

FACT SHEET: ATAPS Pilot Study

Overview of Pilot Study

Purpose: The purpose of the ATAPS pilot study was to evaluate the clarity and usefulness of the ATAPS framework for teaching assistants (TAs) in real-world school settings.

Method: Schools participated in a structured series of 3 workshops. Each workshop was followed by surveys and opportunities for feedback.

Participants: Teaching assistants, principals, and school leaders from various states and territories across Australia.

Key Findings and Recommendations

- The ATAPS framework was found to be meaningful and relevant across all school settings
- ATAPS supports TA performance and professional growth, contributing to clear role definition and enhancing collaboration between teachers and TAs
- The framework helped increase the professional identity of TAs
- ATAPS is used for reflecting and setting goals

Goals and Objectives



ATAPS is meaningful and relevant to TAs in all school settings

- ATAPS helped to increase the professional identity of TAs
- ATAPS was seen as a 'professional handbook' for TAs, providing valuable insight into best practice



ATAPS supports the performance and professional growth of TAs

- ATAPS was seen as a tool for reflecting on professional practice, and planning for professional growth
- ATAPS will be used to set SMART goals as part of the annual professional development planning



ATAPS contributes to role clarity

- ATAPS highlighted the broad scope of tasks TAs perform in their role
- ATAPS provided a collective understanding of the TA role, setting a standard that brings consistency



ATAPS facilitates teachers and TAs working together more effectively

- Using ATAPS provided the TA team with an enhanced, team approach, which improved team culture
- ATAPS was seen as a framework to improve the 'whole' TA, to equip them with skills to improve

Participant Feedback & Experience

"The roles of our TAs have changed significantly over the past few years. The standards will help leaders to clarify roles, highlight areas of skills to celebrate, and areas we can grow and develop more knowledge and skills in."

Linda – Learning Diversity Leader

"My role has always been somewhat unclear. The ATAPS is giving guidance on how to best utilise and develop my skills and knowledge."

Amy – Education Support Officer

"This [framework] has allowed some of our EAs, who have been working for more than 20 years, to see that there are still areas that they can develop and work on."

Kym – Deputy Principal

"The standards will give EAs confidence to discuss their role with teachers and ensure that teachers are aware of their abilities and progression goals. It will be an opportunity for further clarity of roles at our school."

Sharon – Lead Education Assistant

FACTS AND FIGURES

Pilot Study Participants

ACT: Galilee School – Communities at Work

NSW: Tallowood School, Monaro High School

NT: Katherine School of the Air

QLD: Harristown State High School, St Joseph's Nudgee College, The Sycamore School

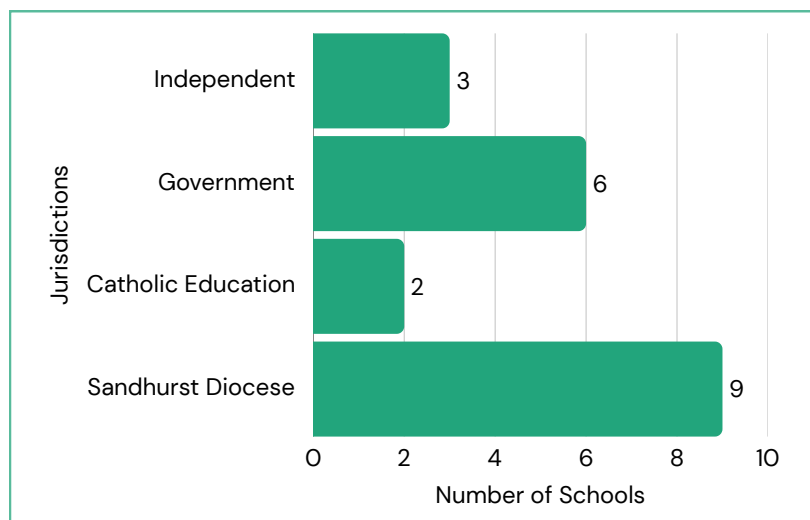
VIC: Montmorency Secondary College, Padua Secondary College

WA: Arbor Grove Primary School; Ocean Reef State High School; St Mark's Anglican Community School

Catholic Education Sandhurst Diocese:

St Augustine's School, Wodonga; Borinya Wangaratta Community Partnership; Catherine McAuley College, Bendigo; Doxa School, Bendigo; St Francis of Assisi Primary School, Baranduda; St Francis of the Fields School, Bendigo; St Joseph's School, Rochester; St Michael's School, Tallangatta; St Mary's Catholic Primary, Inglewood; St Monica's School, Wodonga; St Patrick's School, Tongala; Sacred Heart College, Yarrawonga.

Jurisdictions Represented



Data Collection Tools

- Workshop Surveys
- Workshop recordings
- Live feedback and conversation
- Goal setting
- Feedback on wording of standards
- Pilot Study Survey
- School Leader Review of Standards

Invited to respond: 122 participants, 20 different schools
Response Rate: 31.9%

324
responses to
survey prompts

113
SMART goals
set using
ATAPS

109
exemplars of
practice using
ATAPS

Key Themes Emerging



Theme: The professional role that TAs have

- ATAPS allowed for a larger view of the TA role
- ATAPS is seen as a tool for planning intentional professional development, targeted goals, and professional growth planning



Theme: ATAPS had an impact on team culture and collaboration

- There was a strong emphasis on the team approach and collective understanding
- A school leader shared their observations of a lift in team culture and a willingness to approach teachers and open communication channels with them



Theme: The importance of a professional support network

- The mentor-network was highlighted as crucial for understanding the TA role
- Access to experts (mentors) helped TAs in navigating their roles effectively



Theme: The impact of the ATAPS pilot program

- Participants found the workshops to be insightful, empowering, and essential for self-reflection and improvement
- Participants viewed ATAPS as a tool for reflecting on practice, goal setting and planning professional learning.