this.

Because the SSA interviews for this evaluation were conducted in the middle of the external moderation process, the evidence that teachers' abilities in making judgements had improved was not widely available. However, a small number of SSAs had observed teachers and reported improvements in confidence, supported by a small amount of moderator feedback.

According to SSAs, skills related to the assessment of student work against standards remained an area where ongoing professional development was required. While SSAs had contributed much time to this focus, especially in making appropriate NCEA judgements, the nature of the teaching profession is that there will always be inexperienced teachers who need to develop these skills. While these teachers can, and should, be supported in their schools to access information and resources, there is a need for subject specific professional development in order to promote a shared understanding which SSAs believed should continue to be provided for.

SSAs reported that the number and quality of exemplar tasks on TKI was an issue for some subjects. Some exemplars were purely generic and some teachers had struggled to adapt these to local and/or relevant contexts. Some SSAs identified that this was best done working one-on-one with teachers. Another disadvantage reported was that generic exemplars did not have evidence statements, so teachers were not able to see quality examples:

> "No exemplar for 2.4 (it came out at the end of Term 1) – the nature of the task had changed considerably and then when the task came out it was not very good – it was hard for teachers to even work out how the answers were obtained."

When standards are altered, it does not necessarily follow that a quality assessment will be placed on TKI in good time for teachers to benefit from it. An example of this occurred in one subject, when the exemplar concerned was not suitable for use. Subsequently this standard and writing assessment tasks became a focus of the SSA.

The nature of professional development and learning contact

After establishing contact with teachers, SSAs tended to operate with teachers in three main ways:

- Groups of teachers in workshops, including cluster meetings
- Individual teachers or departments (at the school)
- At a distance, by e-mail, telephone, mail, using ICT.

There was considerable crossover of teachers across these methods, and many teachers attended multiple workshops/clusters as well as being members of SSAs' contact lists and possibly participating in school visits.

Working with groups of teachers

Often acting on advice within the host SSS, SSAs divided their regions into manageable groupings for clusters. Some SSSs had already scheduled regional workshops for SSAs to facilitate and so these groupings were often used as the basis of clusters. For the most part, SSAs had the freedom to set up clusters as they saw fit and often considered specific regional or individual teacher needs in doing this. Existing subject associations were often used as a basis for organisation and in some areas SSAs were able to work with already existing clusters. Making individual invitations via the SSA's e-mail networks was seen as one of the best ways to get teachers to attend workshops.

Other factors for SSAs to consider in determining the nature of contact with groups of teachers were:

- the professional development funding available in schools for teacher release. This had a consequence in determining whether workshops were to be held during school hours or as after-school clusters. As SSAs carried out repeat visits in a region, they found that the funding started to run short.

- the situation of the schools. When teachers and SSAs had to travel long distances, travelling time had to be taken into account. Often, SSAs planned for afternoon workshops that continued until 5.00pm. Having after-school meetings in some regions would not have been an effective use of teacher time. In cities, teachers were often given a choice of sessions, so groupings could be quite fluid, whereas in smaller towns and rural areas, choices were limited and groupings more stable. Sometimes SSAs had to negotiate entry into school communities, with introductions proving vital.

"I have after school cluster meetings because the PD budgets are too low for in-school workshops."

"After school is not a good working time for teachers – they are worn out from a day in the classroom."

"1pm – 4pm time slot works well for relief and no course fee – PD budgets vary from school to school."

"The region is very spread out so the location of meetings needs to be strategic to get attendance. I have had two tours of cluster meetings. Cluster meetings are generally full day. I do some half day clusters – it allows more choice."

"I ran workshops with local HODs – had to negotiate local kawa. Teachers and HODs had to feel comfortable with me. I needed their permission to enter their region and to be taken onto their marae (schools). I had to win respect of local people and do things properly."

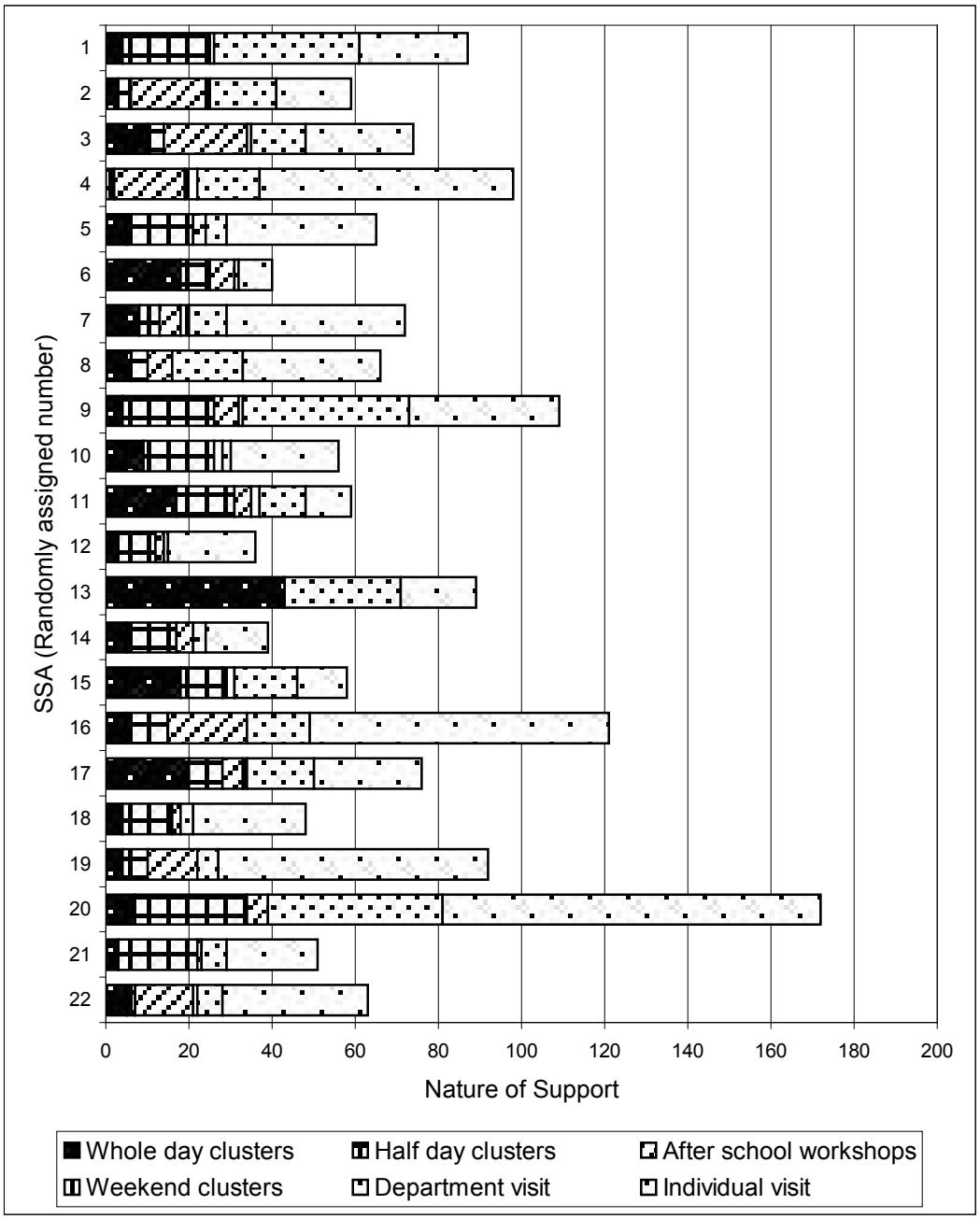
All SSAs conducted some form of workshop (see Figure 4.1), whether it was during or outside of school hours or a combination of these. Approximate total attendance of teachers at these workshops was recorded for each type of contact (see Figure 4.2), but it must be noted that it would be erroneous to add the totals together as they are not mutually exclusive. All numbers of workshops included follow-up meetings; if a SSA had a cluster meeting each term, then each meeting was counted.

Twenty-one of the SSAs report facilitating whole day sessions with a median of 15 clusters per SSA. Up until the end of Term 3, 181 day workshops occurred with one SSA running 43 such workshops. Over 2000 teachers attended these programmes.

Twenty-one SSAs hosted 223 half day workshops with a median of 10 per SSA. Over 1600 teachers attended. Many of these workshops ran from 1.00-5.00pm as there was less of an impact on teachers' timetable commitments.

Seventeen SSAs facilitated 143 after-school meetings, with a median of 5 per SSA. Almost 1100 teachers participated in after-school meetings.

Figure 4.1: The nature of individual SSA contact with teachers

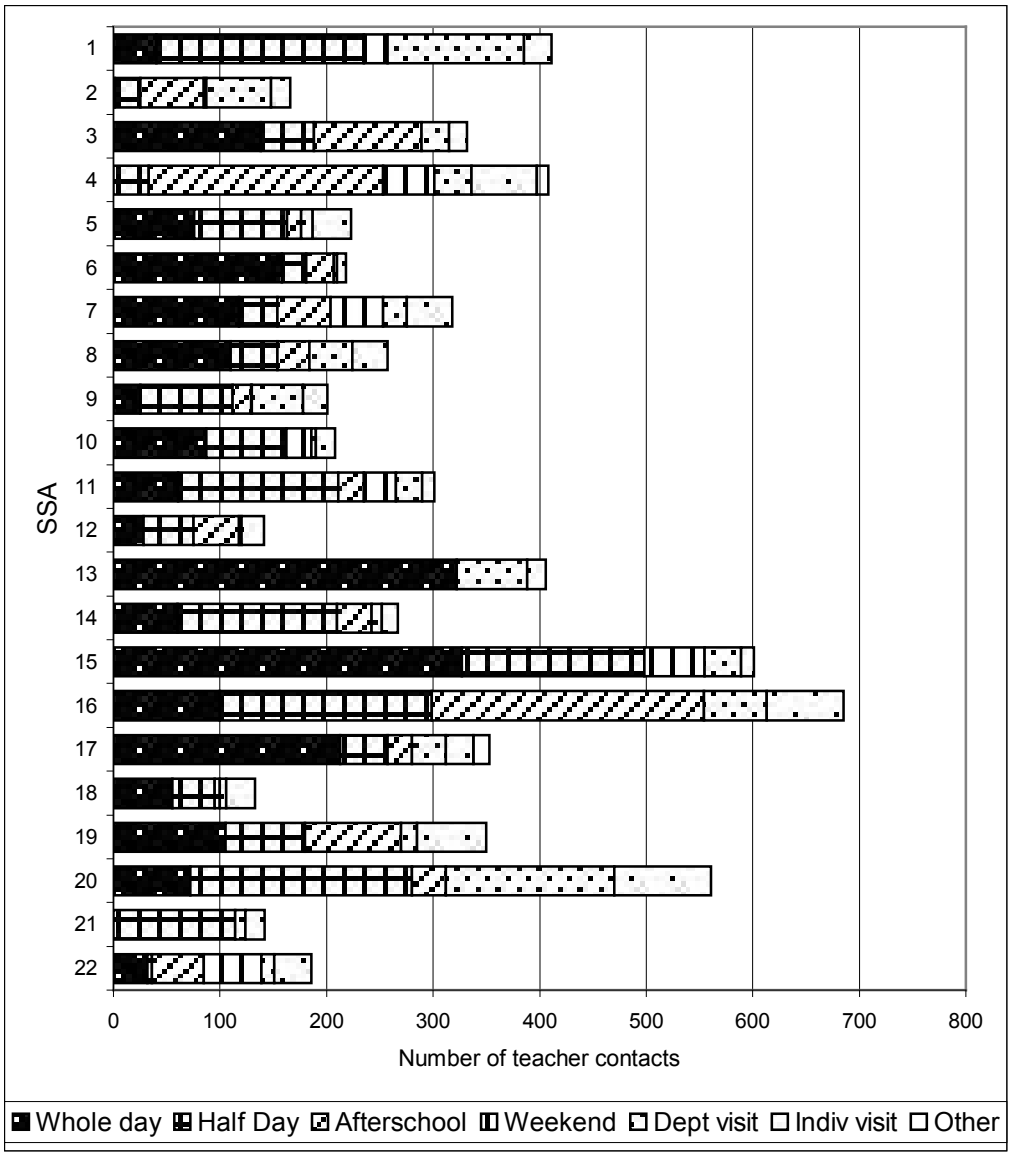


Half of the SSAs conducted a small number of workshops in settings outside of the normal school week. Weekend meetings were usually specially arranged workshops for teachers, while in holiday time, a few SSAs worked with students and teachers in specialist interest areas such as scholarship preparation, or presented at subject conferences.

Analysis of Figures 4.1 and 4.2 helps give an impression of the wide variability of the numbers of discrete professional development events and teachers serviced by individual SSAs. To help integrate the results of the two graphs whilst maintaining confidentiality, the numbers given to SSAs were randomly generated for Figure 4.1 but are the same for Figure 4.2.

It is evident from Figures 4.1 and 4.2 that SSAs 16 and 20 stand out for the numbers of support types and teachers served. These may be contrasted to SSAs 6, 12, 18 and 21 who report far fewer numbers of facilitated support, with fewer numbers of teachers being served.

Figure 4.2: Number of teacher contacts made by individual SSAs



When interpreting these results, it is important to take into consideration that some senior subjects represented by the SSAs have very different numbers of teachers in their regions. However, the assumption that those SSAs working in areas with greater populations will serve larger numbers of teachers is not the case for some of the SSAs. Likewise, the assumption that SSAs serving large geographic areas will serve fewer teachers because of travel is also not always the case.

It is possible that the wide variability of the numbers of support types facilitated by SSAs (Fig. 4.1) might reflect differences in SSA approaches to their work. For example, SSAs 6 and 13 facilitated a large number of day long workshops proportional to their entire output (approximately 50% for both SSAs) while other SSAs had a greater emphasis on individual support, such as SSAs 4 and 16. It is inherently dangerous to make comparisons between individual SSAs, such were the contextual influences on the way they worked.

Interestingly, the majority of SSAs (18/22) recorded the same number of individual teachers served as visits made to support individuals. This suggests that most individual support was a one-off face-to-face experience, which perhaps supports the comments of

a few SSAs that their work was often of a 'quick fix nature'. There were, however, several SSAs that reported multiple onsite visits to individual teachers.

Figures 4.1 and 4.2 also show considerable variability in the number of department visits made by the SSAs. This may be explained by the fact that for a number of senior subjects a sole 'teacher in charge' is the norm (see Chapter 6 for supporting demographic data). Thus some of the SSAs are more likely to have emphasised other types of support.

Using workshops as a medium, SSAs were able to reach many teachers and target specific areas, especially those that promoted shared understanding, such as moderation of tasks and student work, interpretation of standards, writing assessment tasks (especially for unit standards), and practising making judgements. SSAs focused on individual topics or subject areas in order to promote mutual understanding. Some SSAs were able to specifically target groups, for example HODs or PRTs, while others targeted needs at regional level.

"By using student exemplars and discussing the grades awarded in a cluster group situation where several opinions and ideas exist, this can lead to a successful interpretation of the standard and judgement. This has been powerful: professional discussions can take place, which are not happening in schools as most are sole teachers, and so have limited time for consultation with other teachers."

The mean number of teachers attending whole day workshops varied greatly between individual SSAs, with a range of 26 to three teachers. The mean across all 22 SSAs was approximately 11 teachers for day long workshops and 8 teachers for half day workshops. Not too much should be read into the numbers attending these workshops, as many factors could be responsible. However, SSAs recognised that running workshops did not fit well with in-depth professional development or match the wide range of expertise and individual needs of teachers. Often SSAs were able to address teachers' understanding of teaching and learning strategies, but in terms of developing teachers' skills in using these strategies, 'one-size-fits-all' workshops were not considered as effective by some SSAs:

> "Clustering is a good way to capture a lot of teachers and fit within a budget, but not effective for making change. It can be difficult when usually a huge variation of understandings are found at these meetings and cannot do justice to all."

Working with individual teachers or departments

SSAs made over 300 visits to departments (two or more teachers) and a further 700 visits to individual teachers, working with over 1500 teachers (see Figure 4.2). SSAs hosted in larger cities were often better placed to visit teachers in their schools, but on the road, SSAs were able to schedule morning visits alongside afternoon workshops.

SSAs indicated that gaining access to teachers had to be as a consequence of establishing relationships and trust, often through workshops and/or clusters. Sometimes cold-calling was used to set up visits to reluctant (or shy) teachers and SSAs used their e-mail networks to advertise their availability to come to schools.

Working at a distance – e-communities

All SSAs reported using e-mail to communicate with teachers, many producing regular newsletters (each month or term) or weekly bulletins. SSAs shared resources such as assessment tasks, activities and strategies, with some SSAs using mailouts to reach those who did not favour communication by e-mail. Often SSA newsletters were aligned with subject associations and SSAs became part of, or even helped to set up, formal subject websites. Sharing of resources was a focus of these websites, as well as being a

repository of all manner of subject related material, although the evolution of interaction on these sites, as places where teachers discussed how these resources may be used, was not a strong feature of the e-communities.

SSAs themselves pointed out that e-mail networks, even those established around a cluster focus, were very much a linear way of communicating. Although teachers in the network were given the means to make contact with others, they tended not to; rather they tended to use the links to communicate directly with the SSA. Several SSAs report teachers using the links to communicate with each other, but for most SSAs the links had not promoted interaction between teachers.

While SSAs had used existing subject association websites and links, for some subjects there were, according to a handful of SSAs, too many spaces catering to teachers. This had led to duplication of materials and this consideration affected how the SSAs had set up their e-communities. For some, it has made them decide not to set up platforms for e-communication. SSAs stated subject advisers were points of contact for teachers and with one SSA pointing out that co-ordinating the subject website could be a future role for the SSA. Although many subject associations have websites, few have the facility for online conferencing or communication and this could be a future focus.

The main way that SSAs facilitated collaboration using information communications technology (ICT) was by video/audio conferencing. Nine SSAs reported utilising regional ICT facilities to set up electronic cluster meetings. Most of these were in the South Island using WestNet and Elluminate (hosted in Southland) and in the North Island CoroNet and Piopio Knowledge Net.

Several SSAs reported setting up (or considering setting up) blogs or wikis, but again some were concerned that by doing this, they would be duplicating what was already being done by subject associations.

The sustainability of clusters

For clusters established or re-started by SSAs, a real concern for SSAs, and also teachers, was how likely the clusters were to remain functioning in subsequent years. Many teachers participated directly with the SSA and more work would need to be done in order to establish teachers in lead roles. Some SSAs predicted this early and worked with targeted teachers to mentor them in this role, but for most getting teachers organised into clusters and facilitating meetings, discussion and sharing was as much as they could reasonably do given the scope of their regions and the timeframe allocated. Regardless, most SSAs believed that clusters needed continuity of organisation and that this would best be done by the SSA or a subject adviser.

"SSAs are needed to keep clusters going, schools don't look to each other."

"Schools would be able to have clusters in future except that without an external adviser, schools wouldn't get it as PD. Can it be maintained? Would they need funding to bring in outside experts?"

Having built the networks and established the trust, SSAs were concerned that teachers would feel betrayed if the SSA programme simply stopped. Teachers often asked SSAs about what would be happening in 2008, some directly stating that for the programme to finish would be yet another example of the rug being pulled out from under them. Having a person to contact was, for teachers, the first step in engaging in developing their own professional practice.

SSA professional development and learning

All of the SSAs were overwhelmingly positive about the opportunity to be involved in this role and that just being in it had contributed significantly to both their professional and personal development. This section reports on the factors which contributed to this professional development, the professional development which occurred, and further PD the SSAs would recommend in the future.

Factors contributing to professional development and learning

The factors that contributed to the professional development of the SSAs focused around:

- formal professional development opportunities provided by MoE and the host School Support Service
- informal networking with other SSAs, existing advisers in the SSS and teachers themselves
- personal professional reading, postgraduate study and conference attendance.

Formal opportunities

Most SSAs were positive about the initial professional development provided by the MoE. Only one thought it was too general to be useful. The sessions that were particularly highlighted as useful were those focused on data analysis and adult learning, with several stating they would have liked to know more about facilitating adult workshops. This reflects that, although the SSAs were experienced teachers of children, the skills required for adult learning still needed to be developed. While most of the SSAs had previous experience facilitating regional workshops during the NCEA 'Jumbo Day' workshops, it was made apparent by a handful of SSAs that they would benefit from enhancing their facilitation skills through formal learning as well as experience. Half of the SSAs commented that they welcomed the facilitation strategies used on the initial professional development and had subsequently used these in their own workshops. They also appreciated the opportunity to meet with the other SSAs.

Negative comments/suggestions included that late appointees did not receive any training, the professional development was too early to be useful and therefore difficult to put into context, the SSAs would have liked more time with the other SSAs in their subject, and that they were not welcomed properly:

> "A criticism of the MOE hui is that there was no tikanga in place, no whakatau. There should have been local Māori, a kaumatua, to welcome everyone. A new initiative should start properly and have tikanga in place as per kawa and tangata whenua present. These processes should be in place."

All SSS offered ongoing professional development opportunities to which the SSAs were invited to attend. The usefulness of these to the SSAs varied and this may reflect the prior needs and knowledge of the SSAs themselves. Topics that were specifically mentioned by the SSAs as being useful were: Literacy (n = 5), AtoL[6] (3), BES[7] (2), INSTEP[8] (2), Coaching and Mentoring (2), Te Kotahitanga (1), Secondary Futures (1), Consider the Evidence (1), Personalising learning (1).

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6 AtoL – Assess to Learn is an evidence-based tool for student learning

7 Best Evidence Synthesis iteration

8 In-Service Teacher Education Practice is a research and development project relevant to facilitators

SSAs who were hosted by more than one SSS commented on the expectation to attend professional development provided by each advisory service, and the time it would take to do this. Some SSSs suggested that the SSAs pick and choose what they would attend, but as agendas were not always provided this was sometimes not possible. Other SSSs did publish the professional development and learning that would be offered in each session so the SSAs could decide in advance whether it would be useful or not.

The SSSs also provided a range of administrative training such as how to set up bulk e-mail lists, e-mail trees, fax outs, making claims, video conferencing etc. The SSS managers also made themselves available to assist with whatever was needed. SSAs were appreciative of this type of support.

Informal networking

Many of the SSAs reported that the opportunity to work with other SSS advisers, SSS managers, SSAs and teachers contributed significantly to their professional development; just having the time and opportunity to work with, and talk informally to, specialists in the field of literacy or assessment at the host SSS, for example.

"The literacy advisers have helped me develop my own ideas and strategies."

"Talking to other people – the other SSAs here and the other [subject] SSAs."

Half of the SSS organisations deliberately facilitated this process by attaching the SSAs to INSTEP pods or providing personal coaches and mentors. Working with other SSAs, whether in their own subject field or not, provided opportunities for professional learning. Often this occurred spontaneously due to the seating arrangements in the SSS where the SSAs tended to be seated together. Some commented that they would have liked more formal opportunities for networking to occur among the SSAs.

"We work together – we have a partnership. We have planned workshops."

"I've got new ideas from the teachers I've worked with – we've shared ideas."

"Looking at different schools – you learn a lot. What models work and don't work."

Several SSAs cited that getting out into schools and seeing what other teachers were doing contributed to their development.

"Being able to get out and about schools and see a huge variety of programmes and approaches being used and being able to share this with others."

Two SSAs also stated that the title and status of being a SSA allowed contact with subject experts at the host organisation, which they felt would not have been possible as a classroom teacher.

Personal professional development and learning

Having the time to reflect (n = 7) and to do professional reading (n = 11) was highlighted by many of the SSAs as an important factor in their professional development. Some of the SSSs contributed to this by providing relevant professional readings and one gave SSAs access to online journal databases, so they could access readings of their choice. Some commented that while it was possible to read and reflect when in a school, time and headspace were lacking – that the busy day-to-day schedule of being a classroom teacher hindered the opportunity to reflect.

"Being removed from the school environment gave me the time, headspace and right frame of mind to develop."

"Time to get my head above the morass of the classroom."

Two SSAs mentioned that they were involved in postgraduate study and linked this to their professional learning, while others mentioned attendance at conferences as being significant. Another two mentioned that they obtained most of their subject specific professional development through membership of overseas organisations.

Professional development and learning of the SSAs

The most frequently cited aspects of professional development which had occurred were:

- Improved facilitation skills
- Improved confidence in presenting workshops to peers
- Increased ICT skills – including video conferencing and creating PowerPoint resources.

A few SSAs stated that they would return to their school a better teacher, refreshed with new ideas about teaching and learning, and more willing to take leadership of in-school professional development. However, others no longer saw their future as a classroom teacher and were now keen to pursue careers elsewhere in education. This aspect will be reported on more fully later in this report.

"I recognise that as a teacher I need to be more of a facilitator than an expert."

"Leading sessions, facilitation, skills, and confidence has really taken off for me. I am more relaxed – not threatened."

"I have gained in confidence in presenting workshops and working with adult learners (working with colleagues) and in getting feedback."

Enhancing professional development and learning

A source of dissatisfaction in the provision of professional development was the ability for some of the SSAs to attend moderator training and not others. The SSAs who were NZQA contracted moderators attended this training and so became, or were already, familiar with the 'nitty gritty' details of moderation and making judgements, with some having considerable expertise in this field. Those who were not moderators were excluded from attending these sessions, after having been initially told they could attend as observers. Those excluded felt they were at a significant disadvantage in terms of knowledge about designing internal assessment tasks to meet the standards and at making accurate judgements on student work. If SSAs were to assist teachers with writing quality tasks, increase teacher confidence in making judgement decisions for internally assessed standards and to increase consistency in making judgement statements, they needed to know what these standards were as set by the moderation panel. In fact one could ask – is this task possible without intimate knowledge of how moderation decisions are made? Sometimes the SSAs stated that they themselves were as unsure of the 'shifting sand' of moderation decisions as the teachers themselves.

Aligned with this the SSAs believe they should also be formally introduced to the NM and the NAF for their subject and that a working relationship be established. Again, to assist judgement making and to improve consistency, the SSAs needed contact with the NM in particular, as all decisions about judgements and therefore national consistency are the responsibility of the NM. There was also a feeling from those excluded from moderator training that the SSAs who were moderators had better access to the NM. However, some non-moderator SSAs took the initiative to contact the NM and NAF for assistance and credited the position of SSA as the key to this access.

One SSA suggested that meetings with the NM and NAF should also include current advisers in the SSSs as all people working in teacher professional development should have the same shared understandings about a subject. If consistency in NCEA judgements is to improve, the same message needs to come from moderation, SSAs and other advisers.

Other professional development suggested for the future was at a more individual level, and included more sessions on: facilitating adult workshops; interpersonal communication skills; ICT; and theories of teacher development.

Advisory support

The support offered to the SSAs by the SSS fell into two categories:

- Organisation and infrastructure
- Induction and ongoing support.

There were also a number of issues related to each of these.

Organisation and infrastructure

SSSs provided all SSAs with office space, laptops, and cell phones, and one SSS made three cars available for their exclusive use. The SSAs were mostly happy with the infrastructure provided, but there was some dissatisfaction. For example, one SSA mentioned that the laptop offered was old and did not have the capacity needed, others were unable to get specialist software needed, and another bought a portable scanner as the SSS would not provide one. Wireless connections were provided automatically by some SSSs while in another the SSAs "had to fight tooth and nail" to get one while another was flatly refused one. Some SSSs were able to provide the SSAs with access to the University library and databases while others were not. A slight cause of consternation for one SSA was that all other advisers in the institution had fees for university study remitted, but this did not extend to the SSAs as they were seconded and not university employees.

The SSAs were aware of these differences and their view was that the equipment provided should have been uniform across the SSAs as there was a perceived unfairness in its provision. This highlights the tension of a centrally funded pilot being devolved to regional organisations, each with its own operational priorities.

The SSAs were all fully supported by the administrators in the SSSs and many SSAs complimented their helpfulness and noted the increased workload they must have created for the SSSs. Some (n = 4) commented that they appreciated the freedom and high trust model that the SSSs operated which allowed them to set their programme. Two SSAs, however, commented that their SSSs had set difficult expectations of them in terms of contact hours, suggesting that they have 25 contact hours with teachers per week. They felt this was not achievable or indeed realistic as much of their day was spent travelling (up to 13 hours a day) and this was not able to be included as an output.

The SSAs were under the impression they would be provided with a budget to manage but this did not occur and they expressed a desire to have this available. One SSS treated the SSAs as full staff members of the institution and provided purchasing cards for expenses. This was greatly appreciated by those who received them, but was a source of great dissatisfaction for other SSAs not provided with these and who had to carry their own expenses and make claims. At times they were out of pocket for up to $1400 and there were considerable delays for some in getting reimbursed – sometimes up to a month. Two SSAs commented that their bank accounts had gone into overdraft for the first time in their lives! These would appear to be administrative issues requiring resolution for programmes of a similar financial structure.

"The one minor negative point was finance – with no P card, it would almost disqualify some people from being SSAs as they could carry the expenses lag. I have had up to 30 nights away and I have had to claim the overnight allowance, rather than being automatic."

"The budget is not transparent. I don't know how much is there and how I can organise it."

"Finances are not transparent; we've all been HODs, we're used to budgeting and can be trusted."

The budget was of concern to most of the SSAs in that they felt there was no transparency or clarity in how much they could spend and what they could spend it on. For example, one cited the difficulty in purchasing textbooks and another two mentioned the difficulty in being able to cater at workshops and had purchased food and drink out of their own pocket. In one SSS where the use of rooms had to be paid for, it was unclear to the SSAs how these payments would be made and which budget they came from. Some also commented that their own professional development budget was limited and totally consumed by one conference, whereas other SSSs supported the SSAs to attend whatever professional development they desired. Some SSAs were not clear on how much travel they could do or how many workshops they could facilitate or even if there were any constraints on these.

Those SSAs who did not relocate to the central regional office of the SSSs were appreciative of not having to do this and commented that they would not have applied for the position had it entailed moving to a new location. As most of the job is spent outside of the office, either in schools or facilitating cluster meetings/workshops, it was felt that location was not an issue and that a SSA could live virtually anywhere. The lack of professional contact was an issue for one who lived remotely but others had offices in satellite campuses and did interact with other advisers and SSAs regularly. Those who did live remotely were required to attend professional development at the SSSs on regular occasions.

Induction and ongoing support

The support provided varied over the SSSs. Overall the SSAs' comments indicated that four of the SSSs were prepared for their arrival and did everything they could to ease the transition into the job. These SSSs provided mentors, either the SSS manager or another adviser at the institution, and this was greatly appreciated by the SSAs concerned.

Those hosted by the other two thought the SSSs were not ready for them and one commented that they felt "dumped in". Three commented that they felt unappreciated by the SSSs and five that the role of the SSA was at odds with the in-depth model of support advocated by the SSSs, and therefore they did not fully fit in. Some SSAs expressed the view that the SSS manager seemed overworked and had little time for them. These SSAs had to find their own support networks and did so with the other advisers and SSAs in the SSSs while seven said they used the SSS manager for support. There was a polarisation of opinion among SSAs who had been left to their own devices and appreciated that, and those who felt they needed more support.

As the SSAs all did have contact with each other, and many operated over more than one region, the support provided by the SSSs was compared and so a number of issues arose. Some SSAs expressed that there was an 'unfairness' in the provision of equipment among the SSSs. SSAs who received less equipment than others or who had to make a special case for it expressed the opinion that there should be a bottom line of equipment provided irrespective of where the SSA was hosted. That some SSAs were 'out of pocket' for a considerable amount of money, seemed the most serious matter to address.

Matters arising

Four major themes arose that relate to the potential future of the SSA role:

- The continuing needs of senior subject teachers
- Length of the secondment
- The SSA initiative as a career pathway
- Scope of the role.

The continuing needs of senior subject teachers

The SSAs unanimously agreed that there was a clear and present need for the role. They all discussed individual teachers, and groups of teachers, who were struggling with NCEA assessment, subject specific content, and subject specific pedagogy.

The SSAs believe teachers are struggling with these because many are new to New Zealand, new to the job or new to the subject and have not received any specific professional development to address these needs. Many were not practising teachers when the 'Jumbo Days' occurred and did not seem to have received adequate subsequent NCEA-specific professional development. Others did attend the 'Jumbo Days' but there have been subsequent changes to achievement standards and achievement levels within the standards that have not always been supported with professional development.

"The job has been bigger than NCEA; it's about keeping [subject] alive in schools and keeping young teachers in schools teaching [subject]."

Several SSAs believed they have been able to offer subject specific advice and have specialist knowledge that did not exist currently in the SSS system. In the SSS, where there were subject advisers, they were often not solely dedicated to that role and had many demands on their time which prevented them from being responsive to teacher needs. A number of current advisers have not actually taught in schools under NCEA and according to the SSAs they may lack awareness of the pressure and stress that meeting moderation requirements causes teachers. The SSAs believed that having only one focus has meant they have been able to respond quickly to teacher requests and that, because of the nature of the role teachers, had largely been willing to make such requests for support.

"100% dedication to the subject is useful compared with the other advisers who only have 0.1 time allocation."

"People don't feel constrained by imposing on you – this is the SSAs' job."

A number of SSAs noted that the isolation of teachers provided challenges for in-school professional development. For many subjects, there was only one teacher in a school teaching at the senior level and for a number of the SSAs their subject was considered small nationally. According to the SSAs this lack of contact would severely limit teachers' ability to form learning communities for discussing issues with colleagues. The SSA initiative has been vital in establishing groups and re-establishing lapsed groups; however, SSAs doubted the ability of teachers to sustain these groups without their support, or someone to act as a facilitator. This seemed evident as very few SSAs reported working with existing and functioning clusters. Some SSAs thought the longevity of their subject in schools was threatened by the lack of people to teach the subject and it only existed because of the enthusiasm of a few experienced and dedicated teachers. They feared for its future when these people retire.

Length of the secondment

The majority (18) of the SSAs thought that a one year period was not enough and considered a two year period would be more satisfactory. The set-up, in terms of contacting teachers and establishing databases, took quite some time, for some most of Term 1. A newly appointed SSA would also have 'start-up' time but this should be less as SSAs in the 2007 pilot have been requested to pass on all their database contacts and materials they have worked with in order to assist other members of the SSS, although relationships with new teachers would still need to be established.

"More than one year is needed if we are to work in classrooms."

"It feels like the job is only half done; there has been no chance to be a 'critical friend' and use evidence. This could have been part of a two year cycle and would start next year with data analysis."

"There is a lot of dead time in the first year establishing and developing relationships. The second year could then be for in-depth, working at the individual classroom and HOD level. Having established the relationship you can then push on and do the job better."

SSAs also commented that it takes time to develop relationships and build trust with teachers, and that without that trust the teachers will not share their practice and evidence with an outsider.

"It takes a lot of trust for a teacher to show you their moderation reports."

A number of SSAs came to see the benefits of working 'in depth' with teachers to effect change and realised this was very difficult within a short timeframe. They recognised that the SSA role seemed to be in conflict with the modus operandi of the SSSs, where the SSA role seemed to be that of a 'quick fix', whereas the SSSs were working to an 'in-depth model' with schools. The short timeframe precluded consolidating change or even knowing if change was occurring because it was not possible to get back and collect evidence of change.

"The shotgun approach seems to go against the other advisers' outputs as they are working in fewer schools and more in-depth."

"To get established, learn new routines and systems, establish contacts and needs and credibility/trust, meet the needs, and effect some change and hopefully set up groups to be self-sustaining is a big ask in one year!"

However, all recognised two tensions of having the role for a longer time period. These involved:

- the willingness of schools to release teachers for more than one year and the disruption it would cause to the school
- the perceived currency/credibility the SSAs held amongst teachers from being fresh from the classroom.

There was also concern about the roll-over of subjects to which advisers were appointed, with the worry that if their subject was not supported next year then the sustainability of what they had achieved this year would be jeopardised. Many of the SSAs now feel personally responsible for the teachers they have been working with and are concerned for the professional welfare of teachers who have been supported this year only to 'have the rug pulled from under them next year.' Two SSAs said they would still help if asked, while another said to accede to these requests would be a burden in terms of giving advice as well as teaching full time, but it would be difficult to refuse.

"There is a real credibility in being a classroom teacher. There is a loss of connection with the multiple roles teachers have when removed from the classroom for a while."

"But I only have so many presents in my Santa Sack – it will run out and someone else needs to come along and share what they've got with other teachers."

A range of solutions was offered to these issues:

- A staggered handover – where new and existing SSAs work together for a period
- Appoint permanent advisers in *all* senior subjects as a full-time position
- Appoint permanent advisers in *all* senior subjects, but not necessarily as a full-time position. Suggestions included seconding teachers from schools for part of the week or appointing advisers who could advise in more than one subject.

Those SSAs who thought one year's tenure was adequate saw advantages in there being a turnover of personnel in the position.

"It's more important to have an SSA, the longevity of the person in the role is not important."

It should be noted that the design of this pilot initiative was to give SSAs a maximum of one year secondment from schools and that there was no guarantee that any subject would continue to have a SSA. Nevertheless, some of these comments do raise the question of the extent to which the initiative is able to offer anything more than 'quick fix' solutions rather than the shifts in teaching practices and teacher beliefs that in-depth professional learning can potentially provide.

The SSA initiative as a career pathway

The SSA initiative was part of the Long Term Work programme to establish and support career pathways for secondary teachers comprising teacher leadership roles that did not require leaving the classroom. However, none of the SSAs saw the role as a career pathway into leadership. Common comments were that it did not lead on to anything in the profession and two suggested alternative names such as 'career loop' or 'working sabbatical' as a more accurate description. Nor did they see it leading to any further opportunities in a school. Many of the SSAs are already HODs and so currently in middle management and they expressed no desire to move into senior management.

"I took the job as a way to think of where I wanted to go. It's opened up a pathway for a year – but closed it again. There is nowhere to go and I don't really want to go back to the same position."

"It's not a career pathway – this is a bit of a misnomer because it doesn't lead anywhere."

A number said it had actually opened their eyes to other career opportunities such as pre-service teaching and full-time advisory. In this sense the SSA model was viewed as an 'exit opportunity'. Indeed, this was the reality for one SSA who was appointed as a permanent adviser in one of the SSSs. A few SSAs commented that they might struggle to go back to school, to the pressure, and that there should be some support made available to help them back into the classroom after a year out.

"It has unsettled my career pathway. At the beginning I had every intention to return to school, but now I like the role and would like to continue in this type of role. I'm even looking at other schools because I'm not sure what my role in my school will be now. I'd like a leadership role like Director of Teaching, but not into senior management."

Only three volunteered that they were ready to go back to their school and that was where their future lay at the moment. They expressed gratitude at being given this opportunity and that it had made them reflect on their own practice as a teacher. However, only one thought it might lead to an increased leadership role while another said it would lead to a retrenchment from extra roles, as being a better teacher had now become the important focus. The third felt refreshed and revitalised and ready to go back.

"I will go back to school a better teacher, but I don't see any opportunity in my school resulting from this. I'm already a middle manager and it's not easy to carry out PD with your own colleagues."

"It's been a huge PD for me and will make a difference to me as a teacher, a leader in my department and the school leadership and management."

A small number of SSAs suggested that their experience had made them re-evaluate their current teaching position and that they would look for employment in another school, potentially targeting schools in which instructional leadership was more readily available, or in a tertiary institution.

"I see it leading to pre-service teaching."

It would be interesting to track the subsequent careers of this group over the next few years before making any final judgement on whether the role is an authentic career pathway or not.

Scope of the role

For six of the SSAs the scope of the role was an issue. This related to either large geographical areas to cover; working with more than one SSS; or advising in more than one subject. For example, Technology and Visual Arts are subject fields in which reside a number of subject disciplines.

"The travelling is huge – up to a quarter of my time."

"The challenge of covering the whole of the xxx Island has made it difficult to affect any real change and work in-depth with many."

Despite these issues the SSAs were overwhelmingly supportive of the SSA initiative and all suggestions were made with the view to improving the role and the service it could provide in the future.

Summary of SSA interviews: Key findings

Identifying needs

- SSAs reported a variety of approaches to establish the needs of teachers in their regions. The most common approach was utilising needs analysis surveys.
- The needs of teachers identified by SSAs were the result of three broad influences: teacher factors (e.g. experience, isolation), senior subject factors (e.g. changes in curriculum), and factors relating to assessment (e.g. moderation practices).

Building professional practice

- SSAs reported that the focus of their work was based on supporting teachers to consider making appropriate changes to the planning of their senior subject courses. This was achieved by taking an assessment focus (e.g. designing courses with a unit standard/achievement standard mix), a curriculum focus and, to a lesser extent, a student-centred focus.
- Many SSAs reported that their work drew upon wider pedagogical initiatives that could be applied to their senior subject. This has implications for the recruitment of potential facilitators as it suggests experience and competence in educational knowledge bases wider than the specific curriculum subject would support the role of a SSA.

NCEA assessment

- SSAs reported a commitment to the development of shared understandings in teacher communities of unit/achievement standards at all levels of NCEA qualification. This was often the focus of workshops, particularly early on in the year.

- Approximately half of the SSAs reported the successful support of teachers to write assessment tasks and schedules for internal assessment. However, several SSAs resisted encouraging teachers to write assessment tasks and schedules, in light of what they viewed as unnecessary risk taking for teachers' professional practice. Some SSAs believed assessment tasks that received negative comments from moderators were being used in appraisal situations while a handful of others also suggested that there were teachers that were not capable of doing this kind of task within a short timeframe.

- SSAs were confident in their ability to support teachers making judgement decisions, especially around grade margins. This often involved utilising authentic pieces of student work. However, a small number of SSAs felt they were viewed by some teachers as pseudo moderators or 'gurus' of assessment. For some SSAs this was an unsettling experience as it indicated that the role of SSAs was being misunderstood.

The nature of professional development and learning contact

- By the end of term 3, 2007, SSAs had facilitated 181 full day short courses, 233 half day workshops and 143 after-school meetings. There was evidence of wide variability in the number of facilitated sessions by the SSAs, of which a number of factors may have been responsible.

- The focus of short courses and workshops was to develop shared understandings of the moderation of student tasks, interpretation of assessment standards, writing assessment tasks and the appropriate NCEA judgement decisions, especially around grade margins.

- Many SSAs doubted that cross-school clusters would become self-sustaining. Despite wide participation in workshops by teachers, a small number of SSAs questioned how effective they were at developing teacher understanding of teaching and learning.

- SSAs made over 300 onsite visits to subject departments and a further 700 visits to individual teachers at schools. However, the data reported by SSAs suggested that the majority of individual visits were one-off on-site events.

- SSAs considered gaining the trust of teachers was a prerequisite before invites to observe classroom practice were offered. Short course contacts were considered as a vehicle for building this trust.

- SSAs reported that e-communication was primarily used as an effective way to disseminate information to keep teachers up to date with resources. Little evidence was found of SSA involvement in sustained communities of interest/practice using e-technology.

SSA professional development and learning

- Nearly all SSAs were positive about initial training and learning provided by the Ministry of Education, particularly facilitation strategies for adult learners. SSAs were keen to learn more in order to enhance their transition from the secondary to tertiary sector, irrespective of previous experiences as regional facilitators.

- School support service organisations provided SSAs with a wide suite of ongoing professional development and learning. These often included courses about educational initiatives and knowledge bases that were wider in scope than subject specific material.

- Two-thirds of the SSSs offered professional development specific to the facilitation of adult learning. These were highly valued by the SSAs who participated.
- Most SSAs reported making use of connections with other facilitators within the advisory organisations to assist them in their work, as well as with other SSAs.
- Several SSAs commented on the time available to do professional reading and reflect on their own practice. The ability to explore big picture ideas, rather than being embroiled in the classroom, offered fresh perspectives for many of the SSAs.
- Many SSAs requested attendance at National Moderator meetings for their subject if they were to confidently fulfil the assessment role expected of them by teachers.

Advisory support

- Several SSAs reported negativity towards an unequal availability of infrastructural support. This highlighted a tension between a centrally funded pilot and its regional implementation.

Career pathway

- Some SSAs indicated that the pilot initiative would have a positive outcome on both their instructional and managerial leadership on their return to schools.
- The majority of SSAs did not see the role as supporting a career pathway in schools. The pilot was variously viewed as leading towards a readiness to return to their schools, a chance to re-evaluate their present teaching position, or an exit opportunity.

How much is too much?

- A significant number of SSAs commented on the enormity of the task (e.g. travel, subject coverage, division across organisations) and the need to have realistic goals as a consequence. However, self-reported evidence from SSAs suggested that large amounts of travel was not necessarily an impediment to the number of workshops facilitated and/or teachers served.

Matters arising

- All the SSAs believed that the aims of the project to increase the capability of teachers' assessment practice and course design planning were appropriate, and continue to be so.
- SSAs largely believed that the pilot initiative had plugged a gap in the provision of specialist senior subject support in regional School Support Services. A small number of SSAs believed that the role was a requirement for the sustainability of their senior subject's vitality.
- The majority of SSAs believed that a two year secondment would be of greater benefit to teachers. Further, a small number of SSAs viewed their role as a 'quick fix' approach to professional development and learning which was at odds with the 'in-depth' models espoused by advisory organisations.

Chapter 5:
School Support Services Managers' Interview Results

This section reports on the findings from the interviews carried out with each of the six School Support Services (SSS) managers. Two researchers carried out face-to-face interviews with the managers and transcribed the notes taken into Word documents. The same two researchers read the transcripts and independently devised codes that reflected the nature of the evaluation questions. They discussed these and agreed upon three codes for the manager interviews. Using NVIVO7, two researchers coded all interview responses into the three codes and subsequently identified themes within these.

Table 5.1: Coding categories for SSS managers

Code category	Definition and example
SSA contribution to SSS and to teachers	References to any contribution the SSAs were able to make to the SSSs and to teachers.
SSS support for SSAs	How the SSSs supported the SSAs professionally and morally. What professional development occurred?
Matters arising	Comments relating to the length of the secondment, the role as a career move, tensions between the SSS philosophy and job description of SSA, size of the task.

SSA contribution to SSS

All of the SSS managers were positive about the Senior Subject Advisers' (SSAs') contribution to their SSS. All agreed that the SSAs brought expertise in curriculum subjects that was currently missing from the SSSs, that there were subjects that have had little or no advisory support previously, and that being able to offer this to schools has been a major benefit of the scheme.

"To provide additional support in areas/subjects where we haven't been able to provide support - this has been a big plus."

"We have six SSAs, this is an opportunity to significantly enhance the secondary advisory."

"They are straight from school with up-to-date school knowledge."

Five of the managers also commented that they had helped their secondary advisory team to grow and the SSSs now had greater advisory capacity.

"They have brought strength in moderation and examination experience."

The team managers also thought that the SSAs had knowledge of NCEA moderation and examination systems that was greater than that existing in the SSSs. Four also mentioned that being fresh from a school brought bonuses in terms of having up-to-date knowledge about their senior subject, schools and school systems, particularly with regards to NCEA.

"They have added a valuable perspective to the secondary advisers, they are experienced practitioners from schools, they know about balancing the realities in schools and one was a principal's nominee."

"It's been a mutually beneficial arrangement – they make a valuable and appreciated contribution in terms of perspective, experience and assessment and they have benefited, their capacity has been built on and there are now more people in the region who can support [teacher] PD."

The contributions and the frequency with which they were mentioned are indicated in Table 5.2.

Table 5.2: SSA contribution to SSSs

Contribution	Number
SSAs brought expertise in a curriculum area	6
SSAs enlarged secondary advising team	5
Knowledge of moderating/ examining/ NQF systems	5
SSA has currency as a teacher	4
Worked in PRT programme	2
General contribution to professional development programmes	2
Enhanced profile of SSS	2
Made links with teachers and schools	2
Made links – working with other SSSs	1
Made links with subject associations	1
Made links with systems (e.g. at NZQA)	1
Well known by teachers	1
Worked in Gifted and Talented programme	1
Brought knowledge of teaching Māori students	1
Advised on, or found, good resources	1
Up-to-date in junior secondary area	1

SSS support for SSAs

All SSSs ran induction sessions for the SSAs, or if specific SSA induction was not provided the SSAs were included in new adviser induction. They all encouraged ongoing professional development opportunities by inviting the SSAs to the professional development on offer for existing advisers, and they also encouraged and supported attendance at subject conferences. Three SSSs attached the SSAs to an INSTEP pod, although one manager commented the SSAs did not become fully involved in the reflective process that was intended through this professional learning model. Five organisations included the SSAs in the staff appraisal system and as such the SSAs set individual professional development goals which were supported by the SSSs. Two SSSs included the SSAs in other planned workshops so they could 'watch and learn' to effectively facilitate these. Two SSSs offered ongoing professional development specific for the SSA role.

The assistance provided in developing professional communities/cluster groups varied among the SSSs. At one extreme the SSSs already had networks established and the dates and venues of workshops planned, so the SSAs stepped into these. Some regions and/or subjects had existing clusters of teachers that had been maintained by the teachers themselves or in some cases supported by the SSSs. The SSAs were able to work with these existing clusters, but plan their own schedules with them. In the other regions the SSAs themselves established new clusters, either with or without SSS support.

Three SSSs gave the SSAs assistance in identifying teacher needs. This included helping to write the initial survey to identify teacher needs and supplying the SSAs with previously identified teacher needs. In terms of supporting teacher practice all SSSs invited the SSAs to ongoing professional development provided to advisers in the SSSs. This involved topics such as: raising Māori achievement, Consider the Evidence, AtoL and literacy.

The types of support and the number of SSSs that provided this support are listed in Table 5.3.

Table 5.3: SSS support for SSAs

Support offered	Number
Regular professional development and or meetings	6
Induction – range from 1 to 3 days at beginning	6
Performance appraisal	5
Facilitated contact with existing clusters	5
Supporting conferences	4
ICT support	4
Mentor provided or manager available as mentor	3
Attached to INSTEP pods	3
Assistance in identifying teacher needs	3
Advice on how to run workshops	3
Administrative/logistical advice	3
SSA specific professional development	2
Provided professional readings	2
Modelling and/or observing workshops	2
Help with setting up workshops	2
Facilitated contact with existing advisers	2
Access to university library	1

When asked about the development that occurred among the SSAs, four managers said their facilitation skills had notably improved, and two commented on the improvement in their self-management and relationship skills.

"Their facilitation skills have improved and this is linked to the PD we have done, such as coaching and discussions of good adviser practice."

Some of the SSS managers also noted support that they had not provided this time, but in hindsight realised they should have, and would provide it in the future. This included putting the SSAs into INSTEP pods, giving them a mentor, and providing further professional development on facilitating workshops and coaching. One noted the difficulty in providing an appropriate amount of professional development. Given the focus on the needs of teachers being identified, it is interesting that a similar approach was not taken with the SSAs.

"We've given them clear direction on what to cover in workshops and raised the bar in their own practice and what it means to engage teachers in talking about teaching and learning."

"I think we have provided too much PD for the self-starters, and too little for those with little initiative."

Matters arising

All of the SSS managers have valued the contribution the SSAs have been able to make to their SSSs and want the pilot to continue in one form or another. Four commented that if there is such a need for senior subject advice then it should be a permanent position. The other two saw more benefit in the position continuing but not necessarily with the same personnel. There was concern expressed for the subjects and areas that have not had a SSA this year, but see the dilemma of withdrawing support in one subject, or region, to give it to

"The reality is that we won't get advisers in one region for a senior subject and so will take what's given."

"It's been very positive, good feedback from principals."

"Would be high on the priority list (after SCT adviser) – they have given hope and a lifeline – we are a region of small schools – subjects are often dependent on one person."

another. SSS managers seemed torn between what they would like in an ideal world – full support for all senior subjects – and what was likely to be the reality.

"Sharing between the regions when we can't have a full-time one in our region has been valuable for the subject areas – we would like to host some more."

Regional approach

The regional approach worked well for most, but for the SSSs to work together takes co-ordination, communication and compromise. Some already had this established, for others it was a new experience. Another pointed out there is a difference between hosting and sharing and the protocols around this need to be clear. For example, how much should a shared SSA be supervised and what reporting should be carried out?

"We had to sort out the differences between the organisations – high trust model or not."

"It would be easier if they only worked in one SSS – SSAs make comparisons (negatively), it's hard to keep track of them."

However, most enjoyed the opportunity to work constructively with another SSS with only one commenting that they would rather not share.

Length of the secondment

Two volunteered that the time period was not long enough to make a difference and that the appointment period should be longer. All saw the difficulties in schools releasing teachers for a longer period and that it was either a one year release or permanent. However, all agreed that the 'quick fix', 'once-over-lightly' approach of the SSAs is incongruous with the in-depth focus of SSS and some actively encouraged the SSAs to take a more in-depth approach.

All noted that with a limited timeframe it was imperative in the future to have systems in place for an efficient start to the year with the "SSAs upskilled and ready to go".

Making the appointment

There was some concern related to the limiting appointment criteria, which excluded some teachers from applying. In some cases the SSS managers felt the most suitable person did not get appointed due to these limitations, such as having to come from a State or Integrated school and to be permanently employed there. Some SSSs already contract teachers to provide subject specific advice and workshops, and so had preferred candidates who were prevented from applying. One SSS manager preferred to continue to operate this model rather than use SSAs:

> "I prefer to use people in schools (on a short term day to day basis) – I can use who I want – they give me a day or two, but don't necessarily want to be an SSA for a year."

Some other concerns related to the appointment process were: the requirement for PPTA personnel to be on the interview panel – in one case a SSS manager stated that a very inexperienced interviewer was sent; that the advertisements had very high expectations and may have discouraged other suitable teachers who did not meet all the criteria from applying; the limited pool of suitable teachers in any one subject to be a SSA and that if a rotation policy is applied then those with the necessary expertise would soon be used up; the need to appoint from one round of advertising; and the policy for replacing SSAs if they leave.

Infrastructure

Each SSS provided equipment in line with its own policy and in accordance with that of the other advisers in their institution which varied throughout the hosts. The SSAs who worked in more than one region were able to compare what was provided and some SSS managers felt they were 'played off' against each other in terms of requests for equipment. One commented that eventually the SSAs had more equipment than the current advisory staff, in terms of being provided with mobile phones and air cards. All of the SSS managers said they provided everything they could within the limitations of their own institution.

The major impediment in providing equipment was that the SSAs were seconded to the position and were not employees of the university. This limited the equipment and facilities some SSS managers were able to provide, in particular P cards and library access.

Finding office space was a slight issue for the SSSs and current staff members had to be moved to make room for the SSAs. One minimised this disruption by placing the SSAs together in a room, but on hindsight thought it would have been more beneficial for the SSAs to be spread throughout the other advisers to assist with SSA professional learning and support. SSAs who were hosted by more than one SSS were generally provided office space in each of the regions.

Management

Three of the SSS managers were concerned about how much 'managing' they should in fact be doing. One decided to operate a 'high trust' model and leave the SSAs to operate their own programme. On the other hand, another had all workshops pre-planned and expected the SSAs to carry these out, while another two commented that at times it was difficult to keep up with what the SSAs were doing and where they were. One felt that SSAs employed over more than one region were particularly difficult to track and that if the SSAs themselves are not self-starters they "could easily fall through the cracks".

The budget was also not completely transparent to all of the managers, some of whom did not know how much the SSS had been provided with to run the pilot. Those who were aware had the problem of not knowing how much it would take to operate the SSAs and were consequently initially cautious in their spending. Another also commented on the discrepancy in the amount of travel required by SSAs. Some had vast regions to cover which entailed much travel and accommodation, whereas others held most of their meetings and workshops within the city in which they lived. This needs to be addressed in terms of the budget allocation to each SSS.

The managers also bore the brunt of what seemed like an unfulfilled promise in terms of budget. The SSAs were led to believe from the MoE hui that they would be provided with a $10,000 budget which they would manage. This never eventuated, and one SSS manager commented that even if it had, that this was unlikely to be allowed in a university environment anyway.

Summary of SSS Managers' interviews: Key findings

- All of the SSS managers were positive about the SSA contribution to their advisory service and that the SSAs added to the capacity of the SSS organisations.

- All SSSs provided professional learning and development support for induction and ongoing purposes. Much of this support was aligned to educational initiatives that were deemed significant to teachers in the advisory service catchment.

- While a wide suite of professional development was offered to the SSAs, in hindsight some of the managers thought they could have better targeted professional development towards the needs of individual SSAs.

- The approach to the management of the SSAs by the SSSs ranged from a tight control to *laissez faire*. A few managers hinted at different levels of productivity across the SSAs that they were hosting.

- Three of the six SSS organisations gave the SSAs initial assistance in identifying teacher needs.

- Four managers said the SSAs' facilitation skills had notably improved, and two commented on the improvement in their self-management and relationship skills.

- Four managers commented that if there is a need for senior subject advice it should be a permanent position, whereas two felt they wanted the year secondment to continue. SSS managers acknowledged it was unlikely that principals would release teachers for any longer.

- Half of the SSS managers articulated the dilemma of withdrawing support in one subject, or region, to give it to another. Nevertheless, five SSS managers thought a SSA in any capacity was better than none at all.

- SSS managers expressed the importance of coming to an agreed protocol for sharing SSAs. The tension of supporting a SSA over more than one region meant that some mangers felt they had less sense of the achievements of the SSA.

- Lines of communication within SSSs meant the majority of team managers did not know the budget they had for financial provision of SSAs.

Chapter 6: Teacher Survey Results

Aim of the survey

The aim of the survey was to identify the extent to which teachers felt Senior Subject Advisers (SSAs) contributed to increases in their knowledge and confidence in their subject area during 2007. The survey was conducted in two phases: a phase 1 baseline questionnaire was sent to classroom teachers before they experienced professional development and learning facilitated by a SSA, and a phase 2 evaluation questionnaire was sent to teachers after SSA support. The purpose of the baseline questionnaire was to capture teacher perceptions of their knowledge and confidence of five broad areas: NCEA moderation, senior subject course design, assessment, pedagogy, and evidence-based practice. In effect, the first questionnaire was a needs analysis. The second questionnaire repeated relevant items from the first survey in order to track changes in teacher knowledge and confidence. In addition to this, the second questionnaire included additional items that focused on teachers' perceptions on the effectiveness of SSA support.

This chapter is presented in the following two sections:

- Section A: Phase 1 questionnaire analysis
- Section B: Phase 2 questionnaire analysis.

SECTION A: PHASE 1 QUESTIONNAIRE ANALYSIS

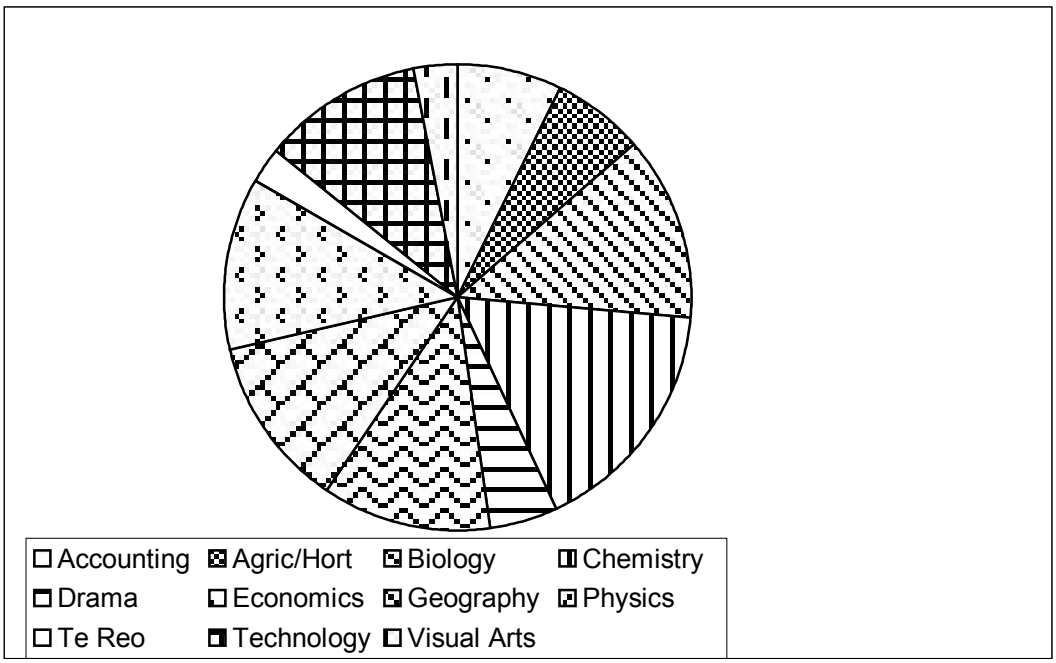
The baseline questionnaire for phase 1 of the survey comprised four sections (Appendix 1):

- Demographics
- Teacher knowledge
- Teacher confidence in application
- Assessment theory and practice.

Demographics

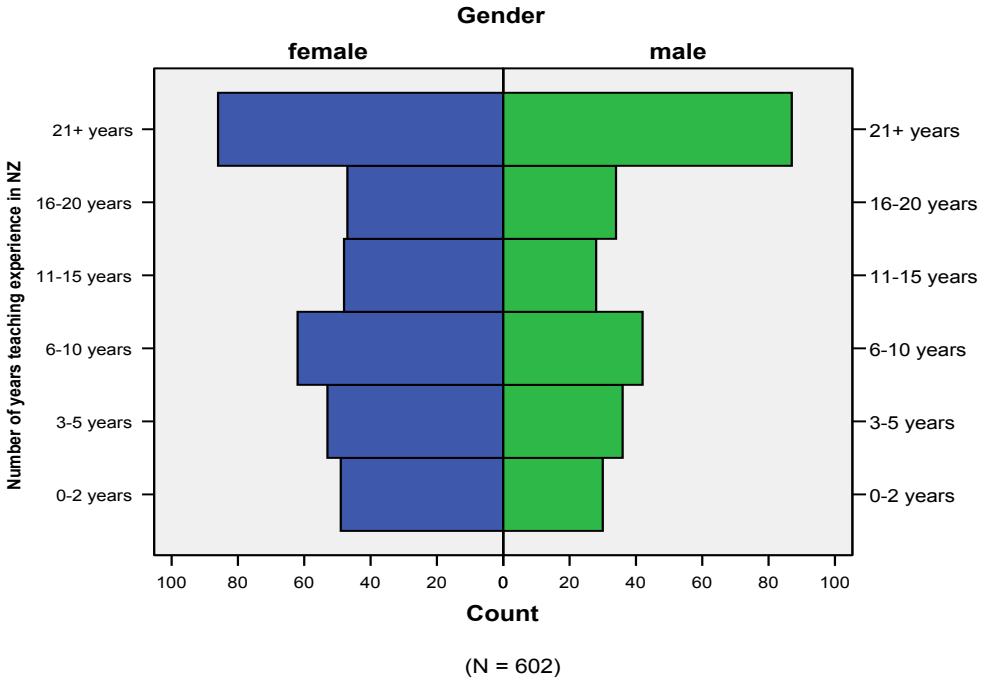
Initial baseline questionnaires were returned by 602 teachers, distributed across 11 senior subjects, as shown in Figure 6.1, below. The variation in responses should not necessarily be interpreted that teachers of some senior subjects were more or less inclined to return surveys. Rather, there were more teachers of certain senior subjects while the provision of SSAs also differed across subjects. For example, the 16.78% of total responses by Chemistry teachers is influenced by the fact that Chemistry teachers were served by three SSAs across the North and South Island, while the sample of teachers for the Visual Arts was confined to a region served by a single SSA.

Figure 6.1: Phase 1 questionnaire returns by senior subject



The experience-gender structure, shown in Figure 6.2 below, represents returns from 345 (57.3%) female and 257 (42.7%) male teachers, which approximates national staffing trends.

Figure 6.2: Phase 1 questionnaire returns by gender and NZ teaching experience



The phase 1 sample represents an experienced group of teachers, with 42.2% of teachers having had sixteen years or more of New Zealand teaching experience. The numbers of teachers in the sample who were early in their career (0-5 years) or had established themselves (6-15 years) are quite similar, with 27.9% and 29.9% representation respectively.

The demographic summary, Table 6.1 below, shows that the majority of the 602 teachers typically had middle management responsibilities in addition to their classroom teaching. Indeed, 121 (20%) of the teachers stated two or more responsibilities from the choices offered in the questionnaire. The large number of 'Teacher in Charge' responsibilities may

Table 6.1: Demographic summary of phase 1 questionnaire returns

	Count	Sample %
Teachers' school decile		
Low (1-3)	63	10.5
Medium (4-7)	183	30.4
High (8-10)	323	53.7
Other	33	5.5
Positions of responsibility		
Teacher in Charge	237	33.5
Head of Department	226	32.0
Head of Faculty	59	8.3
Specialist Classroom Teacher	70	9.9
Dean	62	8.7
Senior Management	26	3.7
Other	28	3.9
NCEA teaching 2007		
NCEA Level 1	470	78.1
NCEA Level 2	482	80.1
NCEA Level 3	440	73.1
No NCEA	8	1.3
Number of teachers in subject department		
Sole teacher	227	37.7
Two teachers	175	29.1
Three teachers	89	14.8
Four or more teachers	111	18.4
Senior subject specific professional development since 2005		
Regularly (once a term or more)	56	9.5
Occasionally (2-3 times/year)	206	34.7
Infrequently (once a year)	254	42.8
Never	77	13

reflect the fact that 227 (33.7%) of the teachers had sole responsibility for the teaching of their senior subject in their schools. Approximately 10% of the sample were appointed Specialist Classroom Teachers. A range of other responsibilities was also given by 28 teachers, although for reasons of brevity the diverse range (e.g. careers co-ordinator, TiC Library, NZQA principals' nominee) has been collapsed into an 'other' category. Returns from the phase 1 survey showed a socio-economic skew, with over 50% of respondents teaching in decile 8-10 schools. This may be explained by the fact that the SSAs who

forwarded the largest numbers of e-mail contacts were those who were serving mainly urban areas, where a greater proportion of higher decile schools are situated.

The sample of 602 teacher responses was spread reasonably evenly across teaching three levels of NCEA assessment during 2007, with 470 (78.1%) teaching towards Level 1 assessment, 482 (80.1%) teaching towards Level 2 assessment and 440 (73.1%) teaching towards Level 3 assessment. There were 269 (44.7%) teachers in the sample with classes that will be assessed across NCEA Levels 1, 2 and 3 in 2007.

The last demographic item in the survey asked how regularly teachers had experienced professional support in the last two years since the end of the 'Jumbo Days'. Over half of the teachers who completed a phase 1 survey stated that they infrequently or had never had specific senior subject professional development since 2005.

Teacher knowledge

In the baseline survey, teachers were asked to rate their current level of knowledge for 20 items before they next met a SSA. These items were constructed around the key tasks identified from the outputs SSAs were expected to report on to the Ministry of Education (Appendix 5). As Table 6.2, on the following page shows, the questions cover a spectrum of what may be considered higher level pedagogical items, as well as low level 'nuts and bolts' items related to NCEA compliance issues, such as moderation. This range of questions reflected the belief of the research team that the scope of the SSA role had the potential to be wide, given the varied needs of different groups of teachers.

Table 6.2 displays the responses from teachers who indicated their levels of knowledge for twenty separate items on a four point Likert-type scale. The four categories on the scale that teachers could choose from were 'limited knowledge' (1); 'some knowledge' (2); 'good range of knowledge' (3); and 'comprehensive knowledge' (4). The items are ranked from highest to lowest, based on the sum of the 'good range' and 'comprehensive knowledge' categories.

The responses in the phase 1 questionnaire data suggest varying levels of knowledge across the sample. Overall, teachers reported most knowledge about: 'interpreting achievement standards', with 79.1% of the sample professing a 'good range' or 'comprehensive' knowledge (median 3; mode 3); 'generating student interest in my senior subject', with 78.2% professing a 'good range' or 'comprehensive' knowledge (3/3); motivating all senior students to do their best, with 73.2% of the sample stating a 'good range' or 'comprehensive' knowledge (3/3); and finally 'ensuring consistency during moderation', with 70.7% indicating a 'good range of' or 'comprehensive' knowledge (3/3) of this item.

Five of the twenty items from the baseline survey show self-reported 'deficits' in teacher knowledge. In order of magnitude these are: 'designing a senior subject course to acknowledge Māori student learning', with 18.6% of teachers expressing a 'good range' or 'comprehensive knowledge' of this item (median 2; mode 1); 'teaching a course that accommodates ESOL student learning', with 21.1% reporting a 'good range' or 'comprehensive' knowledge (2/1); 'teaching and learning for scholarship', with 29.2% reporting a 'good range' or 'comprehensive knowledge' (2/1); 'interpreting research evidence to inform my practice', with 32% reporting a 'good range' or 'comprehensive' knowledge (2/2);

Table 6.2: Phase 1 questionnaire: teacher ratings of knowledge

	1. Interpreting achievement standards (e.g. explanatory notes)		2. Generating student interest in my senior subject		3. Motivating all senior students to do their best (not just high achievers)		4. Ensure consistency during moderation		5. Applying NCEA authenticity processes	
	Count	%	Count	%	Count	%	Count	%	Count	%
limited knowledge	18	(3.0%)	8	(1.3%)	5	(.8%)	54	(9.0%)	70	(11.6%)
some knowledge	108	(17.9%)	123	(20.4%)	156	(25.9%)	123	(20.4%)	127	(21.1%)
good range of knowledge	326	(54.2%)	333	(55.3%)	359	(59.6%)	310	(51.5%)	274	(45.5%)
comprehensive knowledge	150	(24.9%)	138	(22.9%)	82	(13.6%)	115	(19.1%)	131	(21.8%)
Total	602	(100.0%)	602	(100.0%)	602	(100.0%)	602	(100.0%)	602	(100.0%)

	6. The process of organising NCEA moderation		7. Applying external moderation advice		8. Making appropriate judgement decisions against NCEA standards, especially around the grade margins		9. Adapting web material tasks to meet the requirements of an internally assessed standard		10= Applying further assessment opportunity policies	
	Count	%	Count	%	Count	%	Count	%	Count	%
limited knowledge	74	(12.3%)	65	(10.8%)	34	(5.6%)	72	(12.0%)	63	(10.5%)
some knowledge	135	(22.4%)	150	(24.9%)	183	(30.4%)	160	(26.6%)	173	(28.7%)
good range of knowledge	253	(42.0%)	279	(46.3%)	303	(50.3%)	271	(45.0%)	284	(47.2%)
comprehensive knowledge	140	(23.3%)	108	(17.9%)	82	(13.6%)	99	(16.4%)	82	(13.6%)
Total	602	(100.0%)	602	(100.0%)	602	(100.0%)	602	(100.0%)	602	(100.0%)

	10= Interpreting achievement data to make informed change		12. Applying teaching strategies in my senior subject that address the needs of underachieving students		13. Providing feedback for 'next step' learning		14. Designing courses with a unit standard/achievement standard mix		15. Accessing other data sources that might help identify school, departmental or individual student needs (e.g. attendance, literacy scores etc)	
	Count	%	Count	%	Count	%	Count	%	Count	%
limited knowledge	50	(8.3%)	22	(3.7%)	57	(9.5%)	65	(10.8%)	60	(10.0%)
some knowledge	186	(30.9%)	233	(38.7%)	219	(36.4%)	150	(24.9%)	232	(38.5%)
good range of knowledge	307	(51.0%)	294	(48.8%)	269	(44.7%)	279	(46.3%)	262	(43.5%)
comprehensive knowledge	59	(9.8%)	53	(8.8%)	57	(9.5%)	108	(17.9%)	48	(8.0%)
Total	602	(100.0%)	602	(100.0%)	602	(100.0%)	602	(100.0%)	602	(100.0%)

	16. Writing NCEA assessment tasks and assessment schedules		17. Interpreting research evidence to inform my practice (e.g. Best Evidence Synthesis)		18. Teaching and learning for Scholarship in my senior subject		19. Teaching a course that accommodates ESOL student learning in my senior subject		20. Designing a senior subject course to acknowledge Māori student learning	
	Count	%	Count	%	Count	%	Count	%	Count	%
limited knowledge	101	(16.8%)	138	(22.9%)	214	(40.1%)	220	(36.5%)	258	(42.9%)
some knowledge	210	(34.9%)	271	(45.0%)	164	(30.7%)	255	(42.4%)	232	(38.5%)
good range of knowledge	211	(35.0%)	167	(27.7%)	116	(21.7%)	109	(18.1%)	100	(16.6%)
comprehensive knowledge	80	(13.3%)	26	(4.3%)	40	(7.5%)	18	(3.0%)	12	(2.0%)
Total	602	(100.0%)	602	(100.0%)	534 *	(100.0%)	602	(100.0%)	602	(100.0%)

* Smaller number of responses for item 18 is because not all senior subjects have scholarship accreditation for 2007

and to a lesser extent 'writing NCEA assessment tasks and assessment schedules', with 48.3% reporting a 'good range' or 'comprehensive' knowledge (2/3). Caution should be taken when making conclusions about these apparent 'deficits'. It is possible that some teachers for whom, for example, the teaching of scholarship is not part of their teaching programme (and never has been) are less likely to rate themselves favourably for this item. Likewise, some teachers in the sample may work in settings in which ESoL or Māori composition of classrooms is so negligible that a lower rating of knowledge is inevitable.

Demographic differences in teacher knowledge

A series of cross-tabulation analyses were performed in order to establish whether any of the 20 items in the questionnaire showed any patterns across a range of demographic variables.

Gender differences

There is no statistically significant difference between the way female and male teachers reported their levels of knowledge, except for one item. For this item, 'teaching and learning for scholarship' ($\chi 2$ (df3) = 19.579; $\rho<0.001$), females are over-represented in the 'limited knowledge' while male teachers are over-represented in the 'comprehensive knowledge' value.

NZ teaching experience differences

For this cross-tabulation analysis, the six 'NZ years of experience' categories in the questionnaire were collapsed into three categories. These categories were named 'early stage (0-5 years)'; 'established (6-15 years)'; and 'experienced stage (16 years and over)'. There are large enough differences between the patterns of responses from the three constructed groups to generate a statistically significant result for the following items:

	$\chi 2$ (df6)[9]
Applying NCEA authenticity processes	119.622
Applying external moderation advice	92.037
Ensuring moderation consistency	80.676
Organising NCEA moderation	73.523
Making appropriate NCEA judgement decisions	64.593
Further assessment opportunities	59.973
Teaching strategies for underachievers	43.716
Writing NCEA assessment tasks and schedules	38.070
Interpreting Achievement Standards	36.201
Interpreting achievement data	35.037
Designing courses with U.S. /A.S. mix	28.106
Teaching and learning for scholarship	24.564
Accessing other data sources	22.104

The thirteen items above contain a pervasive theme within the general trends of data. The 168 teachers in the early stages (0-5 years) of their New Zealand teaching careers reported 'limited knowledge' and 'some knowledge' values to a much greater extent than their 180 'established (6-15 years)' or 254 'experienced stage (over 16 years)' colleagues. Moreover,

[9] $\rho<0.001$ unless otherwise stated

what appears quite evident from this list of statistically significant items is that NCEA specific foci dominate the areas in which differences between the more recent teachers and their experienced New Zealand counterparts occur. It may also be tentatively suggested that some of the items in which higher differences between levels of teacher experience exist are of administrative nature.

Implication of analysis

It is of little surprise that teachers of less experience rate their knowledge lower than more experienced teachers for many of the items. Nevertheless, such evidence is important as it suggests that the 'personalisation' of professional development may start by targeting cohorts of teachers at different stages of their career.

Department size differences

This analysis explored whether the self-reported senior subject knowledge of teachers differed across the different sizes of the department in which teachers worked in. The four categories of 'sole teacher', 'two teachers', 'three teachers' and 'four or more teachers' from the baseline survey were preserved for this analysis, which produced statistically significant results for the following items:

	$\chi 2$ (df9)[10]	
Organising NCEA moderation	28.312	
Ensuring moderation consistency	25.689	
Writing NCEA assessment tasks and schedules	24.594	
Teaching and learning for scholarship	21.871	$\rho<0.01$
Teaching a course to accommodate ESOL	20.428	$\rho<0.05$
Making appropriate NCEA judgement decisions	18.032	$\rho<0.05$

The major difference between teachers from departments of different size is that sole teachers generally reported more 'limited knowledge' and 'some knowledge' values than teachers who work in larger departments. The items that focus on NCEA moderation show greatest difference between larger and smaller departments.

Implication of analysis

Once again, it may not be surprising to learn that the collaborative experience of colleagues in larger departments assists certain aspects of teaching that teachers in isolation may not be able to access as readily. Nevertheless, this finding appears particularly pertinent to some of the issues of concern related to NCEA implementation (ie consistency of moderation and accuracy of judgement decisions) that were at the genesis of this pilot initiative. This finding also adds weight for the need to build communities of practice in which isolated teachers can engage.

School decile differences

For efficiency of analysis, decile ratings of schools were combined into the following categories: 'Low (1-3)'; 'Middle (4-7)'; 'High (8-10)' and 'Other' which represented schools without a decile rating. Not only does this make analysis more manageable, but it also prevents individual cell sizes of the cross tabulation becoming so small that meaningful data analysis becomes improbable. The following items showed a statistical difference between the four decile groupings:

[10] $\rho<0.005$ unless otherwise stated

	$\chi 2$ (df9)[11]	
Designing a senior subject course to acknowledge Māori student learning	30.877	ρ<0.01
Interpreting achievement standards	22.840	
Designing courses with US / AS mix	21.122	
Teaching a course to accommodate ESOL	19.598	

The general trend identifiable from the differences is that teachers from lower decile schools have identified a greater proportion of values in the 'good knowledge' and 'comprehensive knowledge' categories. It might be tentatively surmised that the differences between school deciles is because the majority of these items are issues that teachers from lower decile schools have given attention to, more so than teachers in higher decile schools. Interestingly, in respect to interpreting achievement standards, the trend was for teachers from low and mid decile schools to rate a 'good range of knowledge' and 'comprehensive knowledge', while teachers from high decile and 'other' schools rated more 'limited knowledge' and 'some knowledge'.

Implication of analysis

The implication of this finding is that professional learning and development should be cognisant of the needs of the teachers working in a range of settings. Prior understandings and practice should be identified before further professional development takes place.

Senior subject differences

The following two items have statistically significant difference across senior subjects:

	$\chi 2$ (df30)[12]
Writing NCEA assessment tasks and schedules	47.070
Designing courses with U.S. / A.S. mix	44.921

Differences among subjects for teachers' knowledge of writing NCEA assessment tasks and schedules may have been influenced by previous provision of such materials. It is possible that a perceived paucity of such assessment tasks and schedules may have forced the hand of some specific subject teachers to write their own materials. If this was the case then it might be assumed that increases in knowledge of the writing process may have occurred.

There could be a number of explanations for patterns across subjects being statistically significant for these items. For example, teachers of subjects such as Agriculture/Horticulture may have had a history of using Industry Training Organisation accreditation systems from the qualifications framework and thus have not seen a need, as yet, to consider the pathways that unit standards or achievement standards may offer. Likewise, teachers of some subjects may have attributed a greater status to achievement standards than unit standards, thus not exploring the option of flexible pathways as much as teachers of other subjects.

Implication of analysis

Having an adviser dedicated to senior subject curriculum and assessment is significant as there may be specific aspects of the subject that require detailed knowledge if teachers are

[11] ρ<0.05 unless otherwise stated

[12] ρ<0.05 unless otherwise stated

to be supported effectively in developing practices that provide the best possible outcomes for students of that subject.

Professional development regularity differences

General trends of data show that for half of the knowledge items differences occur between teachers who have experienced different amounts of professional development in their senior subject during the last two years. These items are shown below:

	$\chi 2$ (df9)[13]	
Applying NCEA authenticity processes	41.940	
Interpreting research evidence to inform my practice (e.g. Best Evidence Synthesis)	41.582	
Making appropriate NCEA judgement decisions	36.739	
Applying external moderation advice	30.332	
Teaching and learning for scholarship	29.849	
The process of organising NCEA moderation	29.849	
Writing NCEA assessment tasks and assessment schedules	28.189	
Ensure consistency during moderation	27.680	
Interpreting achievement standards	24.594	$\rho<0.005$
Applying teaching strategies that address the needs of underachieving students	19.319	$\rho<0.05$
Providing feedback for 'next step' learning	17.872	$\rho<0.05$

For these results, the general trend is that those teachers who stated that they have experienced frequent or regular professional development in the last two years tend to indicate higher levels of knowledge. It was particularly noticeable that those teachers who indicated they had no professional development in the last two years were highly represented in the 'limited' and 'some knowledge' values. It is, however, difficult to discern a pattern in the type of items indicated by the responses of the teachers.

Implication of analysis

The analysis indicates that recent, regular professional development may support the professional learning and development of teachers. It is therefore important that all teachers of senior subjects have access to support structures in which the environment to improve practice is established.

[13] $\rho<0.001$ unless otherwise stated

Which items of knowledge did teachers prioritise for further professional development and learning in 2007?

Table 6.3: Phase 1 questionnaire: highest priority professional development needs

	Q30 List first item from 10 to 29 above that you consider to be of highest priority for your own PD this year		Q31 List second item from 10 to 29 above that you consider to be of highest priority for your own PD this year		Q32 List third item from 10 to 29 above that you consider to be of highest priority for your own PD this year		
	Count	%	Count	%	Count	%	CUMULATIVE TOTAL % (RANK)
making appropriate judgement decisions against NCEA standards, especially around the grade margins	53	(10.3%)	55	(11.1%)	34	(7.9%)	**29.3% (1)**
writing NCEA assessment tasks and assessment schedules	60	(11.7%)	32	(6.5%)	42	(9.8%)	**27% (2)**
teaching and learning for scholarship	68	(13.2%)	40	(8.1%)	22	(5.1%)	**26.4% (3)**
providing feedback for 'next step' learning	37	(7.2%)	43	(8.7%)	22	(5.1%)	**21% (4)**
designing courses with a unit standard/achievement standard mix	39	(7.6%)	36	(7.3%)	22	(5.1%)	**20% (5)**
applying teaching strategies that address the needs of underachieving students	36	(7.0%)	39	(7.9%)	21	(4.9%)	**19.8% (6)**
generating student interest in my senior subject	44	(8.5%)	23	(4.6%)	26	(6.1%)	**19.2% (7)**
motivating all senior students to do their best (not just high achievers)	32	(6.2%)	31	(6.3%)	16	(3.7%)	**16.2% (8=)**
interpreting research evidence to inform my practice	22	(4.3%)	29	(5.8%)	26	(6.1%)	**16.2% (8=)**
interpreting achievement data to make informed change	16	(3.1%)	26	(5.2%)	34	(7.9%)	**16.2% (8=)**
adapting web material tasks to meet the requirements of an internally assessed standard	17	(3.3%)	27	(5.4%)	29	(6.8%)	**15.5% (11)**
designing a senior subject course to acknowledge Māori student learning	18	(3.5%)	24	(4.8%)	30	(7.0%)	**15.3% (12)**
teaching a course that accommodates ESOL student learning	14	(2.7%)	20	(4.0%)	23	(5.4%)	**12.1% (13)**
accessing other data sources that might help identify school, departmental or individual student needs	9	(1.7%)	16	(3.2%)	28	(6.5%)	**11.4% (14)**
interpreting achievement standards	20	(3.9%)	14	(2.8%)	10	(2.3%)	**9% (15)**
the process of organising NCEA moderation	9	(1.7%)	14	(2.8%)	9	(2.1%)	**6.6% (16)**
ensuring consistency during moderation	9	(1.7%)	10	(2.0%)	11	(2.6%)	**6.3% (17)**
applying external moderation advice	7	(1.4%)	5	(1.0%)	16	(3.7%)	**6.1% (18)**
applying NCEA authenticity processes	4	(.8%)	6	(1.2%)	3	(.7%)	**2.7% (19)**
applying further assessment opportunity policies	1	(.2%)	6	(1.2%)	5	(1.2%)	**2.6% (20)**
Total	**515**	**(100.0%)**	**496**	**(100.0%)**	**429**	**(100.0%)**	

In order to establish what teachers perceived as being high priority professional development and learning needs, the questionnaire asked teachers to list up to three items that they considered to be highest priority for 2007. Table 6.3 above shows the cumulative total for each item.

The prioritisation of professional development needs presents some clear messages. High stakes summative assessment is clearly a concern of teachers as four of the top five most common responses are specifically NCEA and Scholarship based. Of particular significance is that two of these items, 'teaching and learning for scholarship' and 'writing NCEA assessment tasks and assessment schedules', were present in the 'top five' items that teachers recorded the least number of 'good range of knowledge' and 'comprehensive knowledge' values. It was noted earlier that the 'deficit' in knowledge of these two items (amongst others) may reflect the fact that many teachers were not directly involved in these activities. However, the prioritisation of these items in 2007 suggests that many teachers were turning their focus towards these items, even if this had not been the case in the past.

The correlation between levels of knowledge and prioritisation is weakly negative.[14] This means that teachers have prioritised their needs with some, if limited, consistency in regard to their levels of knowledge. For example, interpreting achievement standards which rated most highly in the knowledge ratings was prioritised as required professional development in 2007 at number 15 of 20. The process of organising NCEA moderation and ensuring moderation consistency, which rated in the top quartile of knowledge, were prioritised in the lowest quartile for professional development prioritisation in 2007.

Interestingly, some of the pedagogically orientated items, such as 'generating student interest in my senior subject' and 'motivating all students to do their best', ranked in the second quartile of highest priority professional development and learning needs, yet they also rated highly in the teacher knowledge scores. This may indicate that teachers are striving to continually enhance their professional knowledge, irrespective of their knowledge base levels.

Those items that teachers considered being the least of their three highest professional development and learning priorities cluster around the theme of NCEA moderation and authenticity.

Confidence in application

The phase 1 baseline questionnaire was designed to recognise that not only do self-reported increases in knowledge represent an outcome of professional development and learning, but so too is teachers' confidence to apply the new knowledge. For this reason, the questionnaire asked teachers to rate items on four point Likert scales based on their confidence to apply their knowledge. The ratings for these scales were:

"I have limited confidence"
"I have some confidence"
"I am mostly confident" and
"I am fully confident"

[14] (r = -0.3557)

The analysis of these data follow the procedure for the 'knowledge' data: frequencies were analysed, after which cross-tabulations were undertaken to explore whether any significant differences in trends occurred across key demographic data.

Table 6.4 below shows very clear patterns across the nine items, which for purposes of communication are ranked by the sum of responses in the 'mostly' and 'fully confident' categories. Teachers stated greatest confidence in the following items concerning their senior subject: 'generating student interest'; 'motivating all students to do their best'; 'making appropriate judgements against NCEA standards'; 'providing feedback/feed-forward for next step learning'; and 'informing my practice by analysis of student data'. These five items all scored a median and modal value of 3, indicating that teachers were mostly confident about applying these in their practice.

Table 6.4: Phase 1 questionnaire: teacher ratings of 'confidence in application'

	1. Generating student interest in my senior subject		2. Motivating all students to do their best (not just high achievers)		3. Making appropriate judgements against NCEA standards, especially around the grade margins	
	Count	%	Count	%	Count	%
limited confidence	15	(2.5%)	12	(2.0%)	41	(6.9%)
some confidence	119	(19.9%)	180	(30.2%)	178	(29.8%)
mostly confident	325	(54.4%)	328	(54.9%)	316	(52.9%)
fully confident	138	(23.1%)	77	(12.9%)	62	(10.4%)

	4. Providing feedback/feed-forward for 'next step' learning		5. Informing my practice by analysis of student achievement data		6. Writing assessment tasks and assessment schedules suitable for NCEA	
	Count	%	Count	%	Count	%
limited confidence	47	(7.9%)	50	(8.4%)	74	(12.4%)
some confidence	236	(39.5%)	243	(40.7%)	231	(38.7%)
mostly confident	264	(44.2%)	258	(43.2%)	223	(37.4%)
fully confident	50	(8.4%)	46	(7.7%)	69	(11.6%)

	7. Applying teaching strategies in my senior subject that address the needs of underachieving students		8. Teaching and learning for Scholarship in my senior subject		9. Designing a senior subject course to acknowledge Māori student learning	
	Count	%	Count	%	Count	%
limited confidence	38	(6.4%)	226	(42.3%)	290	(48.6%)
some confidence	279	(46.7%)	177	(33.1%)	218	(36.5%)
mostly confident	243	(40.7%)	94	(17.6%)	72	(12.1%)
fully confident	37	(6.2%)	32	(5.4%)	17	(2.8%)

Two of the items, 'applying teaching strategies that address the needs of underachieving students' (mean 2; mode 2) and 'writing assessment tasks and schedules suitable for NCEA' (2/2) were reported as less confidently applied by teachers. The last two, a clear cause for concern, are the items concerning 'teaching and learning for scholarship' (2/1) and 'designing a senior subject course to acknowledge Māori student learning' (2/1).

Gender differences

The cross-tabs analysis identified three items in which the differences between confidence patterns for female and male teachers were statistically significant. These were:

	$\chi 2$ (df3)	
Teaching and learning for Scholarship	17.218	ρ=0.001
Designing a course to acknowledge Māori learners	11.028	ρ<0.05
Informing of practice by analysis of student achievement data	8.568	ρ<0.05

Male teachers were more likely to state higher levels of confidence of 'teaching and learning for Scholarship' than women teachers. However, for designing a course to acknowledge Māori learners, male teachers rated more 'limited confidence' answers than female teachers who were, overall, more confident than men for acknowledging Māori learners – although confidence was low across both genders. For the analysis of student achievement data, it was males who stated higher levels of confidence than females.

NZ teaching experience differences

The differences in patterns of 'confidence in application' are statistically different when cross-tabulated with the teachers' length of time in NZ schools for six of the nine items. These are presented below:

	$\chi 2$ (df6)[15]	
Generating student interest	50.672	
Writing NCEA tasks and schedules	40.153	
Teaching strategies for underachievers	24.269	
Teaching and learning for Scholarship	18.840	ρ<0.005
Making appropriate NCEA judgement decisions	17.570	ρ<0.01
Motivating all students	12.696	ρ<0.05

Examination of the differences between the three groups of 'early (0-5 years)'; 'established (6-15 years)'; and 'experienced (over 16 years)' teachers shows that the difference in pattern is largely a result of the teachers in the early stages of their NZ teaching experience reporting more values of 'limited confidence' and 'some confidence' whereas more experienced teachers reported greater numbers of the 'mostly confident' and 'fully confident' values. This evidence indicates that newly trained teachers or those new to New Zealand are likely to rate themselves at lower ends of the scales for 'confidence in application'.

Implication of analysis

The list of six items contains a strong theme of pedagogical concerns which may reflect the influence of recently trained teachers that are building their confidence towards what they perceive as effective teaching. Two key tasks for the SSAs to support teachers, namely 'writing key tasks and schedules' and 'making appropriate NCEA judgement decisions' are also items which teachers with less experience are less confident about. Hence SSAs may focus on teachers within this group.

[15] ρ<0.001 unless otherwise stated

Department size differences

Statistically significant differences in the patterns of data occurred for three items when cross-tabulated with department size. These items were:

	$\chi 2$ (df9)	
Making appropriate NCEA judgement decisions	28.506	$\rho<0.005$
Generating student interest	22.697	$\rho<0.01$
Teaching and learning for Scholarship	20.074	$\rho<0.05$

The data suggest that sole teachers working in isolation were far less confident about their application of making NCEA judgements. This is unsurprising given that teachers in such environments may not have the opportunity to discuss marginal grades before awarding a final mark to students.

Implication of analysis

These findings support those on page 59, that professional development needs to attend to teachers working in isolation, which as the demographic data show is common for teachers of senior subjects.

Regularity of professional development differences

Three of the nine confidence items showed a statistically significant trend when cross-tabulated against the regularity with which teachers had experienced senior subject specific professional development.

	$\chi 2$ (df9)[16]	
Writing NCEA tasks and schedules	28.253	$\rho<0.001$
Teaching and learning for Scholarship	18.915	
Making appropriate NCEA judgement decisions	18.115	

Those teachers who received less professional development in these areas were generally less confident in their ability.

Implication of analysis

As with knowledge, it appears that confidence in application is supported by professional development. Again, continuing access to professional development around these issues is necessary.

Assessment theory and practice

The final closed questions of the phase 1 questionnaire focused on specifics of assessment theory and practice. This was considered worthy of attention as it was anticipated that SSA work would place significant emphasis on these themes during the year.

The six questions asked teachers to rate on a four point Likert scale the extent to which they felt knowledgeable of the theory and practice of diagnostic, formative and summative assessment. The frequencies of the teachers' responses are presented in Tables 6.5 and 6.6 below:

[16] $\rho<0.05$ unless otherwise stated

Table 6.5: Phase 1 questionnaire: teacher understanding of assessment theory

	Q42 Measuring prior learning (diagnostic)		Q43 Feedback/Feed-forward (formative)		Q44 Standards Based Assessment (summative)	
	Count	%	Count	%	Count	%
limited	71	(12.0%)	51	(8.6%)	30	(5.1%)
satisfactory	279	(47.1%)	225	(38.1%)	138	(23.3%)
good	205	(34.6%)	254	(43.0%)	321	(54.2%)
very good	37	(6.3%)	61	(10.3%)	103	(17.4%)
Total	592	(100.0%)	591	(100.0%)	592	(100.0%)

Table 6.6: Phase 1 questionnaire: teacher assessment practice

	Q45 Practice of classroom assessment in relation to measuring prior learning (diagnostic)		Q46 Practice of classroom assessment in relation to feedback/feed-forward (formative)		Q47 Practice of classroom assessment in relation to Standards Based Assessment (summative)	
	Count	%	Count	%	Count	%
limited	89	(15.1%)	49	(8.3%)	27	(4.6%)
satisfactory	275	(46.8%)	224	(37.8%)	148	(25.0%)
good	200	(34.0%)	263	(44.4%)	325	(54.9%)
very good	24	(4.1%)	56	(9.5%)	92	(15.5%)
Total	588	(100.0%)	592	(100.0%)	592	(100.0%)

For both theory and practice, the pattern was for far fewer teachers to register a ‘limited’ or ‘very good’ value. It is noticeable that the general trend for summative assessment theory and practice is for more teachers to register a ‘good’ or ‘very good’ value than diagnostic or formative assessment. In light of the last five years of NCEA implementation, this trend may reflect the attention senior subject teachers have been giving summative assessment issues.

What other professional development needs in their senior subject do teachers have for 2007?

The final question of the baseline survey was an open-ended question that asked teachers to identify any additional areas of their senior subject that required professional development and learning. This question was specifically designed as a ‘safety net’ to capture any needs that may not have been covered by the previous items of the questionnaire. Of the 602 completed surveys, 261 included responses about further needs. Two researchers independently coded the first fifty of these comments to identify emerging themes. The two members of the research team met to discuss any differences in their coding. After having done this, the researchers coded the remaining 211 codes, refining their initial codes as they progressed. At a further meeting each difference was discussed until agreement about the placement of the item was met.

Of the 261 responses, 112 were removed as they repeated items earlier in the questionnaire. Table 6.7, below, shows the frequencies of items in the coded categories, with examples given by teachers.

A significant minority of the respondents felt a need for their subject content knowledge to be improved. Many of the instances particularly focused around subject content knowledge for year 12 and 13 classes as well as instances in which an evolution of the subject content had been perceived to have taken place (e.g. new accounting regulations). While this subject content need for professional development in 2007 was rather a surprise to the research team, it may suggest that future professional development provision for senior subject teachers, in whatever form that may take, takes into account subject content. A number of

subject content needs were linked to upskilling in practical experiments, which may reflect the fact that teachers of the natural sciences were well represented in this sample.

Table 6.7: Additional needs requested by teachers for senior subject professional development in 2007.

Category	Frequency (%)*	Examples
Subject Content knowledge	40 (26.8%)	"Painting, printmaking and photography practice"; "Demonstrations and practicals"; "updating content knowledge"; "knowledge of content and skills"
Resources	23 (15.4%)	"access more resources for teaching Year 12 Biology"; "Designing / finding / using good resources available"; "Resource development in unit standards"
ICT integration	18 (12%)	"Use of ICT in teaching chemistry"; "collaboration tools in relationship to Web2.0"; "Integrating this with Smart Boards & Data projectors"
Raising academic performance	14 (9.4%)	"Improve year 13 results"; "Improving results and quality of answers"; "raising the achievement levels of my students"; "Can get the Merits and some E's but not as many as I would like"
Pedagogic themes	13 (8.7%)	"Differentiated learning"; "thinking skills"; "subject literacy strategies"
Meeting needs of specific groups	10 (6.7%)	"How to get more Pasifika boys attempting and achieving in senior sciences"; "Developing PRTs with confidence"; "ideas for working with non academic, kinaesthetic learners"; "catering for fluent students who have done Te Reo Rangatira"
New Curriculum	7 (4.7%)	"Understanding the new draft curriculum"; "ongoing interpretation of proposed changes to the curriculum"
Professional learning communities	6 (4%)	"To develop a support cluster"; "For small isolated schools just the opportunity of meeting face-to-face with other Economics teachers is extremely beneficial"
Miscellaneous/ Other:	17 (11%)	"I'd like to become involved in examining in NZ"; "How do we make time to do all the things expected of us?"

* Note that the percentage figure is of the 149 teachers who submitted professional development needs *additional* to those covered by previous items in the questionnaire

Summary of Phase 1 questionnaire: Key findings

The phase 1 questionnaire was in effect a self-reported needs analysis to capture teacher perceptions of their own knowledge and confidence, and to prioritise their professional development needs for 2007. It is possible that results of self-reporting may not be supported by independent observations, which places limitations on the nature of this evidence. Rovai and Barnum (2003), however, contends that self-reports can be a valid measure of learning, and that "perceptions may be more important than reality." The following points are the main findings of the needs analysis questionnaire, based on the sample of 602 teachers:

- The items reported as having 'comprehensive' or a 'good range' of knowledge by over 70% of teachers were: (1) interpreting achievement standards, (2) generating student interest in their senior subject, (3) motivating all senior students to do their best and (4) ensuring consistency during moderation. Most teachers (at least 85%) also rated their assessment theory and practice as satisfactory or good.

- The self-reported 'deficits' in teacher knowledge, that is more than 50% of the teachers reported having 'limited' or 'some' knowledge, were (1) designing courses to acknowledge Māori student learning, (2) teaching a course that accommodates ESOL student learning, (3) teaching and learning for scholarship, (4) interpreting research evidence to inform their practice, and (5) writing NCEA assessment tasks and schedules. It is important to interpret these findings with caution, as the self-reported 'deficits' may reflect the contexts in which teachers work. For example, teachers working in schools where Māori and/or ESOL students were not highly represented may be more likely to record lower ratings of knowledge.

- The demographic cross-tabulations showed a statistically significant difference for a number of items. Most of these are probably not surprising, but do echo conclusions of other reports and papers, such as Starkey et al. (2006) and Lieberman and Wilkins (2006), that early stage teachers have specific professional development needs, and that this is likely to be perpetual.

- The teacher ratings for confidence resulted in a similar list of items to that for knowledge. Teachers reported the most confidence in (1) generating student interest in their senior subject, (2) motivating all senior students to do their best, and (3) making appropriate judgement decisions against NCEA standards, especially around the grade margins. They also reported they were mostly confident to make appropriate judgements against NCEA standards, provide feedback/feed-forward for next step learning and inform practice by analysis of student data.

- Teachers reported the least confidence in (1) designing courses to acknowledge Māori student learning, and (2) teaching and learning for scholarship. The items: writing assessment tasks and schedules suitable for NCEA, and applying teaching strategies that address the needs of underachieving students, were also reported as less confidently applied.

- Teachers prioritised (1) making appropriate judgement decisions against NCEA standards, especially around the grade margins, (2) writing NCEA assessment tasks and schedules, (3) teaching and learning for scholarship, (4) providing feedback/feed-forward for 'next step' learning, and (5) designing courses with an achievement standard/unit standard mix, as those which required further professional development in 2007. The three highest ranked items for professional development priority clearly show that teachers were concerned about being knowledgeable and confident with high stakes summative assessment. Two of the items – writing NCEA assessment tasks and schedules and teaching and learning for scholarship – were present in the top five items that teachers recorded as having a deficit, so it is not surprising these were also identified as areas requiring professional development.

- Interestingly teachers rated some items highly in knowledge and confidence, yet they also prioritised them highly for professional development in 2007. There does not seem an obvious explanation for this apparent contradiction, but it may indicate that no matter what the prior knowledge base is, there are aspects of professional practice that teachers continually strive to improve.

- Three items ranked as having a knowledge 'deficit' were not prioritised highly in terms of professional development for 2007. These were: designing courses to acknowledge Māori student learning, teaching a course that accommodates ESOL student learning, and interpreting research evidence to inform their practice. This could be because teachers did not perceive these aspects of their practice to be part of the SSA professional development brief, or it may be that although these are areas of self-reported deficit there were other more pressing professional development priorities.

- The final open-ended question designed to capture any professional development needs that were not covered by the questionnaire revealed that several teachers required more professional development in subject content knowledge. This supports comments from SSAs earlier in the evaluation who indicated that some subject areas were being staffed by teachers in need of increased content knowledge.

SECTION B: PHASE 2 QUESTIONNAIRE ANALYSIS

The following section presents findings from the questionnaire that was completed by a sub-sample of teachers in the second phase of the survey research. The second phase of the survey sought to gather findings for the following research questions:

- What changes in knowledge and confidence did teachers report?
- To what extent did teachers attribute SSA support to their changes in knowledge and confidence?
- How did SSAs promote or support positive changes to teacher practice?
- To what extent were the needs of teachers met?

The design of the survey instrument allowed for the tracking of individual teacher responses before and after they worked with a SSA, which enabled analysis of changes in teacher knowledge and confidence. In addition to tracking these changes in teacher knowledge and confidence, the phase 2 questionnaire also asked teachers to measure the extent to which they felt SSA support contributed to any such changes.

Demographics

From the phase 1 sample of 602 teachers an attempt was made to obtain a sub-sample of 220 teachers, ten from each of the SSAs, to complete the phase 2 questionnaire. From the list of 602, the SSAs identified 272 teachers for the sub-sample that had actually participated in professional development and learning. This set an immediate challenge for the research team, who now had to aim for a return rate of 80% if the sub-sample was to be achieved.

As Table 6.8 shows, the response rate from teachers varied markedly. Initially, 143 responses were returned (52.6% of the 272 teachers identified by SSAs and 65% of the phase 2 target sample of 220). In order to increase the phase 2 sample of teachers, particularly for whom individual SSAs were poorly represented (see Table 6.8), the decision was taken to contact other teachers who had experienced the support of SSAs.

This increased the sample from 143 to 171. By taking this approach, the increase of 28 teachers to the sample meant the work of some SSAs would be better represented (although the small numbers of teachers for each SSA is not large enough to be fully representative of each SSA's work). However, because the 28 teachers did not complete the phase 1 survey before they worked with a SSA, some demographic data are missing and they are also not included in the analysis which tracks changes in teacher knowledge and confidence between the phase 1 and phase 2 questionnaires.

Table 6.8: Phase 2 evaluation sample by SSA

SSA	Frequency of Phase 2 Returns	Percent
1	7	4.1
2	9	5.3
3	6	3.5
4	5	2.9
5	10	5.8
6	6	3.5
7	7	5.1
8	9	5.3
9	7	4.1
10	10	5.8
11	5	2.9
12	10	5.8
13	10	5.8
14	10	5.8
15	8	4.7
16	10	5.8
17	8	4.7
18	3	1.8
19	9	5.3
20	9	5.3
21	5	2.9
22	8	4.7
Total	171	100.0

The total of 171 teachers represented 62.9% of the purposive sample of teacher names forwarded by the SSAs. As a fraction of the 602 teachers from the first questionnaire, this return was rather disappointing – and reflects the weakness on taking the 'SSA friendly' approach to nominating a purposive sample. Therefore, caution should be taken when comparing statistics that related to the work of some individual SSAs given that it was based on low counts.

The gender balance and New Zealand experience profile of the phase 2 sub-sample is shown in Figure 6.3. The sub-sample is slightly more skewed than the phase 1 sample, with 63.2% of responses coming from female teachers and 36.8% from male teachers. The top-heavy pyramid reflects an experienced sample, with 39.9% having taught for 16 years and over. The number of established teachers (6-15 years' NZ teaching experience) in the phase 2 sub-sample was 31.5%, while teachers early in their career (0-5years) represented 28.7% of the sub-sample.

Given the experienced nature of the phase 2 sub-sample, it is perhaps not surprising that the vast majority of teachers in the sample (95.3%) carried responsibilities beyond the scope of classroom teacher. The most common responsibility was 'Teacher in Charge' (43.3%) while 'Head of Department' was the next most often held responsibility (28.6%).

Figure 6.3 Phase 2 questionnaire returns by Gender and NZ teaching experience

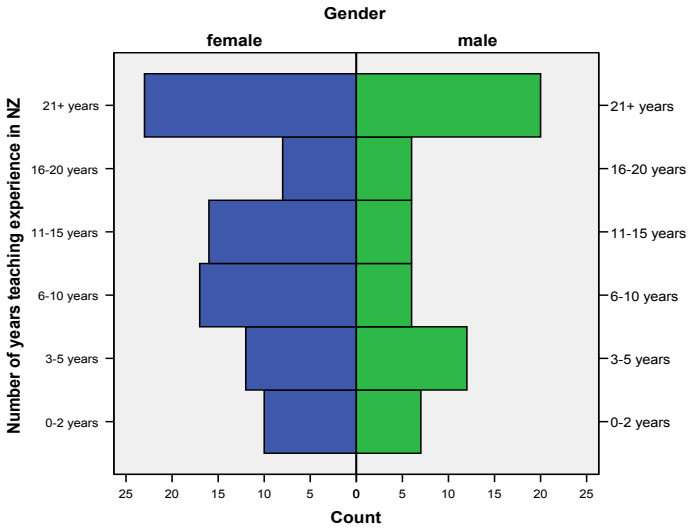


Table 6.9, below includes the breakdown of further positions as well as demographic data pertaining to the school decile, NCEA levels taught in 2007, department size, and the regularity with which teachers had experienced subject specific professional development since 2005. It is interesting to note that a significant swing from high decile to mid decile school teachers took place between the phase 1 and 2 returns. This is likely to have resulted from a combination of the purposive samples forwarded by SSAs and return rates from the teachers themselves.

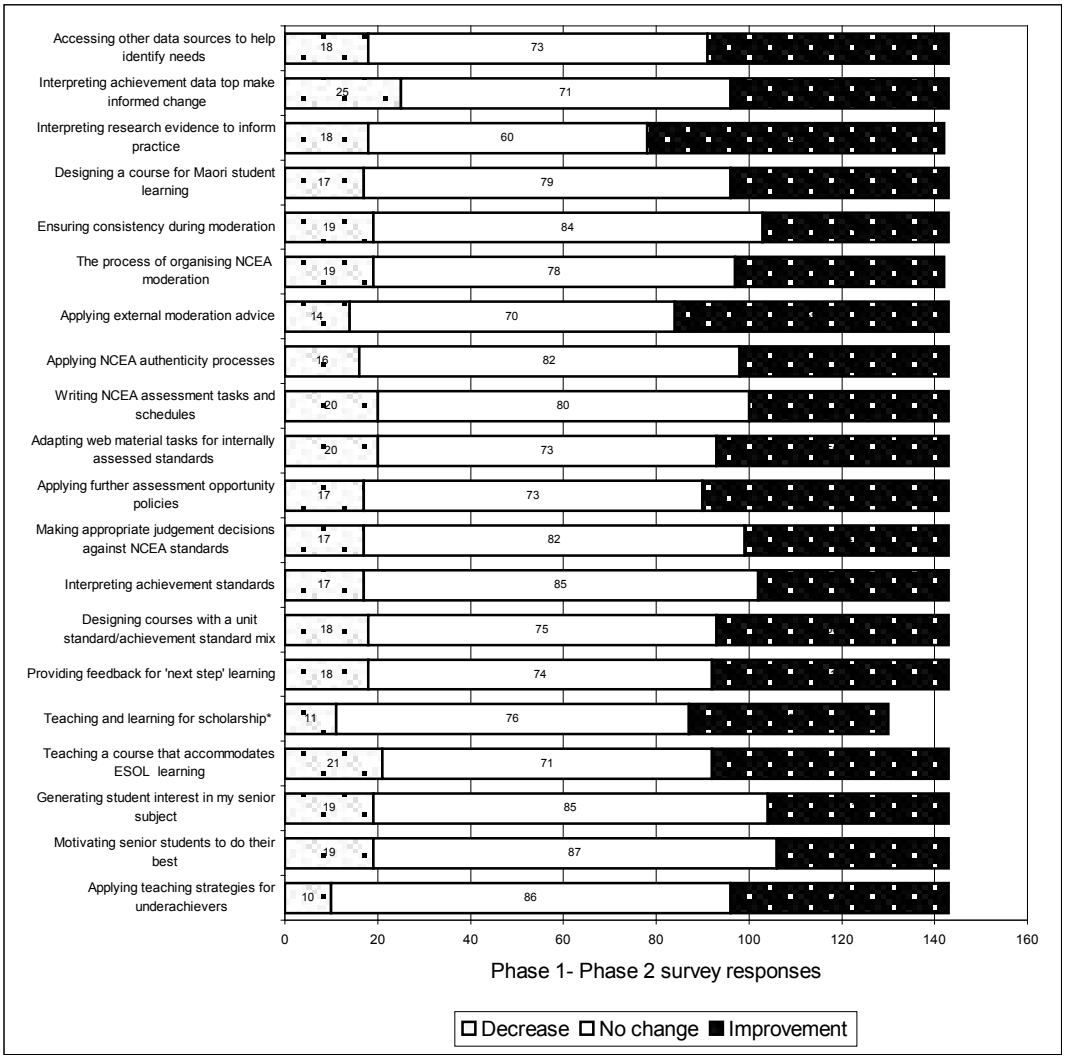
Table 6.9: Demographic summary of phase 2 questionnaire returns

	Count	Sample %
Teachers' school decile (n=171)		
Low (1-3)	21	12.3
Medium (4-7)	90	52.7
High (8-10)	51	29.8
Other	9	5.3
Positions of responsibility (n=143)		
Teacher in Charge	74	43.3
Head of Department	49	28.6
Head of Faculty	12	7
Specialist Classroom Teacher	14	8.2
Dean	16	9.3
Senior Management	3	1.8
Other	4	2.4
NCEA teaching 2007 (n=143)		
NCEA Level 1	117	81.8
NCEA Level 2	120	83.9
NCEA Level 3	112	78.3
Number of teachers in subject department (n=143)		
Sole teacher	67	39.2
Two teachers	37	21.6
Three teachers	13	7.6
Four or more teachers	26	15.2
Senior subject specific professional development since 2005 (n=139)		
Regularly (once a term or more)	11	6.4
Occasionally (2-3 times/year)	51	29.8
Infrequently (once a year)	56	32.7
Never	21	12.3

What changes in knowledge and confidence did teachers report?

Changes in teacher knowledge

Figure 6.4: Changes in teacher knowledge



* The smaller total of responses for this item reflects that not all senior subjects in the sample have scholarship level accreditation

Figure 6.4 above, is a visual representation of the changes in knowledge, as reported by teachers between the baseline phase 1 questionnaire and phase 2 evaluation questionnaire. It is important to remember that these are self-reported data without independent verification, although there is no reason to assume that the data are not accurate. The right-hand side of each bar represents self-reported improvements in knowledge of at least one point on the four point Likert scale for each of the 20 'knowledge' items. The left-hand side represents teachers who rated their knowledge at least one point lower than on the phase 1 baseline survey. The middle represents no change in the teacher rating of their knowledge.

It should be noted that the predominance of teachers who recorded the same value for items in the first and second questionnaires is not surprising, as it reflects the use of four point Likert scales being used to collect data. It is quite possible that teachers who recorded the same 'knowledge' level for each of the two surveys did feel their knowledge had increased, but not necessarily enough to move from a 'some' knowledge rating to a 'good range of knowledge' rating. A greater number of points on the Likert scales may have produced more instances of subtle change recorded by teachers.

Of the 171 teachers who returned the second phase questionnaire, 143 had submitted the earlier baseline phase 1 questionnaire. Using the *SPSS* software a Wilcoxon Signed Ranks Test was conducted. This statistical test is suitable for comparing the differences within one group of two related samples over two time periods (i.e., one group of teachers, all of whom have completed both a baseline phase 1 questionnaire and phase 2 questionnaire). Because the data for this analysis originated from Likert scales the Wilcoxon Signed Ranks Test was also chosen for its suitability for non-parametric data.

The Wilcoxon Signed Ranks Test analysis indicated that all of the changes are statistically significant at the $\rho<0.05$ level, with over half being statistically significant at the $\rho<0.001$ level. This is a clear affirmation that over the period that SSAs worked with teachers there was a general increase in levels of knowledge by teachers.

'Interpreting research evidence to inform my practice' and 'applying external moderation advice' were items for which over 40% of teachers registered an improvement of one ordinal point on the Likert scale, which represents significant gains. Ten of the other items also had improvements of one ordinal point for a third of the teachers in the sample and the remaining 8 items had improvements of one point for 25% of the teachers. While some teachers recorded decreases in knowledge, an inevitable consequence of using a pre-post design, none of these was enough to have an impact on the overall trend.

In order to explore the differences between the shifts in knowledge as perceived by teachers, Table 6.10 below compares the mean knowledge increase of each item. Care should be taken when interpreting these data as an interval statistic has been applied to ordinal data. Nevertheless, these figures do offer an indicative signpost of those items for which an increase between the phase 1 and phase 2 questionnaires was relatively higher or lower.

Table 6.10: Indicative increases in teacher knowledge

Questionnaire Item	Mean Knowledge Increase*	Rank
Interpreting research evidence to inform my practice (e.g. Best Evidence Synthesis)	0.39	1
Applying external moderation advice	0.36	2
Teaching and learning for Scholarship in my senior subject	0.30	3=
Applying further assessment opportunity policies	0.30	3=
Applying teaching strategies in my senior subject that address the needs of underachieving students	0.29	5
Providing feedback for 'next step' learning	0.28	6=
Designing courses with a unit standard/achievement standard mix	0.28	6=
Adapting web material tasks to meet the requirements of an internally assessed standard	0.27	8=
Accessing other data sources that might help identify school, departmental or individual student needs (e.g. attendance, literacy scores etc)	0.27	8=
Designing a senior subject course to acknowledge Māori student learning	0.26	10
The process of organising NCEA moderation	0.25	11
Teaching a course that accommodates ESOL student learning in my senior subject	0.23	12
Applying NCEA authenticity processes	0.22	13=
Making appropriate judgement decisions against NCEA standards, especially around the grade margins	0.22	13=
Analysing student achievement data	0.2	15=
Interpreting achievement standards (e.g. explanatory notes)	0.2	15=
Motivating all senior students to do their best (not just high achievers)	0.18	17=
Ensure consistency during moderation	0.18	17=
Generating student interest in my senior subject	0.15	19=
Writing NCEA assessment tasks and assessment schedules	0.15	19=

- Calculated: [Phase 2 questionnaire item mean – Phase 1 questionnaire item mean]

As mentioned previously, the comparison of self-reported data by teachers across both questionnaires was based on responses on four point Likert scales. Therefore, the mean increase of 'interpreting research evidence to inform practice' and 'applying external moderation advice' might be considered substantial shifts across a cohort. 'Generating student interest in my senior subject' and 'writing NCEA tasks and assessment schedules' were more modest in their increases across the sample of teachers, being less than half of the increase of the top four items. As 'generating student interest' was self reported by teachers as rating highly, it is not surprising that the mean increase was modest. However, the increase in knowledge of 'writing NCEA tasks and assessment schedules' might be considered a little disappointing considering the relatively low knowledge reported across teachers and that it was a key task of the SSAs.

Changes in teacher confidence

The survey instrument sought to establish whether increases in confidence were reported by teachers who worked with SSAs. In order to reduce the sense of repetition in the questionnaires, only nine of the 20 items that were included in the knowledge section were asked in the teacher confidence section.

Figure 6.5: Changes in teacher confidence

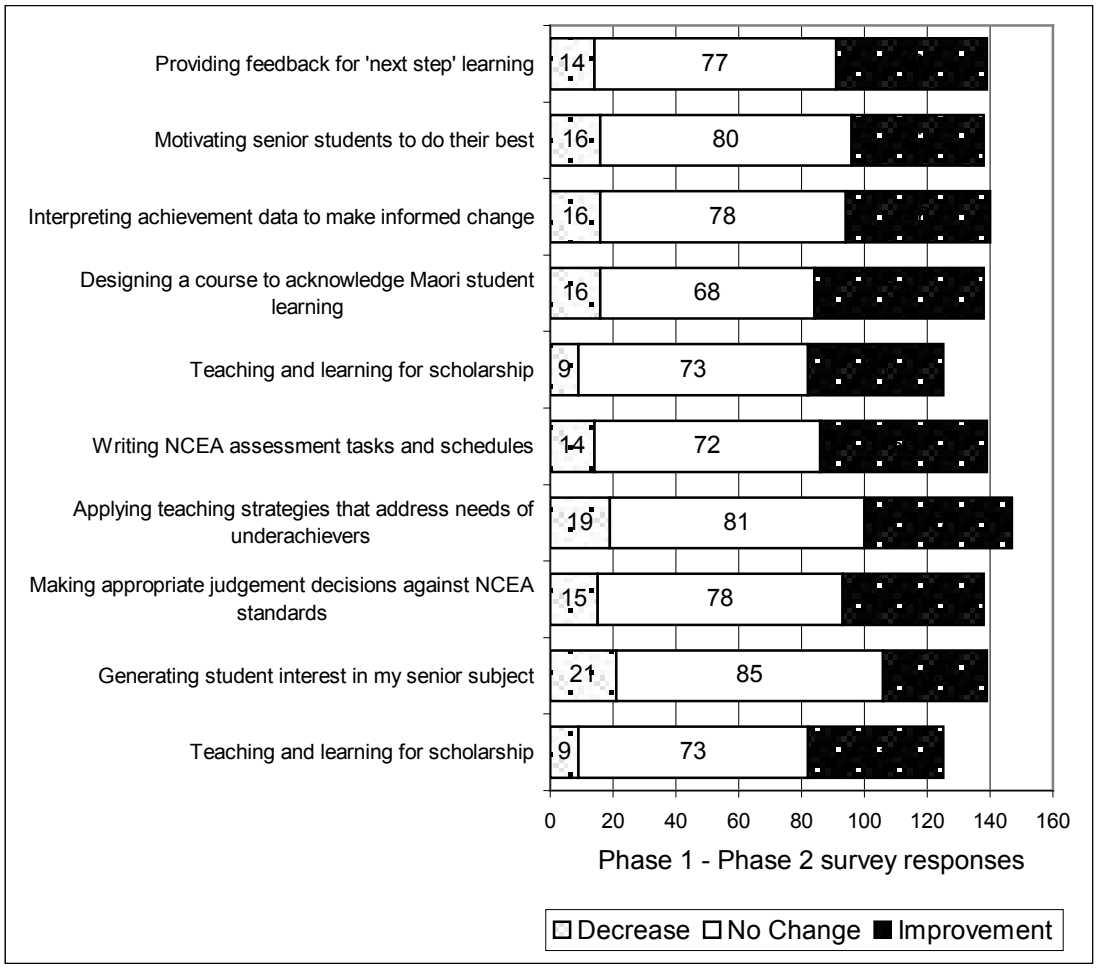


Figure 6.5 shows that the proportion of increases in confidence outweigh the decreases in confidence, approximately to the order of 2 or 3 times. In areas such as 'applying teaching strategies that address the needs of underachieving students' ($Z = -4.859$, $\rho<0.001$), 'writing NCEA assessment tasks and schedules' ($Z= -4.826$, $\rho<0.001$) 'teaching and learning for

scholarship' (Z = -4.758, ρ<0.001) and providing feedback for 'next step' learning (Z = -4.208, ρ<0.001), statistically significant differences exist, in an increasing direction, between the values recorded on the first questionnaire compared to the second.

According to the Wilcoxon Signed Ranks Test, the only item for which the probability of a statistically significant difference in confidence was not recorded across the two questionnaires was 'generating student interest in my senior subject' (Z = -1.810, ρ=0.07). Clearly this item has a larger number of teachers who actually recorded a lower rating in the second questionnaire than the first (21) and there are also a larger number of tied ratings as a proportion of all the responses. A small number of teachers recorded a lower rating in the second questionnaire, which may be expected with the use of a pre-post test survey as survey participants do not remember how they answered all the items on the pre-survey. The need to track longer-term changes in teacher confidence as a result of professional development support provided by SSAs falls beyond the scope of this evaluation.

Table 6.11 shows the relative increases in the mean confidence scores between the phase 1 and phase 2 questionnaire. As mentioned earlier, using interval statistics for ordinal data should be treated with caution, although they do give an indicative signal of the extent to which each item increased overall from the phase 1 to phase 2 questionnaire.

Table 6.11: Indicative increases in teacher confidence

Questionnaire Item	Mean Confidence Increase*	Rank
Providing feedback for 'next step' learning	0.36	1
Teaching and learning for Scholarship in my senior subject	0.32	2
Analysing student achievement data	0.30	3
Writing NCEA assessment tasks and assessment schedules	0.28	4
Motivating all senior students to do their best (not just high achievers)	0.27	5
Applying teaching strategies in my senior subject that address the needs of underachieving students	0.26	6
Making appropriate judgement decisions against NCEA standards, especially around the grade margins	0.24	7
Designing a senior subject course to acknowledge Māori student learning	0.23	8
Generating student interest in my senior subject	0.11	9

- Calculated: [Phase 2 questionnaire item mean – Phase 1 questionnaire item mean]

The mean confidence increases were largest for the items 'providing feedback for next step learning', 'teaching and learning for scholarship' and 'analysing student achievement data'.

When taken with the earlier results, it can be seen that the first two items were an area in which teachers registered higher increases in both knowledge and confidence in application when compared to other items. 'Teaching and learning for scholarship' was originally one of the items where professional development was prioritised, so in this case teachers had acted upon their self-identified needs.

Having established that a statistically significant proportion of teachers reported an increase in their knowledge and confidence between the phase 1 and phase 2 questionnaire for most items, this leads to the crucial question of whether teachers believed the SSAs had anything to do with supporting this growth in knowledge and confidence.

To what extent did teachers attribute SSA support to their increases in knowledge and confidence?

This section may be viewed as the central piece of evidence of SSA 'effectiveness' from the perspective of teachers. Having established that there was some evidence of shifts in teacher knowledge and confidence over the 8-12 week period, this section asks the acid question: how much did SSAs contribute to these shifts?

The means by which this analysis was undertaken was to identify those teachers from within the sample who had submitted both questionnaires (n=143), and who had registered a rating of the extent to which they believed SSA professional learning and development had contributed to an increase in knowledge/confidence of an item. Table 6.12, below, is a summary of the findings. For ease of reference, the items are ranked in descending order of those teachers who said that SSAs were at least partly attributable for increases in teacher knowledge/confidence.

Table 6.12: How attributable were SSAs to increases in teacher knowledge/confidence?

How attributable was SSA support towards…	Not attributable Freq (%)	Partly attributable Freq (%)	Largely attributable Freq (%)	Fully attributable Freq (%)	Total[17]
Interpreting achievement standards	9 (7.8%)	49 (42.2%)	46 (39.7)	12 (10.3%)	116
Making appropriate NCEA judgement decisions	14 (12.4%)	45 (39.8%)	45 (39.8%)	9 (8%)	113
Applying teaching strategies that address needs of underachievers	16 (14.5%)	65 (59.1%)	26 (23.6%)	3 (2.7%)	110
Generating student interest	16 (15.2%)	65 (61.9%)	21 (20%)	3 (2.9%)	105
Providing feedback for 'next step' learning	16 (16.2%)	56 (56.6%)	18 (18.2%)	9 (9.1%)	99
Motivating all senior students to do their best	19 (18.6%)	64 (62.7%)	16 (15.7%)	3 (2.9%)	102
Designing courses with a U.Standard/A.Standard mix	22 (21.2%)	33 (31.7%)	35 (33.7%)	14 (13.5%)	104
Writing NCEA assessment tasks and schedules	24 (22.4%)	52 (48.6%)	27 (25.2%)	4 (3.7%)	107
Interpreting achievement data to make informed change	23 (23.2%)	53 (53.5%)	19 (19.2%)	4 (4%)	99
Applying external moderation advice	25 (24.5%)	42 (41.2%)	28 (27.5%)	7 (6.9%)	102
Adapting web material for internally assessed tasks	25 (24.8%)	41 (40.6%)	28 (27.7%)	7 (6.9%)	101
Applying further assessment opportunity policies	25 (27.5%)	50 (54.9%)	12 (13.2%)	4 (4.4%)	91
Interpreting research evidence to inform practice	26 (28.3%)	51 (55.4%)	11 (12%)	4 (4.3%)	92
Ensuring consistency during moderation	31 (32.6%)	38 (40%)	23 (24.2%)	3 (3.2%)	95
Applying NCEA authenticity processes	32 (35.2%)	41 (45.1%)	15 (16.5%)	3 (3.3%)	91
Teaching and learning for Scholarship	37 (37%)	35 (35%)	21 (21%)	7 (7%)	100
Accessing other data sources	35 (37.2%)	41 (43.6%)	16 (17%)	2 (2.1%)	94
The process of organising NCEA moderation	41 (44.1%)	34 (36.6%)	14 (15.1%)	4 (4.3%)	93

[17] The total number of respondents for each item reflect teachers who completed phase 1 and phase 2 questionnaires (n=143) and also indicated that they could attribute SSA PD support to increases in their knowledge/confidence.

How attributable was SSA support towards…	Not attributable Freq (%)	Partly attributable Freq (%)	Largely attributable Freq (%)	Fully attributable Freq (%)	Total[17]
Designing courses to acknowledge Māori student learning	46 (55.4%)	33 (39.8%)	2 (2.4%)	2 (2.4%)	83
Teaching a course that accommodates ESOL learning	57 (61.3%)	28 (30.1%)	7 (7.5%)	1 (1.1%)	93

For 13 of the 20 items in Table 6.12, 70% of teachers indicated that SSAs were at least partly attributable to teacher increases in knowledge. It is quite clear from these data that the SSA support can be characterised as being 'partly attributable' to much of the increases in knowledge/confidence that teachers made. Notable exceptions are the indication from teachers that they could 'largely' or 'fully' attribute SSA professional development for their increases in 'interpreting achievement standards' (50%); 'making NCEA judgement decisions, especially around the grade boundaries' (48.7%); and 'designing courses with a U.Standard/A.Standard mix' (47.2%). The implication here is that teachers give significant weight to SSA professional learning and development support that focused on specific NCEA orientated items. Given that part of the origins of this initiative were to address concerns about implementation of NCEA, it is encouraging to see teachers rate so positively these three items, each of which may be considered important to improving teacher capability in NCEA assessment.

The data shown in Table 6.12 also provided evidence that high percentages of teachers partly attributed SSA support to increases in their knowledge/confidence of pedagogical themes. Specifically, 'applying teaching strategies that address needs of underachievers' (85.5%); 'generating student interest' (84.8%); and 'motivating all senior students to do their best' (81.4%) rated highly. It seems possible to conclude therefore, that teachers recognised that the support they received from SSAs was wider in scope than what may be termed NCEA 'compliance' issues.

It is also worth noting that teachers attributed SSA professional development support for developing internally assessed assessment tasks similarly, whether it was based on pre-existing web materials (75.2%) or writing assessment tasks and schedules (77.6%). Perhaps it is not surprising that slightly more teachers rated SSA professional development for 'adapting web materials for assessment tasks' as 'largely' or 'fully' attributable than 'writing NCEA assessment tasks and schedules'. The former approach may be considered a more comfortable way of developing the necessary skills for this type of task.

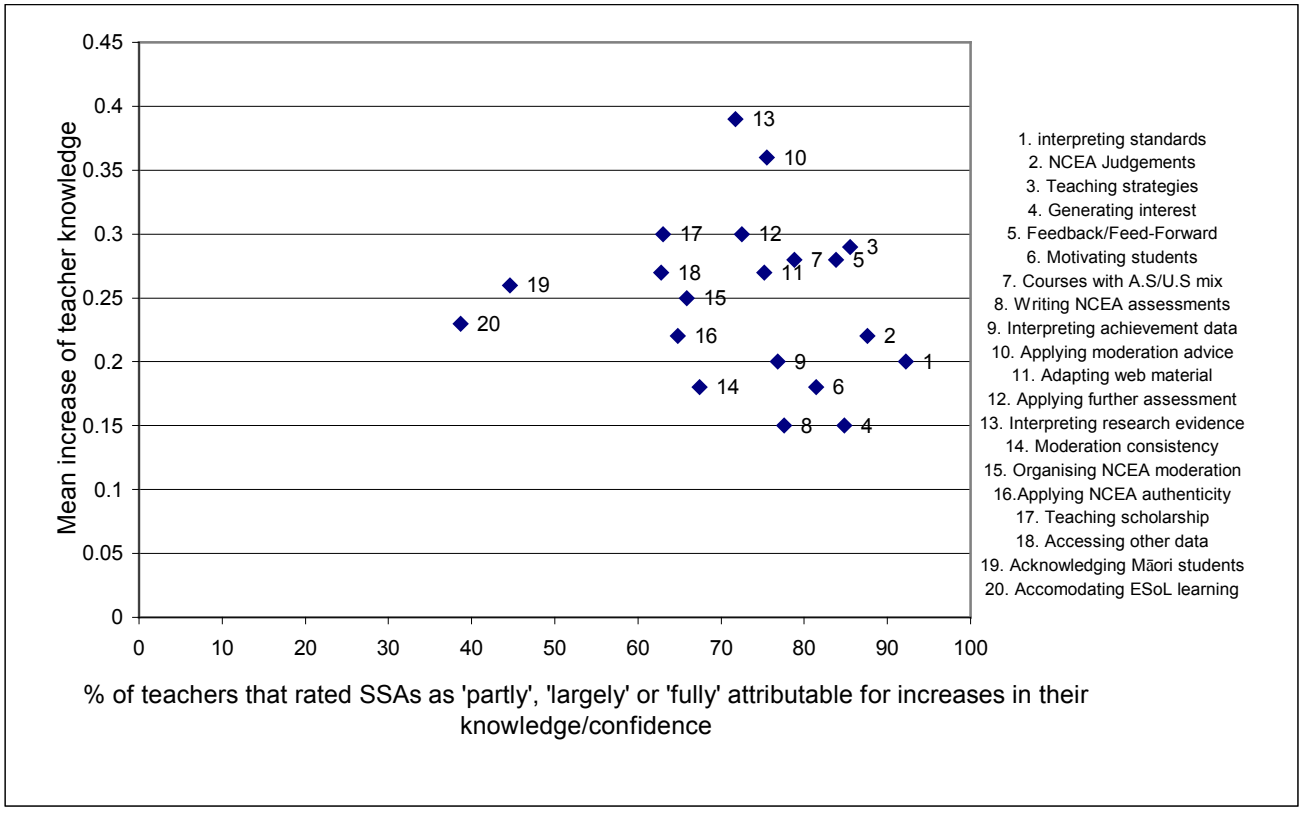
Table 6.12 indicates that relatively small percentages of teachers rated SSA support as 'largely' or 'fully' attributable to their increases in knowledge/confidence. Apart from the two pairs of items at the top and bottom of the ranked list in Table 6.12, the majority of items are rated by between 20-30% of teachers as being 'largely' or 'fully attributable' to SSA support. This might seem a little disappointing on surface evidence, yet a very important point about the nature of the professional learning and development provided by the SSAs is worth considering. If the SSA model of 'facilitator' is to be acknowledged, then it is highly probable that SSAs actively directed teachers to other sources of professional development support, thus minimising the chances of being attributed as 'fully' responsible for teacher increases. If collaborative networking approaches are built and supported by SSAs to develop sustainable clusters, then it may only be an expectation that SSAs are to be 'partly' responsible for increases in teacher knowledge/confidence. As one teacher wrote elsewhere in the survey, "I would be amazed if a SSA was able to offer any more than part of my professional development in this area".

The evidence from the foot of Table 6.12 shows that teachers were far less likely to attribute SSA input into their increases in knowledge/confidence for 'teaching a course that accommodates ESOL learning' (61.3% of teachers stated that their increases in knowledge/confidence were not attributable to SSAs); and 'designing courses to acknowledge Māori student learning' (44.1% stating that their increases in knowledge/confidence were not attributable to SSAs). It may be of little surprise that the few teachers who did rate SSA input into designing courses to acknowledge Maori student learning had sought the advice of the Te Reo adviser. It may also be postulated that the very small number of Māori students in some senior subjects mean that this item was of low priority for some SSAs.

The impact of SSA professional development support on teacher increases in knowledge

Figure 6.6, below, is a visual representation of the relative impact teachers attributed to SSA professional development support. The scatter graph correlates the relative increases in teacher knowledge against the percentage of teachers that attributed SSA support as at least 'partly' attributable to increases in knowledge.

Figure 6.6: SSA influence on increases in teacher knowledge



The responses from the phase 1 and phase 2 questionnaires produced an increase in knowledge in all 20 items and for 13 of these items 70% of teachers attributed SSA professional development support as being at least partly attributable for their increases in knowledge.

Teachers identified two items in which their increase in knowledge was most attributable to the input of the SSAs. These items were 'interpreting standards' and 'appropriate NCEA judgements', although both were at the lower end of mean increase in knowledge (~0.2 on the rating scale). This is not unexpected as these items were highly rated for teacher knowledge in the phase 1 questionnaire. Although teachers initially indicated that they had knowledge and confidence in their abilities to make judgements, they still indicated a need for professional

development in this area. This was not the case for 'interpreting standards' which had the highest knowledge rating and was 15th out of 20 for professional development priority. However, these two skills could be considered to be interrelated in that to make an appropriate judgement, teachers must be able to interpret standards. The disparity in prioritising professional development for these items indicates that teachers may not have made this link in the phase 1 questionnaire. An item that could be seen to also relate to these is 'applying moderation advice' in that teacher knowledge is informed by the feedback from moderators. Although initially teachers did not rank this highly (18th out of 20) as a professional development priority, they subsequently rated their growth in knowledge for this item as the second highest with a high attribution to SSAs. The support offered by the SSAs was intended to increase consistency of teachers' judgement decisions in their senior subjects and it would appear that they had a coherent approach to this, with a noticeable degree of success.

The writing or adapting of assessments for NCEA was another intended focus for SSAs. Mean knowledge increase data show that there was a bigger increase in teacher knowledge around adapting tasks compared with teachers writing their own tasks (although any increases were equally attributable to SSA input), which echoes SSAs themselves, who reported that their main emphasis in this area was on the former rather than the latter. Several SSAs indicated that they did not consider writing of tasks to be a major professional development focus, although teachers themselves indicated that this was a need. The results showed that the modest increases in knowledge in this area was, according to approximately 75% of teachers, at least partly attributable to SSA input.

The item with the greatest mean increase in knowledge was 'interpreting research evidence', which was also a key task for SSAs. However, teachers did not rate the contribution of the SSAs as highly as for other items (13th out of 20). The increase in knowledge may be attributable to other factors, such as other professional development providers, or that teachers may attribute any increase in knowledge to their own effort. Similarly, teachers reported a high increase in their knowledge and lower SSA attribution in 'accessing other data' which may also relate to the factors identified above. In contrast, teachers did not indicate as much increase in knowledge for 'interpreting achievement data', perhaps because they are already familiar with such data, although a greater majority attributed increases to the input of the SSAs.

Teachers also attributed knowledge increases in items related to teaching and learning (e.g. 'teaching strategies', 'motivating students', generating student interest', and 'feedback/feed forward) to SSA input. Fifty-five percent of teachers in phase 1 indicated that they previously had had infrequent or no professional development in their senior subjects and it appears that SSAs had filled this void.

Some areas clearly relate to compliance with NCEA moderation procedures, specifically 'applying authenticity processes', 'further assessment opportunities', and 'organising NCEA moderation'. While teachers did not always prioritise these as urgent professional development needs, they reported increases in knowledge in all these three items.

Two aspects that both teachers and SSAs indicated were not a major priority for professional development in 2007 were 'acknowledging Māori students' and 'accommodating ESOL learning'. Although teachers reported knowledge increase in these areas, these showed the lowest degree of attribution to input from the SSAs, suggesting that this is being addressed in other professional development. This contrasts with 'teaching and learning for scholarship' in which teachers reported a higher knowledge increase which was also more attributable to SSA input. Teachers had previously prioritised this aspect more highly as a professional development need.

In summary, the focus of professional development from the SSA viewpoint often mirrored what teachers indicated they needed. Sometimes SSAs emphasised areas that teachers had not prioritised as a need, perhaps because they were better positioned to see the links between these aspects and others.

How did SSAs promote or support positive changes to teacher practice?

The phase 2 evaluation questionnaire asked teachers to rate a number of features of the support they experienced from SSAs. The focus of these questions (see Appendix 2) was based on:

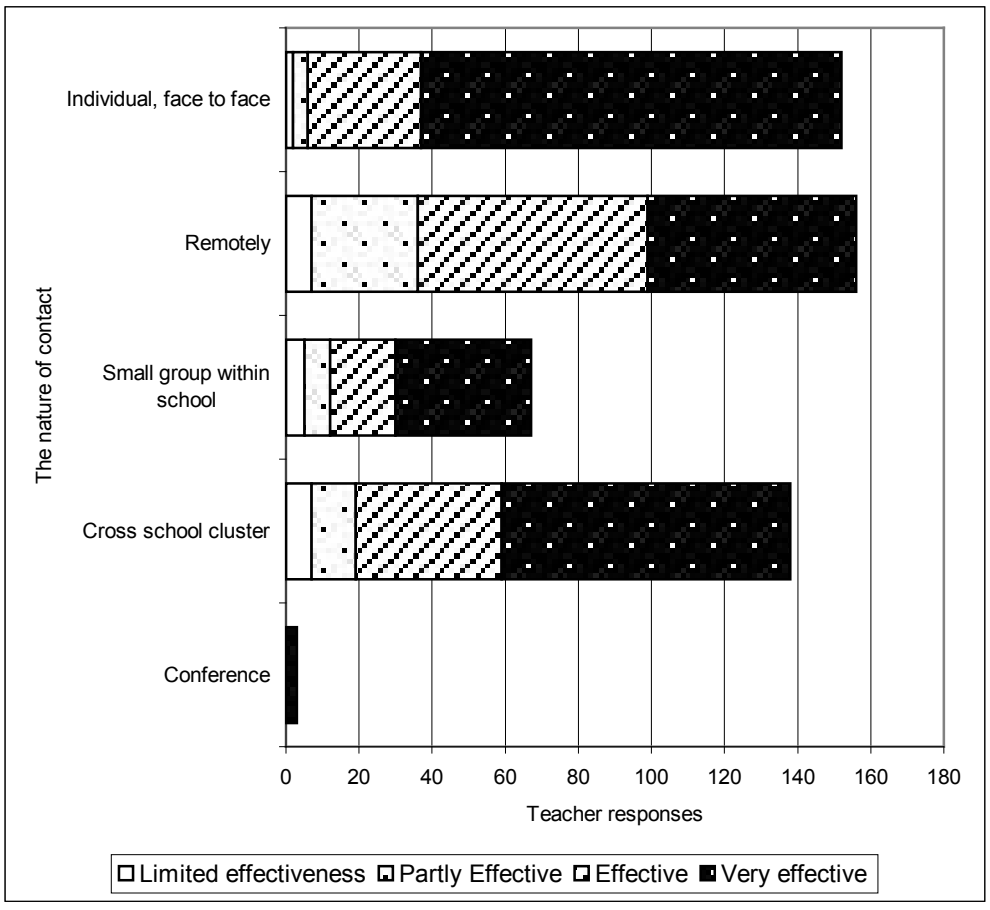
- The nature of the professional development contact
- The type of support offered by SSAs
- The quality of SSA facilitation.

As the responses to these questions were not tracked from the phase 1 baseline questionnaire, all 171 teachers who completed the phase 2 baseline questionnaire were potentially represented in this sample. However, It should be noted that because the teachers in the survey all experienced different permutations of support, the sum total for each question never comprised 171 teachers.

The nature of professional development and learning contact

Teachers were asked to rate the effectiveness of the professional development and learning contact offered by their SSA on a four point Likert scale; the questions for this can be found in Appendix 2, and the responses are shown in Figure 6.7. In addition to this the teachers were asked to give a justification of their rating.

Figure 6.7: The effectiveness of professional development and learning contact



The use of remote forms of communication (91.2%), individual face-to-face meetings (88.9%), and cluster groups (80.7%) were very common in the experiences of the teachers. Given the large geographical areas SSAs had to cover, it is encouraging to see that so many personal face-to-face visits were made, as well as pragmatic structures such as e-mail dissemination and cluster groups. Considerably fewer teachers reported small 'in-house' meetings with their SSA (39%), although the large proportion of sole charge teachers in this sample is likely to have had some effect on this statistic. Mutually inconvenient timetabling might also make this structure less easy to progress than some of the other structures. Three teachers indicated a conference as a structure qualifying in the 'other' category.

"[face-to-face meetings] force immediate consideration of the material rather than placing in the 'to do pile'."

"[Clustering] allows us to feel we can seek help from other teachers as well as from her."

"Face-to-face allows you to ask lots of 'dumb' questions without being embarrassed in front of peers."

"A small department group meeting means more time on the two of us."

"E-mail has changed the whole face of [subject] teaching in the remote provinces from the uninformed to informed."

Teachers rated the effectiveness of these five modes of contact highly. Face-to-face meetings were rated as effective or very effective by 96.1% of the teachers who experienced them. Justifications for their ratings of this item were largely based around the immediacy such support offered, especially in terms of meeting the specific needs of teachers. A number of teachers also stated that face-to face meetings allowed for wide and deep engagement in discussion. Similarly, high levels of effectiveness were given for cluster meetings (86.2%) and small group meetings within schools (82.1%).

""With F-2-F any issues that are thought of at the time can be immediately raised."

"[Face-to-face] feedback and advice cannot be misinterpreted. On the spot clarification can be given."

"The presence of other teachers [at clusters] gives a synergy to the process, with more ideas being put forward."

"Clustering created great opportunities for teachers from the region to meet when they usually wouldn't."

Justifications for the positive ratings of cluster effectiveness were predictably based around the benefits that a wider collegial group could bring. These included comments based around learning from others in similar situations, increasing the number of new ideas and amount of information shared, as well as hearing broader perspectives on issues. Among the few concerns about the effectiveness of clustering were that individual needs could not be catered for at all times or that organising mutually convenient times was problematic. The positive comments about small groups in schools working with a SSA largely focused on the benefits of learning from one another in the same setting.

"For the first time in my teaching I have felt that we have an effective vehicle in the [subject] cluster for sharing ideas and resources, so that we are not reinventing the same old wheel."

"If a school group is taken through the process, then each member of the group has the support and understanding of the rest of the group about the process when trying to carry it out in the classroom."

"[In small groups] you get to discuss the questions you want on anything rather than sticking with the course outline."

The only type of contact for professional development and learning for which relatively significant numbers rated 'limited' and 'partly effective' values was for the remote communication where 23.1% of respondents registered less positive ratings. Those who stated that remote communication was 'effective' or 'highly effective' tended to focus on the speed with which queries were answered by SSAs, how it helped disseminate information or how it kept teachers up to date with upcoming courses of interest

"[Remote communication] is in support of face-to-face. E-mail is great between the meeting times and gives regular support."

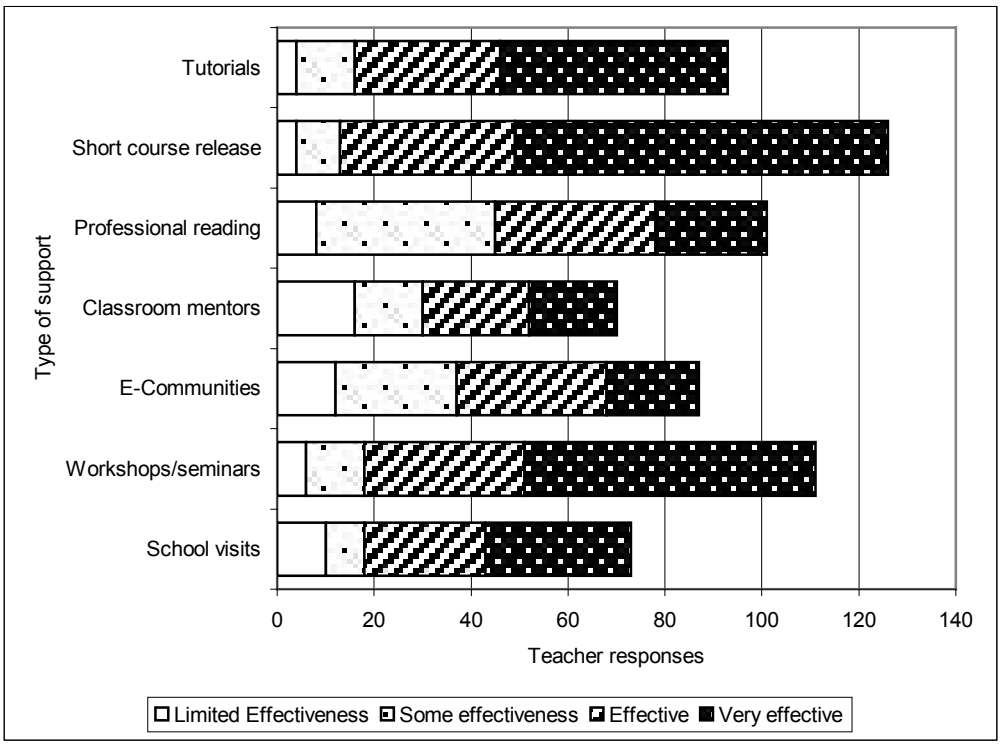
"Remote communication is good for quick answers but not so good if conversation moves into a difficult topic."

"Prompt to reply to e-mails – usually same day. Sent loads of incredibly useful resources as attachments which I could then store and download."

or changes to NZQA materials via newsletters. Typical comments from those teachers who rated remote communication as 'partly effective' or having 'limited effectiveness' stated frustration at trying to make contact by phone or that e-mails tended to be overlooked by more pressing matters.

The type of support offered by SSAs

Figure 6.8: Effectiveness of types of support



As indicated by six SSAs in their interviews (see p.44) a challenge for SSAs, especially those covering large geographical areas, was providing support for as many teachers as possible who requested support. As a result, SSAs used a number of different types of support, as befitted the context of professional development and learning.

To measure the effectiveness of the type of support teachers were offered by a SSA, a four point Likert scale rating was chosen for teachers to respond to, the results of which are shown in Figure 6.8, above.

There was a positive correlation (r_s = 0.82 $p<0.05$) between the total number of each type of support experienced by teachers and the mean rating given by teachers. This may be an indication that SSAs were strategically offering more of the types of support that offered greatest effectiveness to teachers and/or that more teachers were prepared to commit to short course workshop professional development opportunities than some of the other types of support available. In this pilot initiative, teachers rated short course release time to attend half or full day professional development facilitated by a SSA as the most effective type of support, with 89.7% of 126 teachers rating short courses as 'effective' or 'very effective' (median 4; mode 4).

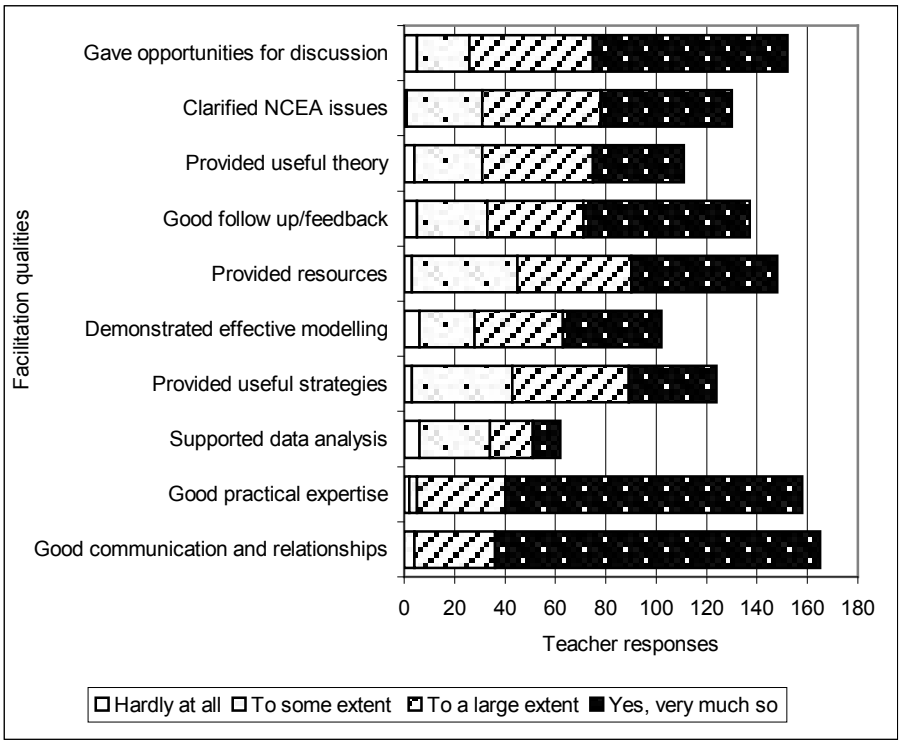
A large proportion of the phase 2 sample (111 teachers) also rated practical workshop/seminars scheduled outside teaching hours highly, with 83.8% rating this type of

support ‘effective’ or ‘very effective’ (4/4). Onsite tutorials at the behest of teachers (82.3%) and visits to other schools to investigate initiatives (75.3%) also rated highly in the ‘effective’ and ‘very effective’ ratings, although the school visits were less commonly reported by teachers.

Those types of support that teachers gave a more mixed rating were when SSAs provided in-classroom mentoring roles, professional reading, and e-communities. In the case of mentor support 57.1% of the 70 teachers who experienced this type of professional development and learning rated an ‘effective’ or ‘very effective’ value while a significant minority (22.9%) rated ‘limited effectiveness’ (median 3; mode 3). For e-community support 57.4% of 87 teachers rated their experience as ‘effective’ or very effective’, while 28.7% rated ‘some effectiveness’ (median 3; mode 3). Finally, support offered through professional reading was endorsed as ‘effective’ or ‘very effective’ by 56.5% of 101 teachers, while 36.6% rated it as having ‘some effectiveness’ (median 3; mode 2).

The quality of SSA facilitation

Figure 6.9: Teacher rating of SSA facilitation qualities



Teachers were asked to rate how well SSAs facilitated professional development and learning for up to 10 items. Figure 6.9 shows the breakdown of responses for each of the 10 items that focus on the quality of the SSA facilitation. It can be seen that for the majority of items teachers rated the facilitation qualities of the 22 SSAs positively.

Of the 171 teachers in this phase 2 sub-sample, very high levels of response were given on the quality of their SSAs’ communication skills (96%[18]), on their practical expertise (92%), on the opportunities for discussion (89%), and on provision of resources (87%). Lower, but still significant, numbers reported how well their SSA gave useful theoretical explanations (65%) and demonstrated effective modelling (60%), while from this sample the type of support least offered was helping teachers with the analysis of data (21%).

[18] Rating of ‘to a large extent’ and ‘yes, very much so’.

Two areas of SSA facilitation that were commonly commented on by teachers were the high quality levels of SSAs communication and relationship skills and their practical expertise (78.2% and 74.7% of teachers rated their SSA on the highest value of a four point Likert scale). Typical justifications for high ratings of the SSA ratings for 'good communication and relationship skills' was the approachability of the SSAs, their clarity of explanations, the ability to keep groups on task, and their non-judgemental approach to working with classroom teachers. The practical expertise of SSAs was also a noticeable strength according to the teachers in the sample. Common justifications centred around the expertise of subject content knowledge as well as NCEA assessment issues.

"Clear, concise and relevant. Does not condescend but treats you as a person with valuable ideas to offer."

"Pleasant manner, didn't talk down to you, demonstrated his ideas i.e., 'walked the talk', made it make sense."

"Discussions after observations of my teaching and has given great feedback and how to improve next time."

"He brought good resources, kept good control of the meeting, no put-downs, collegial feeling within the group. Did not let people stray from the topic."

"He actually did a couple of experiments with my students which is really great."

Other SSA qualities of facilitation that were rated very highly by teachers were the 'opportunities for me to discuss ideas about teaching and learning for my senior subject' (50.7% rating at the highest value) and also the SSA 'providing good follow-up support and/or feedback to me' (48.2% rating at the highest value).

"I'm new to the subject – good tips and resources for student interest and engagement."

"She is always able to provide solutions or avenues for solutions to be found."

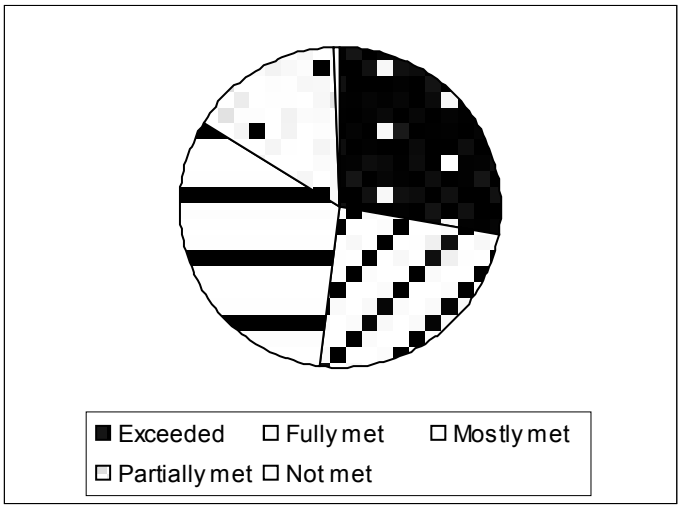
Of the SSA facilitation qualities that did not receive such a positive overall endorsement, support 'to analyse data relevant to my needs' received a split decision, with 54.8% of teachers stating that it took place 'hardly at all' or 'to some extent' while the remaining 45.2% rated their support in this area as happening 'to a large extent' or 'very much so'.

"We looked at statistics for specific achievement standards and analysed how to improve achievement, both externals and internals."

"He went over nationwide data on achievement in this subject for NCEA levels 1,2,3."

To what extent were teachers' expectations met?

Figure 6.10: Overall, to what extent did the SSA meet your needs?



In the final closed question of the survey teachers were asked to rate their overall judgement of the extent to which SSAs met their needs. This was done using a five point Likert-type scale. Teachers gave an emphatic endorsement (Figure 6.10, above) of the support that SSAs offered, with over 50% of the phase 2 sample reporting that their needs had been 'fully met' or 'exceeded'.

Only a single teacher expressed outright dissatisfaction, while 15.4% stated that their needs had been 'partially met' by SSAs.

In this part of the survey, the positive endorsement of the SSA initiative by teachers was reflected in the final open-ended question of the phase 2 questionnaire. This question asked teachers to justify the ratings given for their overall judgement.

"Without SSA help I would not have been able to implement Unit Standards at [name] College."

"It is rare that [subject] teachers in rural schools get the opportunity to share together, so it has been invaluable to me."

"I am now very confident to plan my Year 13 [subject] lessons according to NCEA requirements only because of the great support I got from my SSA."

""I have really appreciated the support and encouragement I have received this year. It has really helped with my happiness and interest in teaching."

"Working teachers find it difficult to run and develop courses from within their local associations, whereas having someone available to do this job and make it their sole focus reaps huge rewards and keeps us up to date and confident and without that lost feeling as rapid change continues."

"I have found the SSA to be very proactive, highly knowledgeable, and passionate about helping us improve and develop in all areas of our teaching and assessing. I don't know how we ever managed before. She is upgrading our professionalism and confidence!"

Many teachers reported their very high regard for the standards of support offered in the SSA Pilot initiative. It is clear from the comments provided that teachers felt that knowledgeable, up-to-date practitioners had been chosen for the individual SSA roles.

Through the justifications given for their overall ratings, some teachers (10% of the total responses) stated, without a prompt, their wish for the SSA Pilot to continue. Another, smaller, group of teachers indicated that their experience of SSA support was the most effective they had had in regards to their senior subject. A small percentage of teachers indicated that their individual position was significantly helped by the support of a SSA. This ranged from PRTs to newly appointed and experienced HoDs (there was no statistically significant difference between the overall judgement ratings of 'beginning', 'established' or 'experienced' teachers). One teacher asserted that the SSA initiative was important to the wellbeing of the NCEA qualification:

> "Having roving professionals able to visit and provide precise curriculum expertise and guidance is vital if NCEA is going to work – since it devolves so much responsibility for assessment back to individual teachers of greatly varying skill, experience and expertise."

Of those teachers who offered some constructive criticism of the initiative, there were two major themes:

- individual needs not being met
- systemic issues.

Of the former, a small number of teachers indicated that there was not the opportunity to explore aspects of teaching that they had hoped. One of these teachers felt that their SSA had more experience in unit standards than achievement standards, which made it difficult to explore flexible pathways for NCEA qualification. Another teacher felt that there were not enough ready made assessment tasks being made available.

Of the systemic problems highlighted by teachers, the most commonly cited issue was not having enough access to a SSA because of time issues related to the large geographical

areas that SSAs were employed to cover. In the words of one teacher, "[I] *could have used him more if he had more time for individual schools.*"

Were the needs of all groups of teachers met?

Cross-tabulation analysis of the closed question "Overall, to what extent did the Senior Subject Adviser meet your needs?" produced no statistically significant patterns across teachers of differing experience, school decile, or amount of previous professional development. This is not surprising, as the very high levels of endorsement suggest a 'universal' agreement, in which differences in rating would be negligible.

There was a statistically significant difference between male and female teachers ($\chi 2$ (df4)= 10.937 $\rho<0.05$). The general trends for this difference were that female teachers were more prone to state that their expectations were 'exceeded' while men stated more 'partially met' values.

Figure 6.11: To what extent did individual SSAs meet the needs of teachers? (n=162)

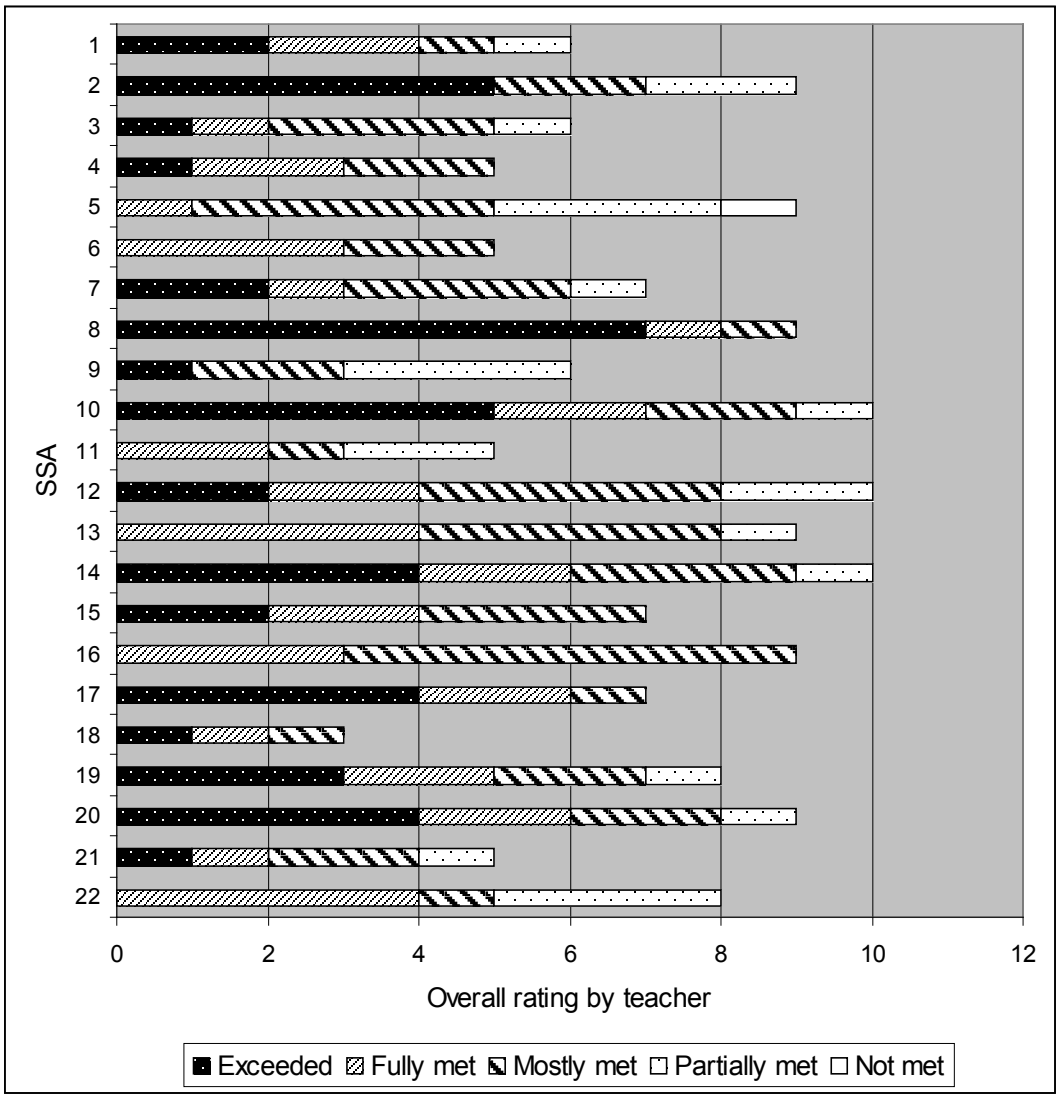


Figure 6.11 above shows the wide variability between the overall ratings of individual SSAs by teachers. In order to preserve the identity of the individual SSAs, each SSA was randomly assigned a number 1-22, although these are different to those of other graphs in this report. It has previously been stated that giving SSAs the choice of sample selection should temper

how much can be read into the results of the teacher survey. It is evident from these data, which give an 'overall' view of individual SSA effectiveness, that the range of responses supports the view that there is no reason why teachers would not be truthful about the quality of support offered. It can be seen, for example, that SSAs 5, 9 and 11 received lower ratings than the other SSAs. Conversely, it appears that SSA 8 seems to have received great reports form the teachers s/he supported.

Summary of Phase 2 questionnaire: Key findings

- Teachers recorded a mean increase in knowledge for all 20 'knowledge' items as well as for all nine 'confidence in application' based items during the period this evaluation took place. The items which recorded the greatest increase in knowledge were (1) 'interpreting research evidence to inform my practice', (2) 'applying external moderation advice', (3=) 'applying further assessment opportunities', (3=) 'teaching and learning for scholarship'. The items which recorded the greatest increase in confidence were (1) 'providing feedback for next step learning', (2) 'teaching and learning for scholarship'. That for 18 of the 20 items, over 60% of the teachers surveyed attributed their increases in knowledge as at least partly attributable to the SSAs suggests that the SSAs carried out their duties effectively and conscientiously.
- Key tasks of the SSAs included further developing the capability of teachers in assessment practices and, in particular, establishing consistency in judgements about internally assessed work. Three knowledge items that are closely linked to this are 'interpreting standards', 'making appropriate NCEA judgement decisions' and 'applying moderation advice'. In the phase 1 questionnaire teachers had rated their ability to interpret standards as their highest knowledge item, so it is perhaps not surprising that the increase in knowledge was reported as small. However, over 90% of the teachers attributed the increase in knowledge at least partly to the SSAs. Similarly, making appropriate NCEA judgements ranked highly (8^{th}) in terms of existing knowledge, so increases could be expected to be small, but again the increases were mostly attributed to the SSAs. Interestingly, 'applying moderation advice' also ranked highly (7^{th}) in terms of existing knowledge but teachers rated this item as the second highest in terms of increases in knowledge. It was also ranked lowly (18^{th}) in terms of professional development priority. A possible explanation is that the SSAs (many of whom were moderators) were able to pass on the wisdom gained from this role to increase even further the teachers' knowledge in this item. This would suggest that there is a store of knowledge held by moderators that is useful to teachers.
- Items that rated lowest in knowledge and/or confidence increase were 'generating student interest in my senior subject'; 'ensuring consistency during moderation'; 'motivating all senior students to do their best (not just high achievers)'; 'developing NCEA assessment tasks and schedules'. The first three of these items were already rated areas of high knowledge by teachers in the phase I questionnaire so one would expect a relatively lower increase in knowledge and/or confidence. The fourth item was one in which teacher knowledge was initially low and the modest increase suggests that professional development in this area is still required.
- SSAs' facilitation of professional development was overall rated highly by teachers. The quality of communication and relationship skills rated the most highly while the support of data analysis and provision of teaching strategies rated least highly of the choices provided. Teachers commented extremely favourably about their needs being met by SSAs. Eighty-four percent of teachers said their needs had been 'mostly met', 'fully met'

or ‘exceeded’. The mechanism for SSA support was most commonly individual face-to-face meetings, remote communication, and cross-school workshops/clusters. All three methods were deemed ‘effective’ or ‘highly effective’ by over 75% of teachers in the sample. Fewer teachers experienced SSA support in small groups within schools, but those who did rated their experiences highly.

- Analysis of individual SSA performance showed statistically significant variation in meeting the needs of teachers, based on the reporting by teachers. Specifically, one SSA appeared to stand out in ratings by teachers, while another five sets of ratings showed lower levels of rating.

Chapter 7: Integration of Findings

This chapter draws together findings from the three major strands of the evaluation, namely the interviews of Senior Subject Advisers (SSAs) (see Chapter 4), the School Support Service (SSS) team managers (see Chapter 5), and the teacher survey (see Chapter 6). The integration of findings is broadly based on the questions that framed this evaluation, while offering points for discussion that arose from the evaluation.

Individual SSAs supported hundreds of teachers, characterised by professional development events away from the classroom

The data reported in Chapter 6 indicate variations in the number of clusters and teachers served by SSAs. Interview data suggested that the different approaches SSAs took to their role and the structures put in place by the SSSs influenced this. For example, some SSAs viewed a traditional short course cluster as the prime form of delivering their support. Other SSAs placed a greater emphasis on making individual contact through departmental or individual classroom support. Some SSAs harnessed the advantages of after-school cluster meetings while others perceived the same time period as a barrier to teacher learning. From the sub-sample of 171 teachers in the teacher survey, and the data received from SSA records, it was clear that small departmental meetings supported by SSA facilitation were less common than individual, face-to-face meetings and cross-school clusters.

In their entirety, the different types of meetings amounted to significant numbers of teachers coming into contact with SSA support. While the data collected cannot distinguish how many individuals had more than one contact, it is clear from self-reported data that almost 2,700 individual teachers received some type of face-to-face support from 22 SSAs by the end of Term 3, 2007. While many teachers experienced more than one instance of support, each experience was often an event with a new agenda, rather than an iterative approach to professional practice.

The findings showed that clusters and workshops, away from situated classroom practice, were the dominant mode of delivery and moreover were considered effective by the vast majority of teachers. Timperley et al.'s (2007) best evidence synthesis of professional learning and development indicates that one-off workshops can change teacher practices – but have limited effect on student outcomes. Such an approach, it seems, was expedient for building the professional practice of NCEA compliance issues such as internal assessment, as that task was very much focused on the upskilling of teachers to promote shared understanding. Whether the workshop approach was as effective for exploring some pedagogical issues was, as some SSAs pointed out, less certain.

While individual teacher contact was plentiful, SSAs reported on the difficulty of being invited into senior subject teachers' classrooms to observe classroom practice. This was a source of frustration for some of the SSAs, who felt such an opportunity might lead to deeper examinations of teaching-learning relationships. Consistent with New Zealand and international literature (Annan, Lai, & Robinson, 2003; Barton et al., 2007; Boyd, 2005; Little, 1990; Ward, 2007), SSAs frequently commented on the high level of trust required for teachers to deprivatise their practice. Many SSAs indicated that the short amount of time for the initiative was an impediment to developing the strength of relationships from which classroom observations might become commonplace, although cluster meetings were considered useful first points of contact from which relationships of trust could be developed. It was evident that some SSAs did not consider investigations of classroom practice as central to their agenda, some indicating that the nature of their contact with teachers offered a 'quick fix' rather than deep changes to teacher beliefs and practices.

The final point of discussion regarding the nature of the contact SSAs had with teachers relates to the use of e-technology. For a number of reasons the overwhelming mode of e-communication was e-mail. For many teachers this was an opportunity to have almost immediate contact with a SSA and many also responded favourably to regular newsletters they received. Unsurprisingly, some teachers in remote parts of rural New Zealand felt particularly connected by such communication. The nature of e-communication was largely a dissemination service, some SSAs commenting that if they became another provider of online senior subject collaboration, it may splinter an already fractured field of providers. These SSAs often referred to the development of a forthcoming MoE online platform as a suitable forum for critical discussion and debate, so felt their own efforts to create such an online community would be a wasted effort. A number of SSAs also suggested that their own ICT literacy would need to be developed if they were to create online subject specific forums.

Subject clusters were an effective means for 'transfer of good practice', in which SSAs took leadership roles

The wide range of literature on professional networks as a means of increasing teacher and ultimately student capacity for improvement suggests that cross-school clusters may offer the conditions for effective professional development and learning. Hallmarks of such effective communities are those that have developed a clear and shared purpose, collaboration, a focus on authentic inquiry, and building capacity (Ministry of Education, 2006).

For all the SSAs, using subject clusters to form networks of professionals was an expedient approach to serving either large numbers of teachers in urban centres or teachers dispersed across large rural areas. The majority of cluster networks were underpinned by a 'transfer of good practice model' (Fielding et al., 2005) in which SSAs modelled strategies, allowed for participant input, and disseminated ideas for teachers to use in their classroom.

Teachers attending the clusters commented favourably on the leadership roles that SSAs played in establishing cluster networks as well as their strengths in cluster network facilitation. Ironically, the leadership roles that SSAs took may also account for the insights of a number of SSAs who questioned whether the clusters they had established were sustainable without the presence of a 'figurehead' leader. A small number of SSAs attempted to address this issue by involving other teachers in order to distribute leadership across their clusters. The sustainability of senior subject clusters is essential if practices such as moderation are, as Black indicated would be necessary, supported by regular local meetings (Black, 2001).

SSAs responded to the diverse needs of senior subject teachers, while remaining focused on NCEA orientated compliance issues

Evidence from the teacher survey and interviews of SSAs support Kane & Mallon's (2006) assertion that continued professional development and learning are necessary in the continuing context of assessment and curriculum reforms. Data from the teacher survey concerning teachers' priorities for 2007, suggested that there is a continuing demand for professional development that builds professional practice in the compliance issues related to the implementation of the NQF assessment reform. This was particularly evident for understandings related to the implementation of internally assessed standards, such as making appropriate judgement decisions, especially around grade margins and writing NCEA assessment tasks and schedules.

Teaching and learning at scholarship level and designing flexible course pathways of unit standard and achievement standard mixes were also needs strongly identified by teachers in relation to the assessment reforms. Teachers' self-identified needs were supported by the

SSAs, many of whom indicated the difficulty of making appropriate judgement statements was a consequence of the uncertainty about the expectations of the national standards that had been set.

Evidence from the SSA interviews indicated that it was often inexperienced teachers in the New Zealand system (either newly entering the profession or internationally trained) who required support in NCEA compliance issues, as well as those teachers who were isolated from other teachers instructing the same subject. Given the 'internationalisation' of the teaching workforce in many schools in New Zealand (Ng, 2007), the need for new cohorts to be inducted into the profession, and the significant proportion of senior subject teachers working as a single 'Teacher in Charge', it is probable that these NCEA compliance needs will be a continuing trend for some time yet.

While the need for a focus on high stakes assessment was clearly signalled by teachers and SSAs alike, there was also substantive evidence from both groups that indicated a wider set of needs for senior subject teachers. Such needs varied, depending on the subject discipline in question. SSAs of three subjects in particular identified that a large number of non-specialists in these subject disciplines required support for curriculum content knowledge. The SSAs acknowledged that this foundational support was a building block of senior subject effectiveness, necessary before subsequent pedagogical approaches could be addressed (Timperley et al., 2007).

Further pedagogical needs were also identified by teachers, SSAs, and school support managers. For example, teachers identified formative assessment for 'next step' learning as a high priority for professional development and learning in 2007. This was a need identified by some SSSs, and subsequently SSAs were offered professional development in supporting teachers to develop approaches for analysing student data in order to inform teaching and learning. The phase 1 baseline questionnaire also highlighted that teachers were far less knowledgeable and confident about attending to the needs of groups such as ESOL students and Māori in their teaching and course design, yet such needs were not prioritised by teachers as being as pressing, in 2007 at least. Nevertheless, some SSAs supported teachers towards ESOL, by offering support for literacy in the context of their senior subject.

The wide range of needs of senior subject teachers throughout New Zealand reflected the diversity of the teaching profession. This created interest for some SSAs, as the secondment led to a wider 'portfolio' of support being given, albeit with the focus remaining on NCEA compliance issues. Some of the SSAs sought to actively involve themselves in the wider remit of support, while others tended to focus almost entirely on NCEA compliance issues. The variety of foci during the SSA initiative supports the principle behind Lieberman and Wilkins' (2006) professional development pathways model which emphasises the need for flexible professional development. In doing so, professional development and learning recognises that teachers, as learners, have diverse needs for which a variety of support pathways should be offered.

Supporting teachers to make judgements for internally assessed standards produced positive and unintended outcomes

The 'Professional Standards for Secondary Teachers' criteria for quality teaching states that "*all teachers should aim to be effective assessors of student work. For internal assessment for national qualifications, this would include full participation in the moderation process, including taking into account the outcomes of moderation to inform their own practice*" (MoE, 1999). Since NCEA, the relevance of the criterion has become more significant, as NCEA places the classroom teacher at the centre of assessment decision making.

SSA support for teachers to improve confidence in assessing internal standards was clearly valued by teachers. While this outcome was not one of the higher increases in teacher knowledge or confidence across the survey period, almost 90% of teachers in the sample indicated that increases in their knowledge and confidence to make appropriate judgement decisions were at least partly attributable to SSAs. Over 50% of the teachers in the sample stated that SSA support was largely or fully attributable for increases in their knowledge and confidence, which suggests a significant contribution by SSAs in this area.

Data from SSA interviews highlighted that the desire for face-to-face support in which teachers could discuss judgement decisions and participate in group marking exercises was a fundamental component of such support. Typically, supporting increases in teacher confidence to make judgements for internally assessed standards involved clarification of the standard as a precursor to making the judgements themselves.

The nature of the resources that SSAs and teachers used was also a significant feature of increasing teacher confidence in this key outcome. Often SSAs reported accessing exemplars of student work through their contacts with other teachers. If working individually with teachers, then SSAs would often use authentic examples of internal assessments from the students who were taught by the teacher.

The outcome of increasing teacher confidence in making judgement decisions was facilitated in two distinct ways. Often it was done through a peer-to-peer collaborative approach in which group dialogue helped build a shared understanding and professional practice through trial marking of assessment scripts. At other times, particularly when supporting inexperienced teachers, more of an individualised 'expert-novice' approach was taken. A common factor of both approaches was that face-to-face contact allowed for the 'at the elbow' support deemed necessary for transfer of effective practice (Ingvarson, Meiers, & Beavis, 2005). Some SSAs reported that a positive by-product of this approach was that teachers became more attuned to, and likely to act upon, the comments on samples of assessed work returned by moderators.

The desired outcome of increasing teacher confidence in making judgement decisions had unintended consequences for some SSAs. A number of SSAs expressed that in facilitating this process they were sometimes being treated as 'pseudo' moderators. One SSA even reported finding that his/her name had been put to a sample of student assessed work that a teacher had submitted for moderation purposes. In a sense, some SSAs felt that teachers were confusing the role of the SSA with the role of a moderator. SSAs were more than willing to support teachers in this key endeavour, but many felt frustrated that they were not given the opportunity to attend moderator training so that they could be confident of how internally assessed grade boundaries were being interpreted in 2007. This concern suggests that, similar to the experience of specialist classroom teachers, "*clarity of expectations, requirements, responsibilities and boundaries"* (Ward 2007, p.92) would further assist SSAs in meeting this key outcome of the initiative.

SSAs explored flexible course pathways with teachers

One of the features of the implementation of NCEA in New Zealand's secondary schools is the modularisation of assessment. Some teachers have seen this as an opportunity to develop courses with a flexible pathway of unit and achievement standards or develop courses that allow for curriculum integration (Hipkins et al., 2005). As a result, many SSAs focused on course planning, some from a curriculum perspective, others from an assessment perspective. Evidence from the interviews and the teacher survey supports the

assertion that a great deal of time was spent on raising awareness about course planning. However, there was less evidence offered of teachers actually utilising their newly found knowledge to make changes, perhaps the result of needing a longer period of time to measure the impact of some of the support SSAs offered. Nevertheless, two SSAs were able to comment on the progress of integrated curriculum courses that were being developed in their senior subject disciplines, while others were able to give insights into specific programme changes at the classroom level (e.g. introduction of new experiments).

Most SSAs encouraged teachers to write quality assessment tasks and schedules, despite tensions in building this capability

Most SSAs reported working with groups of teachers to either refine or write assessment tasks and schedules, with many SSAs using links to their moderation network to quality assure the end product. As a result, SSAs have been able to distribute quality assessment tasks and schedules to teachers in their regions for 2007 onwards. Individual SSAs took a variety of standpoints on the need for the capacity of teachers to write quality assessment tasks and schedules. Some SSAs felt that their subject already possessed quality assessment tasks and schedules, while a few SSAs developed specific writing groups to develop quality assessment tasks and schedules.

The decision by some SSAs to select teachers who had the motivation to engage in assessment writing reflected a wider concern expressed by almost half of the SSAs. Namely, that investing time and energy into producing quality assessment tasks and schedules was not worth the effort involved, or that some teachers did not have the necessary skills to succeed in this type of learning. A small number of SSAs attributed this to the perceived 'risk' involved if teachers should be judged by the comments of moderators by their principals, while others said teachers were too busy. However, this becomes a catch-22 situation if the need of a substantial group of teachers to develop the professional practice of assessment writing is not being supported. Evidence from the teacher survey suggests that teacher increases in knowledge of assessment writing were modest, although confidence levels did increase somewhat more. Teachers may not have remembered or been present at the full training day based on the creation of assessment tasks in 2002 (examples of which have since been discredited as poor quality or not meeting revised standards), exacerbating the need for SSAs to focus on developing teachers' skills in this area.

SSAs found it challenging to encourage teachers to use evidence to inform teaching and learning

Timperley et al.'s (2007) best evidence synthesis of professional learning and development suggests that interpreting evidence, particularly student achievement data, is fundamental to focusing on the teaching-learning relationship. The teacher survey found that, over the course of 2007, teachers showed increases in knowledge of interpreting research data (ranked 1st from 20 items) and confidence in using student data to inform practice (3rd of 9 items). These findings may be encouraging although, according to teachers sampled, the contribution that SSA support made to these increases was less significant than NCEA specific items.

SSAs reported exploring different types of evidence to support teachers in their practice. One of the more common approaches to using evidence was analysis of national statistics in relation to student achievement. SSAs reported that this allowed teachers to establish how well different areas of the curriculum had been taught and learned. This did lead, according to a few SSAs, to a fixation on results from some teachers, and it is far less clear to what extent data analysis led to the examination of the teaching-learning relationship.

There were other pathways that SSAs took in supporting teachers to interpret evidence. The regional focus on formative assessment for 'next step' learning was the focus for a number of advisers that utilised professional development they themselves had participated in. Teachers reported higher increases in knowledge of this area than 75% of the other items and also attributed reasonable SSA input into their learning (8th out of 20 items). SSAs also reported encouraging teachers to use 'student voice' as a means of establishing prior knowledge of their learners, as well as using research reports. Such findings are encouraging given that the phase 1 teacher questionnaire suggested that teachers' knowledge and confidence of diagnostic and formative assessment lagged behind that of their knowledge and confidence of summative assessment.

The teacher surveys and SSA interviews support the view that some SSAs and the teachers with whom they worked were at early stages of developing their capacity to support teaching and learning via analysis of data. While using data to identify student prior knowledge can help "*set the direction for learning by distinguishing 'new' learning from that which is already known*" (Aitken & Sinnema, 2007), some SSAs reported resistance and negativity of teachers to analysing the data of students to inform their practice, a finding also supported by the experience of specialist classroom teachers (Ward, 2007). Some SSAs also indicated that this area remained a steep learning curve of their own. The secondment of classroom teachers to develop the capacity of their colleagues to focus on the teaching-learning relationship through the lens of data is a significant challenge to the SSAs and the SSS, given that this is a new area of expertise for most involved.

SSAs were supported in their own professional development

SSSs provided a wide suite of professional development for the SSAs. Many of the opportunities related to the general professional development programmes (for advisers), but a number of organisations specifically targeted the needs of their SSAs and these SSSs also provided comprehensive induction programmes for the SSAs. A number of SSSs specifically focused on facilitation skills and SSAs found this to be valuable learning. SSSs that did not specifically target individual SSA needs in their professional development programmes recognised this as a shortcoming and in future would address this issue.

Some SSAs found it necessary to rationalise their attendance at scheduled professional development sessions, particularly if they were working across more than one SSS. SSAs reported variation in the utility of the professional development, perhaps reflecting existing learning needs and prior opportunities to engage in this type of professional learning. SSAs credited informal professional learning opportunities for their personal and professional growth, citing their interactions with other professionals as particularly valuable. The need for hosts to differentiate professional learning with respect to the needs of SSAs was recognised by both parties.

Both SSAs and their managers stressed the need for SSAs to be afforded opportunities for other forms of professional development relevant to their role, specifically attendance at NZQA moderator training. Future links between SSAs and the national moderation system would be essential for addressing consistency in teachers' assessment practices, as this was a form of professional development that the SSS could not offer.

Managers at SSSs were able to point out positive shifts in SSA practice, and specifically mentioned the improved facilitation skills as individual SSAs moved from pedagogue to adult learning facilitator. All SSAs were overwhelmingly positive about the opportunity to be involved in this role and that just being in it had contributed significantly to both their professional and personal development. Many SSAs expressed that it was the best professional development and learning they had ever participated in.

The SSAs filled a gap in current advisory provision

Evidence from teachers, SSAs themselves, and their SSS organisation team managers suggested that the secondment of SSAs filled gaps in the provision of senior subject advisory support for 2007. Teachers were effusive in their praise for support they received, some indicating that it was the first time they had been exposed to specific senior subject support. SSAs suggested that while they may have not been the only support available in advisory services, because their role was completely dedicated to their senior subject, their presence was more keenly felt by teachers.

Teachers of subjects perceived to be at the fringe of government priorities, or struggling to attract a critical mass of teachers and students, were particularly vocal about the supportive role SSAs had in giving teachers impetus to continue.

SSAs viewed the secondment as a career opportunity for professional growth

As part of the workstream designed to retain high quality teachers in the classroom, the SSA Pilot initiative was an attempt to offer a career pathway to teachers who might otherwise decide to leave the classroom to pursue traditional senior management positions.

SSAs were quite clear that they did not view the pilot as an authentic career pathway, despite being highly in praise of the initiative and the opportunities it had presented them. A number of the SSAs viewed the initiative as more of a career loop, in which they would return to their previous jobs, refreshed and keen to utilise some of their instructional leadership developed from the secondment.

A small number of SSAs, on reflection of their experiences and new skills, suggested that, although they were prepared to return to the classroom, it might be to another school where they felt there was more chance of being able to utilise their new found skills.

Perhaps as an inevitable consequence of the initiative, a significant proportion of the SSAs saw the pilot as a classroom exit opportunity. A number of SSAs indicated that they would seek to look for a full time advisory position (as one SSA successfully did early in the initiative) or a pre-service lecturing role rather than continue working in school classrooms. While this finding perhaps does not align itself to the aim of retaining experienced teachers in the classroom, it does support Kane & Mallon's (2006) contention that classroom teaching should be viewed as a career opportunity that opens pathways beyond the limits of the school gates.

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Appendices

Appendix 1

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wananga o te Upoko o te Ika a Maui

Senior Subject Adviser Pilot 2007

NEEDS ANALYSIS SURVEY

*****This survey is designed to take approximately ten minutes*****

Dear teacher,

the MoE/PPTA/NZSTA Senior Subject Adviser Pilot is being evaluated by a contracted research team from Victoria Univesity College of Education. This survey is being sent to all teachers identified as having registered for senior subject adviser support. The data collected from this survey will be used as comparative data for teacher evaluations of their senior subject support.

Please note that the survey asks for your name. This will be kept **strictly confidential** to the research team and is required only in order to be able to track survey respondents before and after their senior subject support. Once you have completed this survey the data will not be able to be removed from the aggregated database.

This survey is in four parts:

PART A: Demographics and Professional Development Support
PART B: Your Knowledge
PART C: Your Confidence About Application
PART D: Assessment and other needs

Please complete all parts.

PART A: Demographics and Professional Development Support

1 Your name: _____

2 Your school name & location: _____

3 Tick your position(s) of responsibility

- ☐ Teacher in Charge
- ☐ Head of Department
- ☐ Head of Faculty
- ☐ Specialist Classroom Teacher
- ☐ Dean
- ☐ Deputy Principal
- ☐ Assistant Principal

Other _____

4 Number of years teaching experience in New Zealand

☐ 0-2 yrs ☐ 3-5 yrs ☐ 6-10 yrs
☐ 11-15 yrs ☐ 16-20 yrs ☐ 21 yrs +

5	Gender	☐ Female ☐Male
	NCEA level(s) taught in 2007 (as many as apply)	☐ Level ☐Level 2 ☐Level 3
6		
7	Senior subject you are seeking support for	_____
8	The number of staff teaching the relevant senior subject in my school	☐ sole teacher ☐ two teachers ☐ three teachers ☐four or more teachers

Tick (✓) the box that best applies to you.

9. How often have you personally received formal professional development directly relevant to your senior subject since 2005 to the present?

Regularly (once a term or more)	**Occasionally** (2/3 times a year)	**Infrequently** (once a year)	**Never**
☐	☐	☐	☐

PART B: YOUR KNOWLEDGE

Thinking about what you know for each item listed below, **circle** the response that is most appropriate
for you at this time.

Use the following scale for your rating:

1 = I have limited knowledge
2= I have some knowledge
3= I have a good range of knowledge
4 = I have comprehensive knowledge

Your knowledge

		Limited	Some	Good Range	Comprehensive
10	applying teaching strategies in my senior subject that address the needs of under achieving students	1	2	3	4
11	motivating all senior students to do their best (not just high achievers)	1	2	3	4
12	generating student interest in my senior subject	1	2	3	4
13	teaching a course that accommodates ESOL student learning in my senior subject	1	2	3	4
14	teaching and learning for Scholarship in my senior subject	1	2	3	4
15	providing feedback for 'next step' learning	1	2	3	4
16	designing courses with a unit standard / achievement standard mix	1	2	3	4
17	interpreting achievement standards (e.g. explanatory notes)	1	2	3	4

18	making appropriate judgment decisions against NCEA standards, especially around the grade margins	1	2	3	4
19	applying further assessment opportunity policies	1	2	3	4
20	adapting web material tasks to meet the requirements of an internally assessed standard	1	2	3	4
21	writing NCEA assessment tasks and assessment schedules	1	2	3	4
22	applying NCEA authenticity processes	1	2	3	4
23	applying external moderation advice	1	2	3	4
24	The process of organising NCEA moderation	1	2	3	4
25	ensuring consistency during moderation	1	2	3	4
26	designing a senior subject course to acknowledge Maori student learning	1	2	3	4
27	interpreting research evidence to inform my practice (e.g. Best Evidence Synthesis)	1	2	3	4
28	interpreting achievement data to make informed change	1	2	3	4
29	accessing other data sources that might help identify school, departmental or individual student needs (e.g. attendance; literacy scores etc.)	1	2	3	4

List up to three items from 10 to 29 **(above) that you consider to be of highest priority for your own professional development this year.**

30

31

32

Continues……

PART C: YOUR CONFIDENCE ABOUT APPLICATION

Thinking about your own teaching practice, how do you rate your **confidence in application and implementation**?

Use the following scale for your ratings:

1 = I have limited confidence
2 = I have some confidence
3 = I am mostly confident
4 = I am fully confident

Your level of confidence

		Limited	Some	Mostly	Fully
33	generating student interest in my senior subject	1	2	3	4
34	making appropriate judgments against NCEA standards, especially around the grade margins	1	2	3	4
35	applying teaching strategies in my senior subject that address the needs of under achieving students	1	2	3	4
36	developing assessment tasks and assessment schedules suitable for NCEA	1	2	3	4
37	teaching and learning for Scholarship in my senior subject	1	2	3	4
38	designing a senior subject course to acknowledge Maori student learning	1	2	3	4
39	informing my practice by analysis of student achievement data	1	2	3	4
40	motivating all students to do their best (not just high achievers)	1	2	3	4
41	providing feedback/feed-forward for 'next step' learning	1	2	3	4

PART D: ASSESSMENT AND OTHER NEEDS

Overall, how would you rate your knowledge of assessment **theory** in relation to:

		Limited	Satisfactory	Good	Very Good
42	Measuring prior learning (diagnostic)	☐	☐	☐	☐
43	Feedback / Feed-forward (formative)	☐	☐	☐	☐
44	Standards Based Assessment (summative)	☐	☐	☐	☐

Continues…
…

Overall, how would you rate your **practice** of classroom assessment in relation to:

	Limited	Satisfactory	Good	Very Good

45	Measuring prior learning (diagnostic)	☐	☐	☐	☐
46	Feedback / Feed-forward (formative)	☐	☐	☐	☐
47	Standards Based Assessment (summative)	☐	☐	☐	☐

List any other area(s) related to your senior subject that you believe requires professional development this year.

48

49

SURVEY ENDS HERE

Thank you for completing this survey, we value the attention you have given it.

Approximately 8 weeks after professional development with a senior subject adviser you may be contacted to evaluate their role in your learning.

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wananga o te Upoko o te Ika a Maui

Information Sheet for Teachers

Pre-Support Survey and Evaluation Survey

Project Title: An Evaluation of Senior Subject Advisers Pilot

Funded by the Ministry of Education, this project aims to provide an opportunity for schools to receive professional learning that meets their needs in relation to curriculum and NCEA assessment practice for a selection of senior subjects. Informed by principles underpinning the Long Term Work programme between the Ministry of Education, the PPTA and the NZSTA aimed to develop career pathways for secondary school teachers, the project responds to ongoing policy development and curriculum reforms. Useful information for future subject specific guidance at secondary level will be generated covering the use of assessment to inform practice, the development of both consistent assessment practices and professional learning communities and appropriate professional development for new secondary level leaders. Our research team from the Faculty of Education at Victoria University has designed two surveys (a pre-support survey and a post-support survey) asking teachers about their needs and perceptions of the effectiveness of senior subject advice. All Senior Subject Advisers and School Support Service Team Managers will be interviewed to gain more information and understanding of factors identified in the teacher surveys, approaches to professional development taken and relationships to the preliminary needs analysis. This research has received approval from the Ethics Committee of Victoria University of Wellington.

As a teacher who has been identified in consultation with a Senior Subject Adviser for your subject area, you are invited to participate in this research by completing two surveys. The first is a survey to be administered prior to your participation in the professional development organised by the School Support Adviser. This will be followed by an evaluation survey to be completed at the conclusion of the relevant professional development. You will be given the choice to complete the two short surveys on hard copy or via the internet. This research is mainly focussed on teacher surveys as you are the ones experiencing the professional learning on curriculum and NCEA assessment practices and very little research has been undertaken to determine the effectiveness of this professional learning. Your comments will also be very important in helping our schools and communities know more about what is working well and what may need to be changed. The information from teachers, Senior Subject Advisers and School Support Service Team Managers will be part of research reports, but your privacy and the confidentiality of your responses will be protected. All information from these groups will be kept secure in a locked cabinet or password-protected file at Victoria University for a period of 8-10 years.

Thank you very much for your participation!

Please e-mail or ring one of us if you need more information.

Mike Taylor (Director), mike.taylor@vuw.ac.nz (04) 463 9619

Penny Kinsella, penny.kinsella@vuw.ac.nz (04) 463 9571

Anne Yates, anne.yates@vuw.ac.nz (04) 463 9744

Professor Luanna Meyer, Luanna.meyer@vuw.ac.nz (04) 463 9598

Professor Cedric Hall, cedric.hall@vuw.ac.nz (04) 463 9772

Professor Janice Wearmouth, Janice.wearmouth@vuw.ac.nz (04) 463 9532

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wananga o te Upoko o te Ika a Maui

Consent Form

By submitting this survey, I agree that consent is being sought for:

☐ voluntary participation in this research, of which I can withdraw from at any time up to the completion of the second survey.

☐ participation in two web based surveys (with an option for a hard copy if requested).

☐ my name being asked for in the two surveys, to enable data tracking.

☐ Information being kept secure in a locked cabinet or password protected file at Victoria University for 8-10 years.

Please return this form, with the completed survey, in the envelope provided.

Appendix 2

Senior Subject Adviser Pilot 2007
TEACHER EVALUATION OF SENIOR SUBJECT ADVISER

In order to evaluate the 2007 MoE/PPTA/NZSTA *Senior Subject Adviser Pilot* initiative, this evaluation survey is being distributed to teachers nominated by senior subject advisers as those that have experienced senior subject support.

Individual responses will be kept **strictly confidential** to the research team, though generalised results and statistics may be published in non-attributable and aggregated form.

This survey is designed to take between fifteen and twenty minutes and is in four parts:

PART A: Demographics
PART B: Your Knowledge
PART C: Your Confidence
PART D: Senior Subject Adviser Support

Please complete the relevant sections of **ALL** parts.

PART A: DEMOGRAPHICS

1 Your name: _____

2 School & location: _____

PART B: YOUR KNOWLEDGE

Thinking about what you know for each item listed below, **circle** the response that is most appropriate for you at this time.

Please use the following scale for your rating:

1 = I have limited knowledge
2 = I have some knowledge
3 = I have a good range of knowledge
4 = I have comprehensive knowledge

Your level of knowledge

		Limited	Some	Good Range	Comprehensive
3	applying teaching strategies in my senior subject that address the needs of under achieving students	1	2	3	4
4	motivating all senior students to do their best (not just high achievers)	1	2	3	4
5	generating student interest in my senior subject	1	2	3	4
6	teaching a course that accommodates ESOL student learning in my senior subject	1	2	3	4
7	teaching and learning for Scholarship in my senior subject	1	2	3	4
8	providing feedback for 'next step' learning	1	2	3	4

9	Designing courses with a unit standard / achievement standard mix	1	2	3	4
10	interpreting achievement standards (e.g. explanatory notes)	1	2	3	4
11	making appropriate judgment decisions against NCEA standards, especially around the grade margins	1	2	3	4
12	applying further assessment opportunity policies	1	2	3	4
13	adapting web material tasks to meet the requirements of an internally assessed standard	1	2	3	4
14	writing NCEA assessment tasks and assessment schedules	1	2	3	4
15	applying NCEA authenticity processes	1	2	3	4
16	applying external moderation advice	1	2	3	4
17	The process of organising moderation	1	2	3	4
18	ensuring consistency during moderation	1	2	3	4
19	designing a senior subject course to acknowledge Mäori student learning	1	2	3	4
20	interpreting research evidence to inform my practice (e.g. Best Evidence Synthesis)	1	2	3	4
21	interpreting achievement data to make informed change	1	2	3	4
22	accessing other data sources that might help identify school, departmental or individual student needs (e.g. attendance; literacy scores etc.)	1	2	3	4

PART C: YOUR CONFIDENCE IN APPLICATION

Thinking about your own teaching practice, how do you rate your **confidence in implementing** the items listed below?

Use the following scale for your ratings:

1 = I have limited confidence
2 = I have some confidence
3 = I am mostly confident
4 = I am fully confident

Your confidence

		Limited	Some	Mostly	Fully
22	applying teaching strategies in my senior subject that address the needs of under-achieving students	1	2	3	4
23	motivating students to do their best	1	2	3	4
24	generating student interest in my senior subject	1	2	3	4
25	designing a senior subject course to acknowledge Maori student learning	1	2	3	4

26	teaching and learning for Scholarship in my senior subject	1	2	3	4
27	developing assessment tasks and assessment schedules suitable for NCEA	1	2	3	4
28	informing my practice by analysis of student achievement data	1	2	3	4
29	making judgment decisions for NCEA assessment, especially around the grade margins	1	2	3	4
30	providing feedback for 'next step' learning	1	2	3	4

PART D: SENIOR SUBJECT ADVISER SUPPORT

To what extent do you attribute any increase in your knowledge and confidence to the support of a Senior Subject Adviser?

Please circle **ONLY** those items that you received some support from the Senior Subject Adviser.

Use the following scale for your ratings:

Rating 1 = Not attributable
Rating 2 = Partly attributable
Rating 3 = Largely attributable
Rating 4 = Fully attributable

Increase attributable to the support of the SSA.

		Not	Partly	Largely	Fully
31	applying teaching strategies in my senior subject that address the needs of under-achieving students	1	2	3	4
32	motivating senior students to do their best	1	2	3	4
33	generating student interest in my senior subject	1	2	3	4
34	designing a senior subject course to maximise ESOL student learning	1	2	3	4
35	teaching and learning for Scholarship in my senior subject	1	2	3	4
36	providing feedback for 'next step' learning	1	2	3	4
37	designing courses with a unit standard / achievement standard mix	1	2	3	4
38	interpreting achievement standards (e.g. explanatory notes)	1	2	3	4
39	making judgment decisions for NCEA assessment, especially around the grade margins	1	2	3	4
40	applying further assessment opportunity policies	1	2	3	4
41	adapting web material tasks to meet the requirements of an internally assessed standard	1	2	3	4
42	writing NCEA assessment tasks and assessment schedules	1	2	3	4
43	applying NCEA authenticity processes	1	2	3	4

44	applying external moderation advice	1	2	3	4
45	ensuring consistency during moderation	1	2	3	4
46	designing courses to acknowledge Mäori student learning	1	2	3	4
47	interpreting research evidence to inform my practice (e.g. best evidence synthesis)	1	2	3	4
48	interpreting achievement data to inform your teaching	1	2	3	4
49	accessing other data sources that might help identify school, departmental or individual student needs (e.g. attendance, literacy scores, etc.)	1	2	3	4

Which of the following have you found to be effective ways to receive support from a senior subject adviser?

Please rate each option using the scale below, and support your answer with a reason.

1 = Limited effectiveness
2 = Partly effective
3 = Effective
4 = Very effective
NA = Not applicable

Rating 0-4

50 Remotely (e.g. via e-mail, newsletter, telephone etc.)

Reason:

51 Face-to-Face with the Senior Subject Adviser

Reason:

52 Working regularly with a colleague as a pair with Senior Subject Adviser support when required

Reason:

53 In a small group within my school, with facilitation from the Senior Subject Adviser.

Reason:

54 In a cross-school subject cluster group, with facilitation from the Senior Subject Adviser.

Reason:

55 Other (specify)

Reason:

The following questions ask you to rate the quality of support received in your subject area. These ratings will **not** be used to identify any individual specific SSA performance issues, but will be analysed to identify future areas for senior subject adviser professional development.

Please use the following rating scale:

1= hardly at all
2 = to some extent
3 = to a large extent
4 = yes, very much so
NA = not applicable

Quality of SSA support (1 – 4)

56 The SSA demonstrated good communication and relationship skills
Reason:

57 The SSA demonstrated good practical expertise of their senior subject
Reason:

58 The SSA supported me to analyse data relevant to my needs (e.g. student achievement data, attendance data, student survey data etc.)
Reason (including examples, if any, of data collected):

59 The SSA provided me with strategies to engage students in my senior subject area
Reason:

60 The SSA was able to model effective teaching strategies
Reason:

61 The SSA was able to help me improve my formative assessment practices
Reason:

62 The SSA provided good follow up support and feedback to me.
Reason:

63 The SSA provided useful theoretical explanations to support senior subject teaching and learning
Reason:

64 The SSA clarified issues relating to NCEA summative assessment practice.
Reason:

65 The SSA gave opportunities for me to discuss ideas about teaching and learning for my senior subject
Reason:

Senior Subject Advisers have used a range of professional community structures to deliver professional development in 2007. Please read the following description of each structure, and rate how effective you found those that you experienced.

Please use the following rating:

1 = Limited effectiveness
2 = Some effectiveness
3 = Effective
4 = Very effective
NA = Not applicable

	Professional Community Structure	**Rating: 1 - 4**
66	**Tutorials:** The Senior Subject Adviser provides short bursts of school-site learning based on requests from teachers.	
67	**Short Course Release Time:** Teacher *release time* to attend a half day or day of professional development facilitated by the Senior Subject Adviser.	
68	**Professional Reading**: A regular selection of up to date reading material on teaching and learning about the senior subject disseminated by the Senior subject Adviser. Discussion of readings may be face-to-face or online.	
69	**Classroom Mentors:** The Senior Subject Adviser is available to provide in-classroom support to help teachers trial and reflect on implementation of new practice.	
70	**e-communities:** An informal discussion group using e-mail where teachers discuss problems and successes, ask questions and offer solutions.	
71	**Practical Workshops/Seminars:** A programme of practical workshops & / or discussion sessions scheduled *outside* teaching hours and facilitated by the Senior Subject Adviser.	
72	**School Visits:** The Senior Subject Adviser organises teacher visits to other schools to investigate initiatives that are being, or have been implemented there.	
73	*Other professional community structures facilitated by your regional Senior Subject Adviser: (please specify and rate effectiveness)*	

From the list above, choose one professional community structure that rated 3 or 4 (if applicable) and list *up to* three factors that contributed to its effectiveness.

Professional community structure: _____

74.

75.

76.

From the same list above, choose one professional community structure that rated 1 or 2 (if applicable) and list *up to* three factors that contributed to your less effective rating.

Professional community structure: _____

77.

78.

79.

<u>Overall,</u> to what extent has the Senior Subject Adviser support met your needs?
Please tick (✓) ONE box only.

Overall, my needs were:

80 ☐Exceeded ☐Fully met ☐mostly met ☐Partially met ☐Not met

81 Please add a brief comment to support your judgment in 80 (above):

SURVEY ENDS HERE

Thank you for completing this survey. We appreciate the attention you have given it.

PLEASE RETURN COMPLETED SURVEY TO:

Pam Ritchie, VUW College of Education, P.O Box 17-310, Karori, Wellington

Appendix 3

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wananga o te Upoko o te Ika a Maui

Information Sheet for Senior Subject Advisers

Project Title: An Evaluation of Senior Subject Advisers Pilot

Funded by the Ministry of Education, this project aims to provide an opportunity for schools to receive professional learning that meets their needs in relation to curriculum and NCEA assessment practice for a selection of senior subjects. Informed by principles underpinning the Long Term Work programme between the Ministry of Education, the PPTA and the NZSTA aimed to develop career pathways for secondary school teachers, the project responds to ongoing policy development and curriculum reforms. Useful information for future subject specific guidance at secondary level will be generated covering the use of assessment to inform practice, the development of both consistent assessment practices and professional learning communities and appropriate professional development for new secondary level leaders. Our research team from the Faculty of Education at Victoria University has designed two surveys (a pre-support survey and a post-support survey), asking teachers about their needs and perceptions of the effectiveness of senior subject advice. All Senior Subject Advisers and School Support Service Team Managers will be interviewed to gain more information and understanding of factors identified in the teacher surveys, approaches to professional development taken and relationships to the preliminary needs analysis. This research has received approval from the Ethics Committee of Victoria University of Wellington.

As a Senior Subject Adviser you are invited to participate in an interview with one of our research team. This interview will take place on site at your host school support service institution or if you prefer, by telephone. This research is mainly focussed on teacher surveys as they are the ones experiencing the professional learning on curriculum and NCEA assessment practices and very little research has been undertaken to determine the effectiveness of this professional learning. Your comments will also be very important in helping our schools and communities know more about what is working well and what may need to be changed. The information from teachers, Senior Subject Advisers and School Support Service Team Managers will be part of research reports, but your privacy and the confidentiality of your responses will be protected. None of your comments will be attributable to you personally and all information from these groups will be kept secure in a locked cabinet or password-protected file at Victoria University for a period of 8-10 years.

Please return your signed confidentiality agreement to your interviewer if you consent to participate.

Thank you very much for your participation!

Please e-mail or ring one of us if you need more information.

Mike Taylor (Director), mike.taylor@vuw.ac.nz (04) 463 9619

Penny Kinsella, penny.kinsella@vuw.ac.nz (04) 463 9571

Anne Yates, anne.yates@vuw.ac.nz (04) 463 9744

Professor Luanna Meyer, Luanna.meyer@vuw.ac.nz (04) 463 9598

Professor Cedric Hall, cedric.hall@vuw.ac.nz (04) 463 9772

Professor Janice Wearmouth, Janice.wearmouth@vuw.ac.nz (04) 463 9532

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wananga o te Upoko o te Ika a Maui

Consent Form

I have read the information on the attached Information Sheet and I am willing to participate in this project on an evaluation of the Senior Subject Advisers Pilot.

By ticking the boxes below I agree to the following:

- ☐ consent being given for voluntary participation in this research, of which I can withdraw from at any time up to the completion of the interview
- ☐ an understanding that my identity will be kept confidential and any reports from this project will not identify either me or the schools that I am supporting at any time
- ☐ Information being kept secure in a locked cabinet or password protected file at Victoria University for 8-10 years.

Both names (please print clearly): _____

Signature _____

Appendix 4

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wananga o te Upoko o te Ika a Maui

Information Sheet for School Support Service Team Managers

Project Title: An Evaluation of Senior Subject Advisers Pilot

Funded by the Ministry of Education, this project aims to provide an opportunity for schools to receive professional learning that meets their needs in relation to curriculum and NCEA assessment practice for a selection of senior subjects. Informed by principles underpinning the Long Term Work programme between the Ministry of Education and the PPTA aimed to develop career pathways for secondary school teachers, the project responds to ongoing policy development and curriculum reforms. Useful information for future subject specific guidance at secondary level will be generated covering the use of assessment to inform practice, the development of both consistent assessment practices and professional learning communities and appropriate professional development for new secondary level leaders. Our research team from the Faculty of Education at Victoria University has designed two surveys (a pre-support survey and a post-support survey) asking teachers about their needs and perceptions of the effectiveness of senior subject advice. All Senior Subject Advisers and School Support Service Team Managers will be interviewed to gain more information and understanding of factors identified in the teacher surveys, approaches to professional development taken and relationships to the preliminary needs analysis. This research has received approval from the Ethics Committee of Victoria University of Wellington.

As a School Support Service Team Manager you, or a person appointed by you to supervise Senior Subject Advisers, are invited to participate in an interview with one of our research team. This interview will take place on site at your host school support service institution or if you prefer, by telephone. This research is mainly focussed on teacher surveys as they are the ones experiencing the professional learning on curriculum and NCEA assessment practices and very little research has been undertaken to determine the effectiveness of this professional learning. Your comments will also be very important in helping our schools and communities know more about what is working well and what may need to be changed. The information from teachers, Senior Subject Advisers and School Support Service Team Managers will be part of research reports, but your privacy and the confidentiality of your responses will be protected. None of your comments will be attributable to you personally and all information from these groups will be kept secure in a locked cabinet or password-protected file at Victoria University for a period of 8-10 years.

Please return your signed confidentiality agreement in the envelope provided. One of the research team will contact you to organise a date and time for an interview.

Thank you very much for your participation!

Please e-mail or ring one of us if you need more information.

Mike Taylor (Director), mike.taylor@vuw.ac.nz (04) 463 9619

Penny Kinsella, penny.kinsella@vuw.ac.nz (04) 463 9571

Anne Yates, anne.yates@vuw.ac.nz (04) 463 9744

Professor Luanna Meyer, Luanna.meyer@vuw.ac.nz (04) 463 9598

Professor Cedric Hall, cedric.hall@vuw.ac.nz (04) 463 9772

Professor Janice Wearmouth, Janice.wearmouth@vuw.ac.nz (04) 463 9532

VICTORIA UNIVERSITY OF WELLINGTON
Te Whare Wananga o te Upoko o te Ika a Maui

Consent Form

I have read the information on the attached Information Sheet and I am willing to participate in this project on an evaluation of the Senior Subject Advisers Pilot.

By ticking the boxes below I agree to the following:

☐ consent being given for voluntary participation in this research, of which I can withdraw from at any time up to the completion of the interview

☐ an understanding that my identity will be kept confidential and any reports from this project will not identify either me or the schools that I may be supporting at any time.

☐ Information being kept secure in a locked cabinet or password protected file at Victoria University for 8-10 years.

Both names (please print clearly): _____

Signature _____

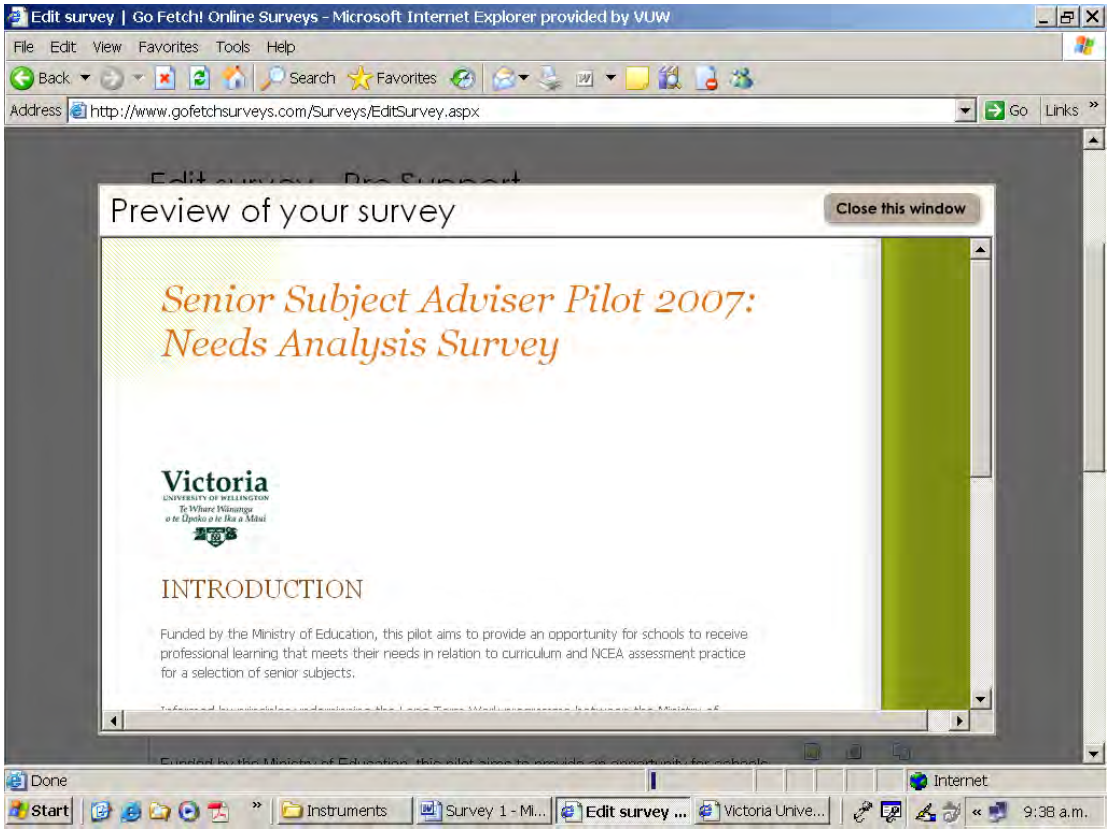
Appendix 5

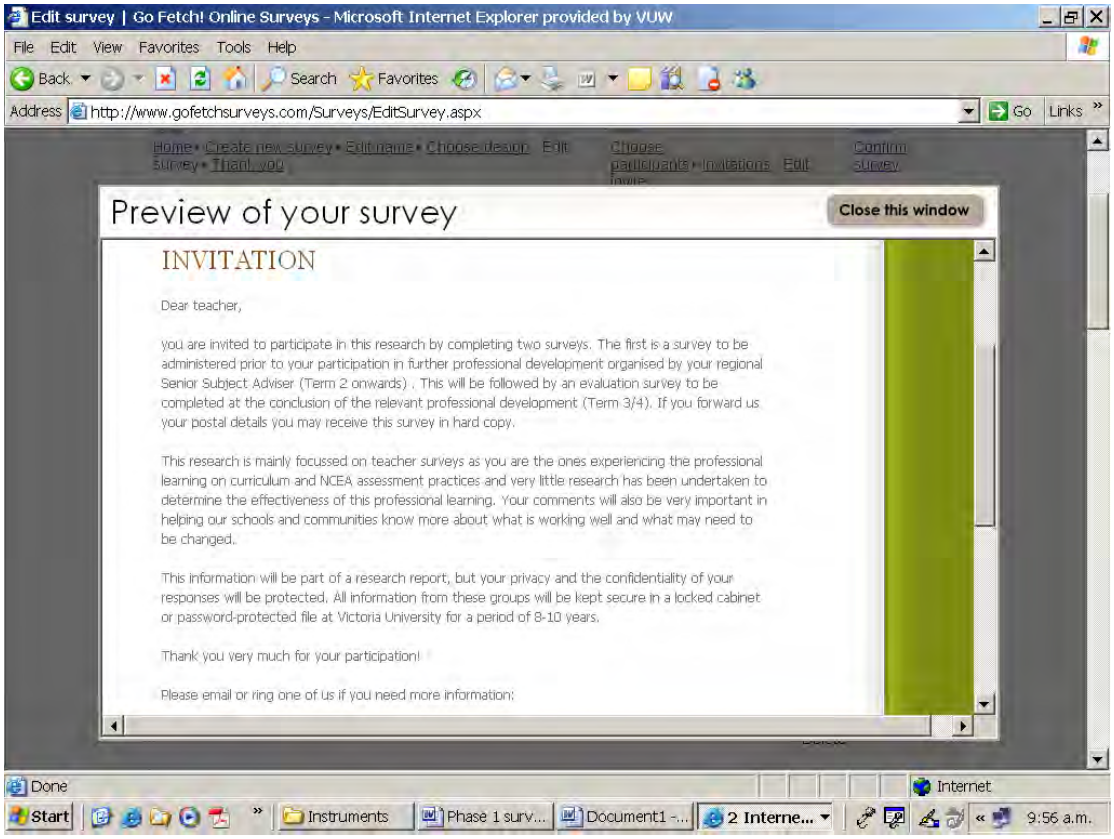
Key Tasks in the Ministry of Education / School Support Services contract for Senior Subject Advisers

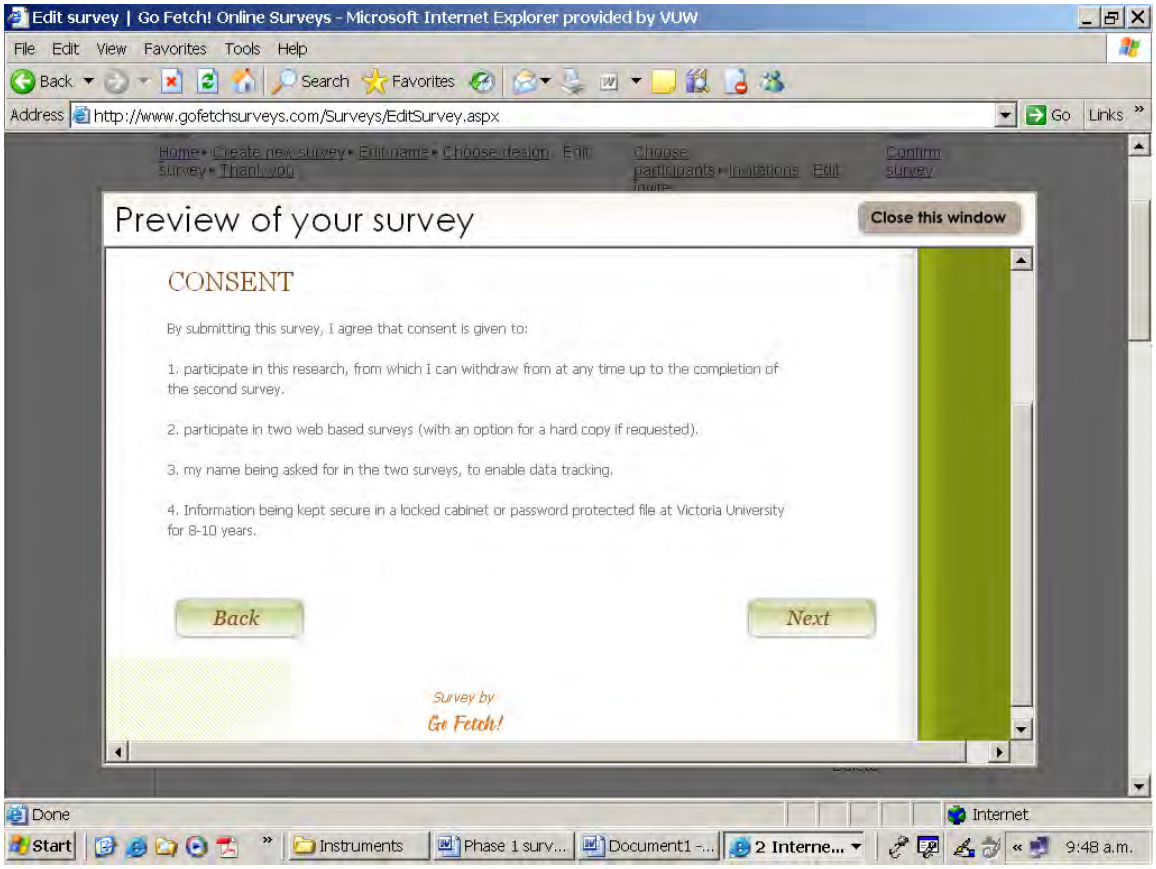
- The development of teaching/learning programmes at senior level that maximise student learning and achievement
- Supporting teachers to focus on feedback and feed forward processes to promote student learning
- Supporting teachers to develop quality tasks and schedules for assessment for qualifications
- Supporting assessment processes, which are valid, fair and enable authentication, including internal moderation processes
- Supporting teachers to analyse and use achievement data to make informed change
- Supporting teachers to manage ongoing collection of evidence for assessment
- Supporting teachers to make appropriate judgements against standards, especially around the grade margins.
- Supporting and fostering cluster groups
- Supporting and developing on-line professional communities
- Encouraging and promoting effective teaching and assessment practice that addresses the needs of underachieving students

Appendix 6

Features of the online survey design






Edit survey | Go Fetch! Online Surveys - Microsoft Internet Explorer provided by VUW
File Edit View Favorites Tools Help
Back Search Favorites
Address http://www.gofetchsurveys.com/Surveys/EditSurvey.aspx
Go Links
Home ▸ Create new survey ▸ Edit name ▸ Choose design Edit Survey ▸ Thank you
Choose participants ▸ Invitations Edit Invite
Confirm survey
Preview of your survey
Close this window
CONSENT
By submitting this survey, I agree that consent is given to:
1. participate in this research, from which I can withdraw from at any time up to the completion of the second survey.
2. participate in two web based surveys (with an option for a hard copy if requested).
3. my name being asked for in the two surveys, to enable data tracking.
4. Information being kept secure in a locked cabinet or password protected file at Victoria University for 8-10 years.
Back
Next
Survey by
Go Fetch!
Done
Internet
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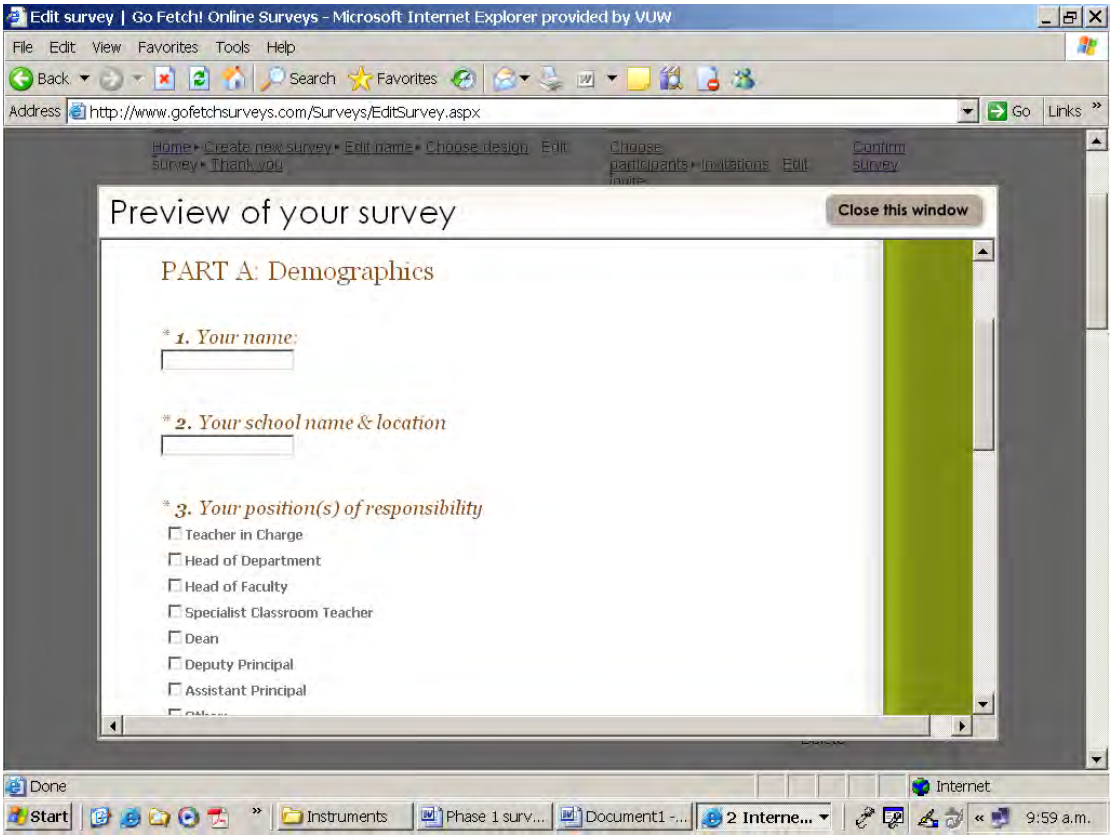
9:48 a.m.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Address http://www.gofetchsurveys.com/Surveys/EditSurvey.aspx
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Home ▸ Create new survey ▸ Edit name ▸ Choose design Edit Survey ▸ Thank you
Choose participants ▸ Invitations Edit Invite
Confirm survey
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PART A: Demographics
* 1. Your name:
* 2. Your school name & location
* 3. Your position(s) of responsibility
Teacher in Charge
Head of Department
Head of Faculty
Specialist Classroom Teacher
Dean
Deputy Principal
Assistant Principal
Done
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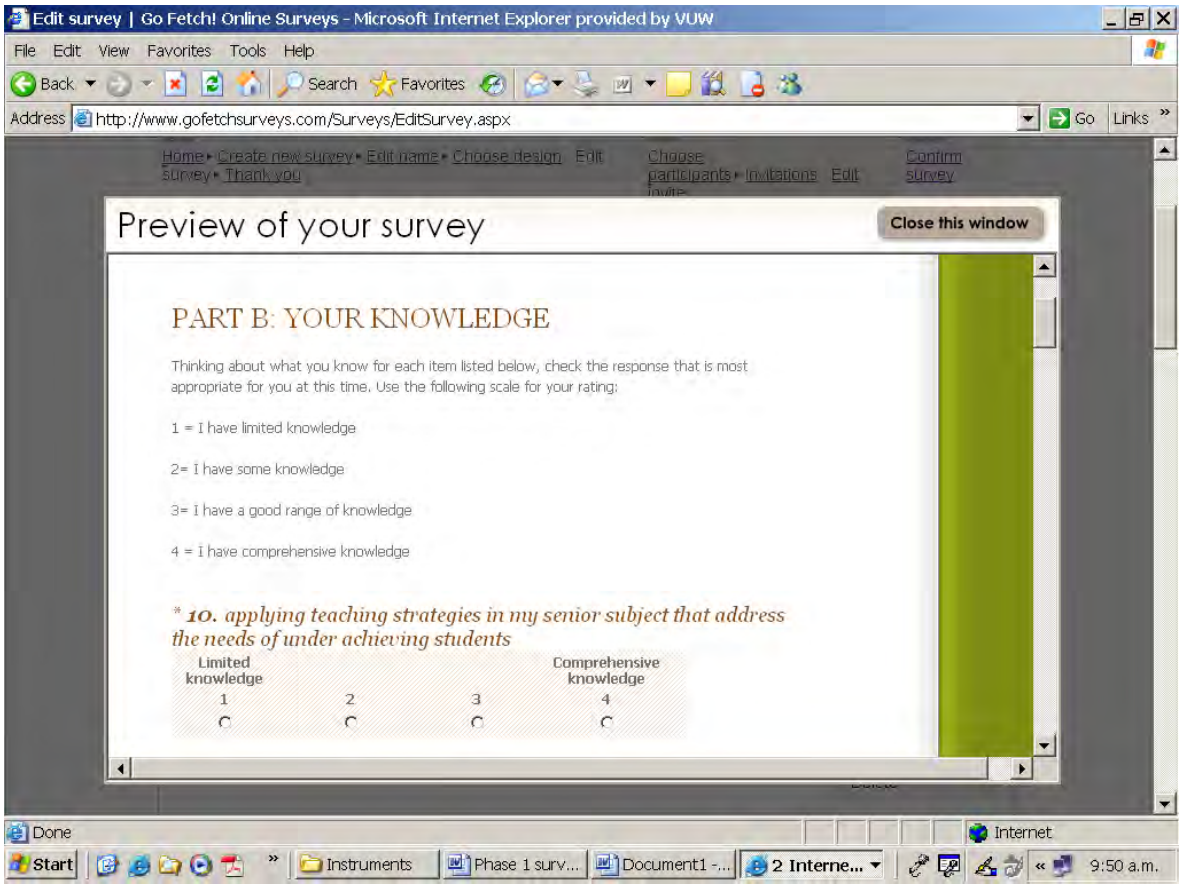
9:59 a.m.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Confirm survey
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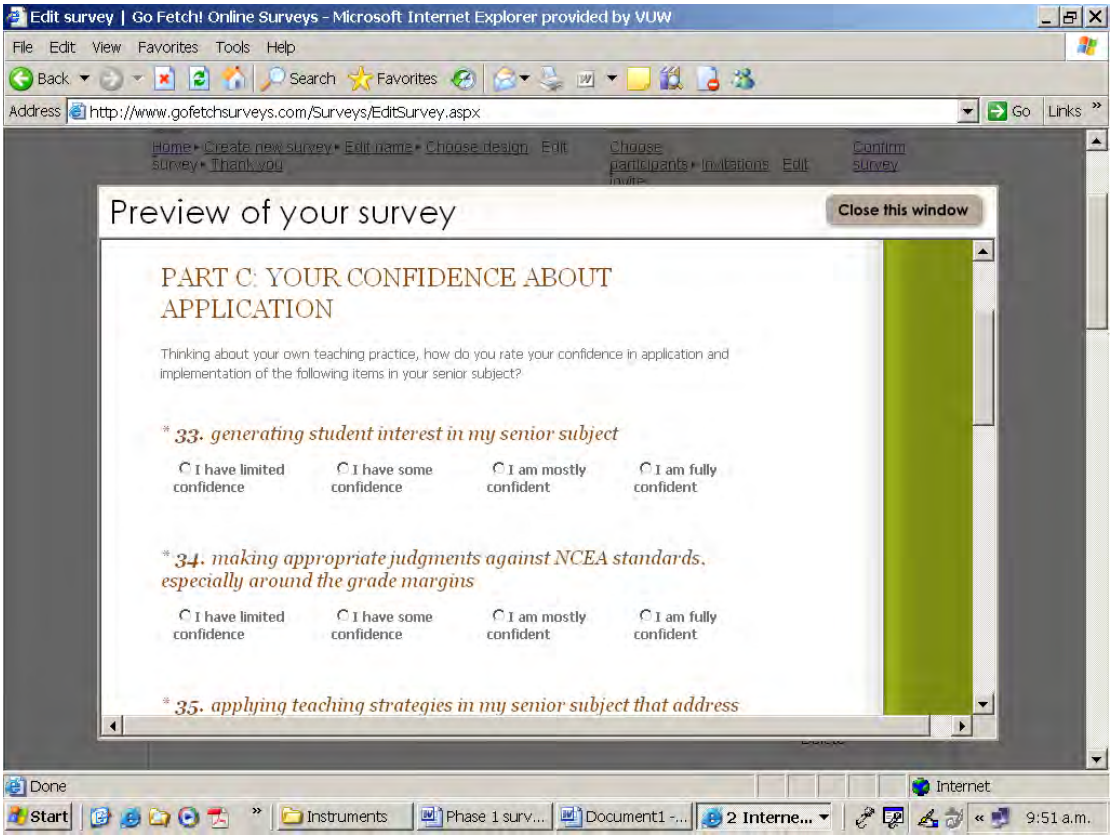
Close this window
PART B: YOUR KNOWLEDGE
Thinking about what you know for each item listed below, check the response that is most appropriate for you at this time. Use the following scale for your rating:
1 = I have limited knowledge
2= I have some knowledge
3= I have a good range of knowledge
4 = I have comprehensive knowledge
* 10. applying teaching strategies in my senior subject that address the needs of under achieving students
Limited knowledge
Comprehensive knowledge
1 2 3 4
Done
Internet
Start
Instruments
Phase 1 surv...
Document1 -...
2 Interne...
9:50 a.m.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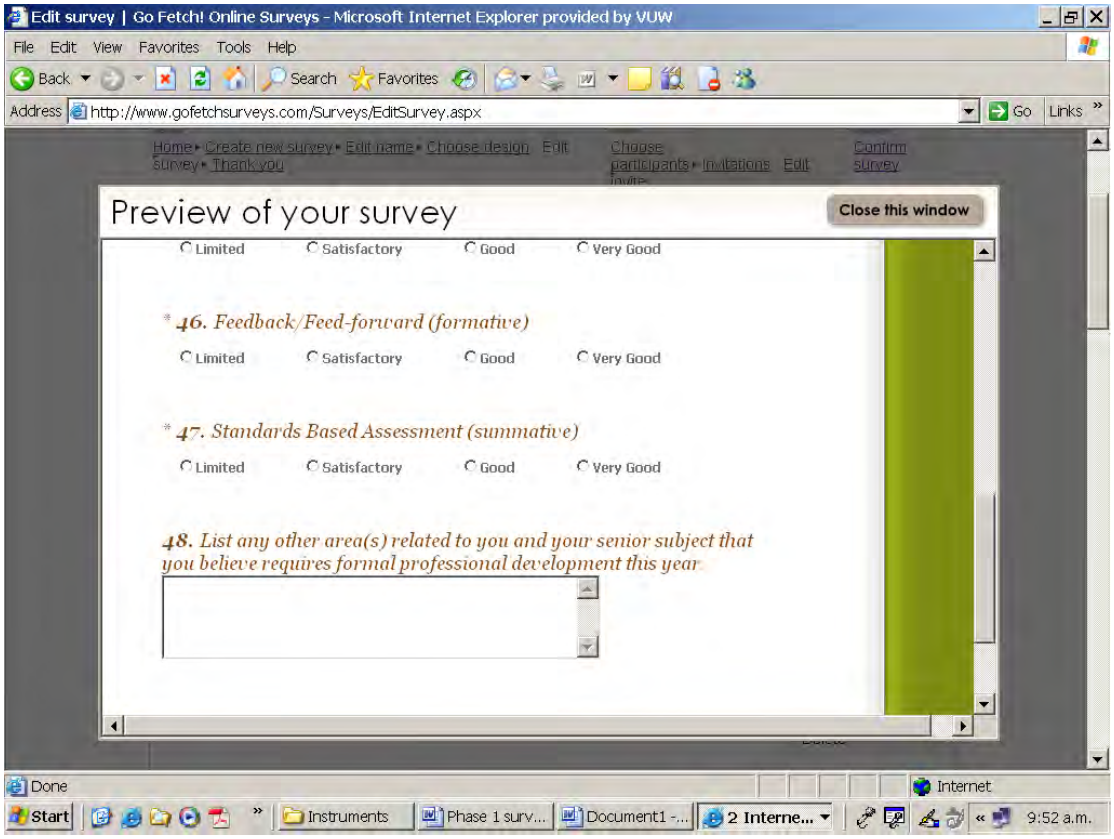
Home Create new survey Edit name Choose design Edit survey Thank you
Choose participants Invitations Edit invite
Confirm survey
Preview of your survey
Close this window
PART C: YOUR CONFIDENCE ABOUT APPLICATION
Thinking about your own teaching practice, how do you rate your confidence in application and implementation of the following items in your senior subject?
* 33. generating student interest in my senior subject
I have limited confidence
I have some confidence
I am mostly confident
I am fully confident
* 34. making appropriate judgments against NCEA standards, especially around the grade margins
I have limited confidence
I have some confidence
I am mostly confident
I am fully confident
* 35. applying teaching strategies in my senior subject that address
Done
Internet
Start
Instruments
Phase 1 surv...
Document1 -...
2 Interne...
9:51 a.m.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Choose participants ▸ Invitations Edit invite
Confirm survey
Preview of your survey
Close this window
Limited Satisfactory Good Very Good
* 46. Feedback/Feed-forward (formative)
Limited Satisfactory Good Very Good
* 47. Standards Based Assessment (summative)
Limited Satisfactory Good Very Good
48. List any other area(s) related to you and your senior subject that you believe requires formal professional development this year
Done
Internet
Start
Instruments
Phase 1 surv...
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9:52 a.m.