

Teacher aides (TAs) are an important part of the education workforce

TAs work within the classroom programme alongside the teacher and under their direction supporting students, particularly those with additional needs, to make the most of every learning opportunity. Investment in TAs is also growing with recent TAPEC and ORS funding injections.



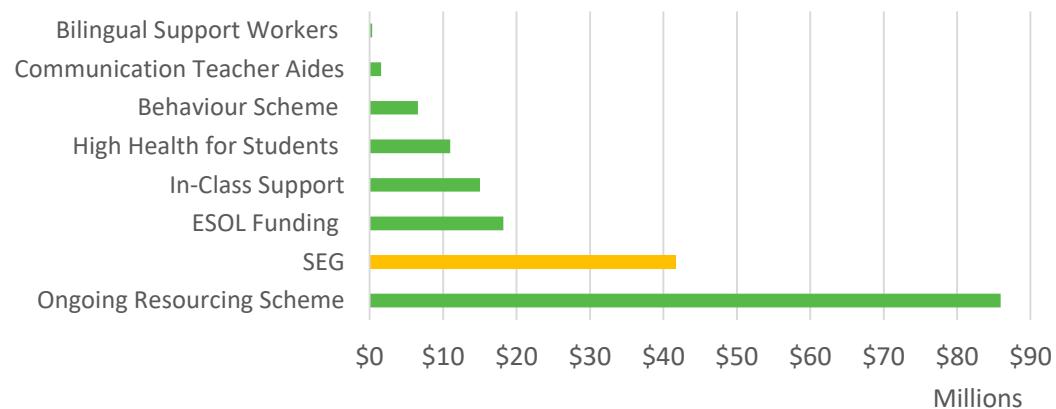
Schools employ TAs using a variety of different funding sources, which differs greatly to how schools are funded for teachers

When students are allocated TA support as part of a learning support intervention, the Ministry pays a contribution towards the cost of employing a TA.

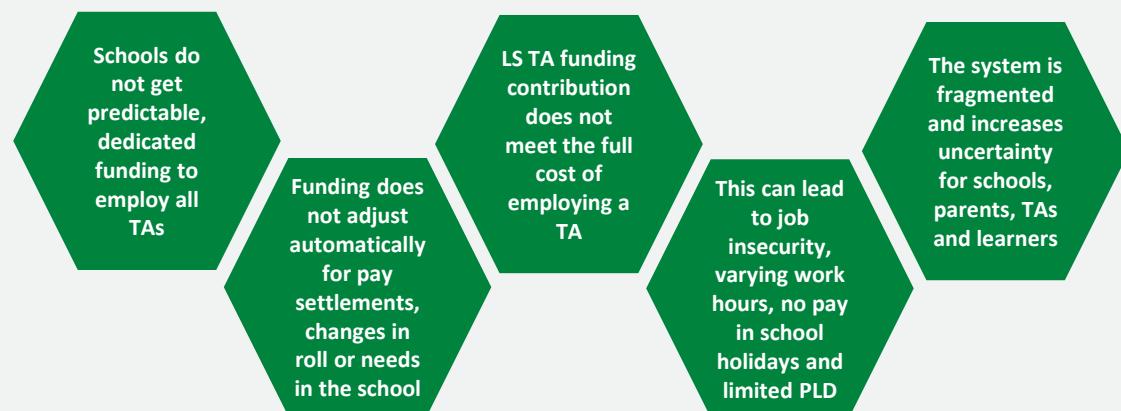
Another significant portion of funding to employ TAs comes from a school's discretionary operational grant funding, this means schools can choose to spend it on TAs. The Special Education Grant (highlighted below) provides funding based on a school's roll and decile to 'support students with moderate special education needs' and is commonly used to provide TAs.

Schools may also use other non-Ministry funding to provide TA support (e.g. locally raised funds - not shown in Figure 1). The total breakdown of Ministry TA funding in 2019 (\$180.3m) by source is provided below.

Figure 1: 2019 MOE TA funding by source (GST excl)



Some limitations have been raised about the current TA funding system



The Ministry is working with the sector to review how schools are funded for teacher aides

The Accord agreed between the Ministry, NZEI and PPTA, and the recent TAPEC settlement committed the Ministry to work with the sector review how schools are funded for TAs.

The Review's objectives include:

- Developing a fairer and more equitable system that works for ākonga Māori and better supports all ākonga (particularly those with additional needs)
- Improving schools' resourcing so that this is more predictable and better reflects the level and extent of need within the school/kura
- Improving TA support for teachers and enabling quality teaching and learning
- Removing systemic barriers to help develop the teacher aide workforce.

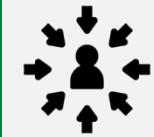
Other benefits of this work include:

- Strengthening system-level understanding and oversight of the TA workforce
- Improving the quality and visibility of workforce and investment data.
- Align with and support other related projects to realise their intended benefits, particularly those that are part of the TAPEC implementation.

The review also contributes to the Government's objectives for the Education Work Programme, by supporting:

- Barrier-free access
- Quality teaching and learning
- World class inclusive public education.

Key design principles



Keeping learners at the centre



Applying an equity lens to the work



Listening to schools and whānau is critical



System supports enrolment of students with additional needs

Potential options for how schools might be funded for TAs

Status quo	Modified status quo	Tagged ops grant	Form of entitlement staffing	Cluster funding	Funding retained by the Ministry
Schools employ TAs using a range of sources (ops grant, LS funding etc.)	Each school employs TAs as previous option with stronger rules and messaging	A new operational grant component tagged for employing TAs	Similar to current system for funding teachers, with FTE or hours allocated to each school	Similar to the LSC or RTL models – one school employing a TA (or TAs) for the cluster	TAs employed centrally or regionally by the Ministry

Key trade-offs and considerations for potential options

