

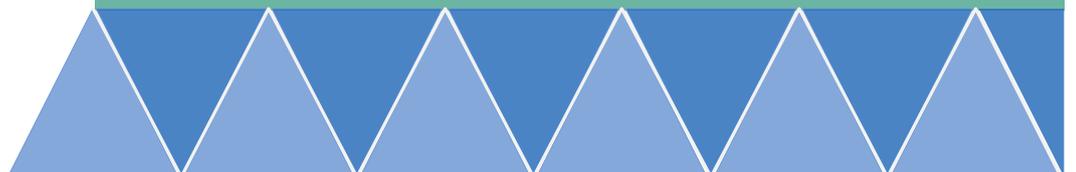


Joint Initiative

PLD Workstream Report



7 March 2016



Introduction

1. The Joint Initiative professional learning and development (PLD) sub-group was set up further to the Joint Initiative (JI) agreement between the Ministry of Education and NZEI Te Riu Roa. The group's task was to consider implications of the phase one report where PLD was considered to be a significant factor of success (NZEI Te Riu Roa & Ministry of Education, 2015, p. 10).
2. This paper outlines the thinking and recommendations from the Joint Initiative-PLD sub-group.

Background

3. The JI-PLD sub group agreed that the following principle would guide the work:
The learner, parents, family and communities are at the centre of effective teaching and learning.
4. The scope agreed for this work was:
 1. Identify and describe current programmes (home/school partnerships, etc) practice, resources/resourcing to promote effective collaboration.
 2. Identify mechanisms to connect people with each other and the above
 3. Identify, synthesize and 'promote' good practice (e.g. ERO reports)
5. The group recognised that a wider PLD re-design is being undertaken by the Ministry, and that the Ministry is working with the sector through an Implementation Reference Group which comprises peak bodies, including NZEI Te Riu Roa. The JI-PLD sub-group was, therefore, deliberate in seeing its role as contributing to, but not duplicating the work of, the wider PLD re-design.
6. Professionals continuously seek to improve their practice. This is in the very nature of professionalism. The responsibility for supporting the professional growth of educators is both individual and collective and spans the layers of the system. Professional learning need is, therefore, supported through various layers of funding from central funding, locally raised funds, school operations grant / or ECE subsidies and / or individuals.
7. There are three main levels of support:
 - Tier 1 – At this level, PLD is responding to the professional learning needs of individuals, groups, or whole school/centre. In schools, this is often resourced through the operations grant. In ECE it is resourced through subsidies. Resourcing PLD at this level may also come from locally raised funds or individuals.
 - Tier 2 – Incorporates professional networks and communities of expertise that provide technical and just-in-time support. It includes subject associations, Teacher Refresher Course Committee

(TRCC), Rural Education Activities Programmes (REAP), Ngā Kura-a-Iwi (NKAI), Lead Advisors in Ministry of Education Regional Offices, Te Kete Ipurangi (TKI) website, Network for Learning Pond digital portal, Te Runanga o Nga Kura Kaupapa Maori. PLD at this level may be resourced by the Ministry of Education, but is often supplemented by schools/centres through operations grant/subsidies, locally raised funds or by individuals.

- Tier 3 – Centrally-funded PLD – targeted at schools, according to national priorities and tailored to the professional needs of participants.

The PLD re-design is looking at how it can strengthen and support Tier 2 and re-designing the approach to Tier 3.

Discussion

8. The JI-PLD sub-group has predominantly been focussed within Tier 2. The essence of the JI-PLD sub-group discussion centred on the importance of promoting cultural intelligence and facilitating quick and efficient connections:
 - between people for greater access to professional expertise, rich professional conversation, mentoring, coaching, etc, so that expertise can be accessed both formally and informally
 - between people and knowledge, information and resources
9. The Ministry of Education shared the findings of its work about teachers' use of TKI and other web resources to support curriculum delivery with the JI- PLD sub-group. The overall findings were that teachers value the content and expertise provided via TKI, but that it is often difficult to find and access content. There are plans for a re-developed web space that will make content easier to find and more accessible.
10. Teachers identified that successful online communities need to make content easy to access, and trust needs to be established in the community (i.e. who is part of the community, what their contributions might be used for). This aligns with experience across the JI- PLD sub-group regarding the importance of facilitation of trusted, quick and efficient connections, and the infrastructure to support them.
11. The JI-PLD sub-group would welcome an opportunity to share its thinking with the PLD Implementation Reference Group.

Recommendations

12. The JI-PLD sub-group recommends that:
 - (a) consideration be given to developing a mechanism that is deliberate in supporting professionals to quickly and efficiently:
 - access professional expertise, resources and information

- have rich professional conversations
 - (b) The JI-PLD sub-group has the opportunity to present its ideas about the proposed approach to the PLD Implementation Reference Group.
 - (c) The Education Council is invited to meet with the JI-PLD sub-group to discuss its recommendations.
13. The JI-PLD sub group also noted recommendations from other Joint Initiative sub groups as follows:
- a) The need for specific planned PLD on cultural intelligence is considered essential. Initially this could be implemented via the Leadership Hub in order to target Communities of Learning (CoL) Leaders in the first instance, followed by a broader engagement.
 - b) The need for release time that enables people across the system to have PLD together (support staff, ECE, primary and secondary educators through to tertiary education).
 - c) PLD needs to be aligned with and support career pathways.

References

NZEI Te Riu Roa, & Ministry of Education. (2015). Joint initiative governance group report. Wellington, New Zealand.

Questions the working group may need to consider

- How can we ensure that networks work effectively across the education pathway, for both English and Maori medium settings?
- What mechanisms should be investigated to promote development and use of expertise – for example, secondments, conferences, infrastructure support, moderation, development assistance, etc?
- How to establish and build trust from participants and potential participants in networks?
- How can staff be supported to develop and share knowledge within and across areas of expertise, e.g. ECE, support staff, teachers, and leaders?
- How do we best facilitate quick and efficient connections between people for access to professional expertise, rich professional conversation and mentoring, etc, so that expertise can be accessed both formally and informally?
- How do we ensure that key principles such as best evidence, cultural intelligence and keeping the learner, parents, family and communities at the centre of effective learning are at the core of work on networks?

- How do we engage the sector in this process?
- What are the priority areas for network development?
- How can connections between people and knowledge, information and resources best be supported?

Process map - for discussion

