Chair

Cabinet Social Policy Committee

Quality teaching and learning: work programme update

Purpose

1. This paper updates you about progress on key work streams of our Education Work Programme [CAB (14) 38/5 refers]. It outlines work underway to lift the quality of teaching and learning in the early years and schooling sector, builds on a number of working group reports and seeks Cabinet endorsement for several of the key changes necessary to ensure we continue to invest in a world class teaching profession.

Executive Summary

2. We know that high quality teaching and leadership are the most important in-school factors that support the achievement of all learners. Evidence demonstrates that investing in the profession to raise the quality of teaching and leadership provides the best opportunity to deliver improvements in educational outcomes.

3. This paper outlines the further work we are doing to ensure we have a teaching workforce that is able to continue to deliver a high quality education to young New Zealanders, and gain further benefits from the investments made in our system architecture, through:
   - continuing to improve initial teacher education (ITE)
   - a lift in professional learning and development (PLD) for the education workforce
   - improved digital fluency across the system
   - better delivery of the curricula in the early years, 0-8.

Background

4. Our system works well for most students and is characterised by many examples of high quality teaching and leadership. But this is not the case in every early learning centre, in every classroom, or in every school.

5. Raising the quality of teaching will directly contribute to our Better Public Services programme. We have set a challenging target that 85 percent of 18 year olds will have achieved NCEA Level 2 or an equivalent qualification in 2017. In 2014, 81.2 percent of 18 year olds achieved NCEA Level 2 or equivalent, compared to 88 percent in 2008. For Māori school leavers, the corresponding figures show an improvement from 44.6 percent in 2008 to 67.7 percent in 2014, and for Pasifika, from 51.3 percent in 2008 to 75 percent in 2014. A Level 2 qualification gives opportunities in terms of further education, employment, health outcomes, and a better quality of life.

6. An analysis of Ministry of Education, Ministry of Social Development and Department of Corrections data in 2014/15 shows that, for a cohort of people aged 16 in 2006, welfare and corrections costs for the seven years between the ages of 16 and 23 were:
• a person with no qualifications cost the Crown approximately $26,700

• a person with a minimal school qualification, such as NCEA Level 1, cost the Crown approximately $19,100

• a person with a Level 2 qualification, such as NCEA Level 2, cost the Crown approximately $13,700

• a person with a Level 3 qualification, such as NCEA Level 3, cost the Crown approximately $5,700.

7 We know that in each school year (a cohort of around 70,000 children), about 10 per cent of children are at risk of poor outcomes (around 7,000), and under a thousand are at the highest risk of poor outcomes. Our refreshed approaches to early learning, ITE, PLD, and digital fluency are strongly focused on lifting the achievement of all students as well as those whom the education system has not traditionally served well. They will support leaders and teachers to work with some of our most vulnerable students. The analysis above shows that expenditure on lifting the quality of teaching can potentially contribute savings to the Crown in the long term if schools set their students on the path to achieving worthwhile educational qualifications.

8 In November 2014, Cabinet noted the work programme for the Education portfolio for the next three years [CAB (14) 38/5 refers], with the key elements of:

• Investing in Educational Success (IES): maintaining momentum on the design and implementation of this initiative

• improving continuity of learning, transitions, and student-centred pathways: from early learning to schooling, tertiary education, further training and employment, including for Māori medium education, and through more effective and responsive careers advice

• strengthening inclusion: updating the special education system and providing more in-class support

• strengthening 21st century practice for quality teaching and learning: establishing a new professional body and a stronger regulatory regime, integrating digital technology into teaching and learning, implementing a national plan to address science in society, improving professional learning and development, and strengthening initial teacher education

• reviewing the Education Act 1989: to bring it up-to-date with a student-centred and outcome-focused education system, and to enable innovation and good practice

• reviewing the funding systems for early childhood education and schooling: to provide greater flexibility to innovate, collaborate, and focus resources on students most at risk of poor outcomes.

9 Over 2015, we have made considerable progress across the broader teaching, leadership, and learning work programme. The foundations have been set to continue strengthening the quality of teaching and learning within ECE services and schools, as well as within the developing delivery framework of Communities of Schools.
10 IES is on target with good support across the country. 42 Communities of Schools have been formed, involving 333 schools and 124,000 students, and are in the process of identifying their shared achievement challenges. A copy of the first agreed achievement challenges from the Marlborough Community of 22 schools is enclosed for interest. We are continuing to work with the New Zealand Educational Institute (NZEI) so that the primary sector can take full advantage of the resources available to Communities of Schools.

11 The Education Review Office (ERO) has this year published new School Evaluation Indicators that provide a significant opportunity for the New Zealand education system to refocus on what matters most in improving outcomes for all our students.

12 In August 2015, we reached the milestone of 2,000 schools connected to the managed network deployed by Network for Learning Ltd (N4L). We are establishing more effective platforms for data capture and sharing to support teacher, school, and system decision-making and investment. We will need confident, capable, collaborative teaching and school leadership to ensure teachers and schools can take advantage of new digital technologies in ways that enhance learners’ engagement and lead to higher achievement levels for every student. We want to move past discussions on technology to a concept of digital fluency in teaching and learning, so that self-directed learning by students becomes an increasingly normal part of a successful education experience.

13 We have completed the transition to the new Education Council of Aotearoa New Zealand (the Education Council), to provide stronger educational leadership and lift the status of teaching as a profession. The Education Council’s development of a forward work programme is well advanced and will include the development of professional standards for teachers and principals that could support the establishment of clear career pathways. These standards will provide an objective measure of what constitutes teaching and leadership quality, and I anticipate that they will build on the substantial work recently undertaken by the ERO in developing indicators of what matters most in improving outcomes for students\(^1\). Over time these standards will define the work of teachers and leaders, and make explicit the elements of high-quality, effective teaching and leadership in 21st century schools. These standards will provide clearer goals for investing in professional learning and development, better career pathways and will help to attract and keep the best and the brightest in our education profession.

14 In 2013 we commenced a three year work programme to raise the quality of initial teacher education. Exemplary postgraduate programmes are now underway in seven universities: Auckland, Auckland University of Technology, Waikato, Victoria, Massey, Canterbury and Otago. All are 180 point accelerated Masters qualifications delivered over an extended academic year and exemplify the highest quality initial teacher education. Further exemplary post-graduate programmes for the early childhood and Māori medium sectors will be introduced from 2016.

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15 In 2015, $79.2 million is appropriated for Professional Learning and Development (PLD) for the education workforce. The value and utility of this expenditure is widely questioned. I have received and considered the work of the PLD Advisory Group and I am now able to make changes to how and where we invest.

16 In 2015, over $1.6 billion is appropriated for early childhood education providing over 180 million hours through more than 200,000 ECE enrolments/attendances across approximately 5,100 providers.

17 Progress towards our goal that in 2016 98% of children starting school will have participated in quality ECE, is increasing. We are continuing to see strong growth in Māori and Pasifika children’s prior participation rates; however, we need to accelerate the pace of change. Based on the June data, attaining the 98 percent target requires participation by about 1,200 additional children. We are targeting 2,000 non-participating children to ensure the target is met. Around half of the non-participating children we are focused on are in the Auckland region.

18 I have included within this work programme a focus on teaching and learning in the early years, which is being informed by the report of the Advisory Group on Early Learning (AGEL). Ensuring strong learning foundations in these early years has been shown to deliver significant return on investment in terms of a child’s successful progress throughout their learning pathway and into their adult life.

19 Building on the foundations we have put in place, our work programme will continue to focus the system to “cause learning to happen and to know that it did” through:

- strengthening the development of Communities of Schools for those schools who want or most need systematic collaboration for raising student achievement and that cover the whole learning pathway for children and young people
- improving transitions for students, between sectors, on their education pathway
- better enabling teachers and educational leaders to make decisions that are driven by evidence and data about student achievement
- strengthening teachers’ ability to respond to learner needs with evidence-informed practices that make the most difference for those learners

20 The changes we are putting in place now will see improvement in the performance of the system over the medium to long term.

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2 Dr Graham Stoop, former Chief Education Review Officer
Strengthening initial teacher education

21 Initial Teacher Education (ITE) provides the pathway and the qualification for entry into the teaching profession, and is therefore key to raising the capability of teachers and school leaders in the medium term. The OECD has stated that "... teacher quality is the single most important school variable influencing student achievement".3

22 Since November 2013 the Ministry of Education has been implementing a medium term plan to systematically explore good practice and test the policy settings in relation to ITE. Over the next two years we will continue to work with the Education Council, tertiary education providers and the Tertiary Education Commission (TEC) to influence the supply and quality of ITE provision. This will help us get the sort of teacher graduates we need for our education system, and to better align both the skills and numbers of graduates with the needs of the workforce.

23 Funding of $7.56 million over four years was allocated in 2013 to purchase a total of 630 equivalent full time students (EFTS) per year in selected tertiary providers to introduce new post-graduate qualifications for teachers in English medium schooling. Also in 2013/14, approval was granted by Education Ministers and the Minister of Finance for the reprioritisation of existing funds to purchase additional EFTS in exemplary postgraduate ITE programmes in Māori-medium and the early childhood education sector. The review and evaluation of these programmes will build our knowledge base about what exemplary provision looks like at post-graduate level, and what features of ITE provision are needed to lift the quality of graduates.

24 In line with the evidence about high quality ITE, post-graduate level provision has the potential to lift graduates' ability to draw on and critically analyse research about effective teaching practices, to collect and use data and to research and adapt practice in ways that lift outcomes for all learners. International consultants McKinsey and Company highlighted the importance of setting a high academic bar for candidates to ITE. This means, rather than screening after graduation from ITE, "the top performing systems select for entry into teacher training programmes".4 They do this by either only selecting from top high school graduates or requiring an undergraduate degree.

25 I will be encouraging the Education Council to test this as part of its strategic plan, including identifying opportunities to engage providers in discussion about the importance of ensuring high standards for entry to ITE.

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3 OECD (2005), Teachers Matter: Attracting, developing and retaining effective teachers
4 McKinsey and Company (2007). How the world’s best performing school systems come out on top
27 The Graduating Teacher Standards (GTS) are set by the Education Council. The Education Council affirms that the design of programmes aligns with the expectations of the GTS. At present, there is no external validation that individual graduates from programmes have met or exceeded the GTS. The variability of competence of graduates from ITE programmes has implications for the support new teachers need as they enter the profession and seek to gain full practising certificates.

28 The Education Council, during its review processes, intends to identify options to strengthen the consistency and robustness of the application of the GTS and the registration and practising certificate criteria for new entrants to teaching. This work will be well informed by system level analysis of data gathered through audits of the current processes for teacher appraisal and endorsement of practicing certificates being undertaken by the ERO on behalf of the Education Council.

Lifting the effectiveness of Professional Learning and Development

30 Our education workforce will not be able to continuously raise the level of achievement of all students as well as address the persistent underachievement in our education system unless it is supported by a PLD system with a clear strategy and that delivers PLD of a consistent high quality. We need to ensure that our teachers are getting the right level and type of support, and are being challenged to raise the achievement of all students. Systematically supported PLD is the main lever that we have to shift teaching and leadership practice.

31 If we can improve the PLD provided to our teachers, then we will see an ongoing system-wide lift in student achievement. Systematic support for ongoing improvement in teaching practice, through effective PLD, is a feature of all high performing education systems. Research tells us that high quality PLD has a measurable effect on student achievement. For example, in 2008, Professor John Hattie found the effect size of PLD linked to changing teacher behaviour as being $d = 0.62$. An effect size of $d = 1.0$ is typically associated with advancing children’s achievement by two to three years.

32 In recent years, both the ERO and the Office of the Controller and Auditor-General have raised concerns about the lack of strategy, leadership and direction across the PLD system and the variable quality of PLD management in schools and kura. It has also been identified that there are challenges inherent in the PLD procurement process and knowing the impact of PLD on improving student outcomes.
33 In addition to the $79.2 million invested in the centrally managed PLD contracts, schools and kura can purchase PLD from their operations grants or locally raised funds. Provision is also made in the collective agreements for PLD such as study awards and sabbaticals and there is other support for improving teaching practice provided by centrally funded Resource Teachers and other special education services. Further government investment in ongoing teacher learning is made through the tertiary education subsidies for tertiary education courses teachers and leaders might undertake.

34 The review of PLD and the changes I intend to take are focused on the centrally managed PLD investment. Currently this PLD investment is highly fragmented (in 2014, this funding was dispersed across 29 areas), and is not necessarily focused on the areas that schools and kura need. Not all schools and kura can receive centrally allocated PLD at one time. Due to the mismatches in the system, the PLD schools have received may not have been in the area that they applied for.

35 My expectation is that every student in every school and kura has leaders and teachers who are actively engaged in PLD that supports and challenges them to accelerate valued student outcomes. Some of this PLD will be centrally funded, but as much will be funded by schools and kura, in the same way that other employers fund PLD for their staff.

36 We have an opportunity, through the redesign of PLD, to focus on how the PLD investment can be used more effectively and efficiently. It is timely to transform the way that PLD is delivered to support a lift in the quality of teaching and leadership.

**PLD Advisory Group**

37 In 2013, I established the PLD Advisory Group (the Advisory Group) to provide advice on the design of future PLD across the country. The Advisory Group consisted of respected schooling sector leaders from professional associations across primary and secondary, English and Māori medium, and the teacher unions.

38 The group was supported by an expert advisor on PLD. This enabled members of the profession and an internationally recognised PLD expert to provide advice about changes needed.

39 The Advisory Group found that the current system could better match school and kura needs, be more strongly aligned with the evidence on effective PLD, and have more effective feedback loops to indicate whether centrally funded PLD is having the intended impact.

40 To address the current weaknesses in the PLD investment, I intend to revise the system level support for PLD so that it:

- uses student achievement data to establish a limited number of national priorities to ensure that those priorities are well funded
- accredits expertise from within and outside schools, that can be drawn upon by Communities of Schools and by schools that face significant achievement challenges
- supports subject associations across all areas of the curriculum to build technical and content expertise.
Improving the delivery and effectiveness of PLD

41 The delivery and effectiveness of PLD will be improved by moving from a system in which schools and teachers are asked to apply for a predetermined list of PLD offerings to a system whereby schools and Communities of Schools identify the additional external PLD support they need to meet their achievement challenges. To support this, we will introduce a system of accreditation for PLD experts that will act as the anchor for identifying the expertise needed to provide effective PLD. Centrally funded PLD aligned to our national priorities will focus on providers that meet those accreditation requirements.

42 By providing a description of the expertise needed to improve teaching practice in ways that improve student achievement, this accreditation approach may also inform local level PLD purchasing decisions.

43 In addition to these accredited experts, the new approach will strategically resource and support local, regional and national networks of curriculum and subject specific knowledge and skills, such as subject associations. Strengthening and growing these networks will mean teachers and schools have access to more support from within the profession, as opposed to having to rely heavily on centrally funded PLD.

44 Implementation of changes over three years is proposed, to significantly improve how PLD is provided to the teaching profession. This will grow the PLD system in tandem with the development of Communities of Schools and the capacity of the Education Council.

45 The changes over three years will include:

- 2016: Publishing national priorities, developing an accreditation process for PLD experts, and developing an evaluation framework
- 2017: Improvements to the procurement of PLD services, moving to accredited expert providers of PLD and considering whether or not to contract the management of PLD to the Education Council
- 2018: Embedding the transformation and improved monitoring of the Government’s expenditure on PLD.

46 In the first year, 2016, the focus will be on:

- building capability in areas of national priority
- strengthening subject associations and corresponding networks in Māori medium schooling to support curriculum delivery
- working with the Education Council to develop criteria and an accreditation process for identifying PLD expertise.

47 PLD priorities will be set at a system level through clearly stated national priorities that will stay in place for 3-5 years. By identifying national priorities, the Government can signal the areas in which it will invest to improve outcomes for students. These priorities will be based on national student achievement data, and will promote greater equity and excellence for all students.
48 The first national priorities will be maths, science, reading, writing and digital fluency. The evidence about the trends in achievement and teacher capability supports a commitment to prioritise effort in these foundational learning areas. Given the amount of time young people spend online, and the new digital environments that are an increasing feature of modern work places, it is important that their teachers have the digital fluency needed to facilitate learning in online/digital environments.

49 High levels of obesity among young people are also a national concern, together with a reduction in recreational and competitive sport, and physical activity. Therefore, a pilot in 2016 in relation to Health and Physical Education (PE) is proposed. PLD can help teachers identify the factors behind students’ achievement in a learning area, and help them to adapt their teaching practices to better meet the needs of diverse learners. The outcome from this would be that students gain a better understanding of how the Health and Physical Education and Hauora learning areas relate to them and their lives. The pilot would test the usefulness of current resources and PLD approaches that work in this area. The approach will be aligned with complementary initiatives in the Health portfolio.

50 Access to PLD will be prioritised to schools and kura that have formed Communities as part of IES. 42 communities have been approved and are working on their achievement challenges. Targets have been set for 24 percent of all schools (around 520) to be in a Community of Schools by the time the October/November 2015 tranche is approved, and 44 percent of all schools (around 1,060) by the time the August 2016 tranche is approved.

51 System level analysis shows there are areas of the country that feature persistent achievement challenges. Therefore, in addition to Communities of Schools, some PLD funding will be allocated to schools facing the most significant challenges in those areas. The first priority will be Northland and Gisborne/East Coast. While improvements are being made across a number of key areas, Northland and Gisborne/East Coast continue to present a persistent history of underachievement and poor employment outcomes for its young people and in particular Māori. This focus on Northland as well as Gisborne/East Coast will be based on the formation of Communities of Schools.

52 The Ministry of Education has developed a methodology that uses school level achievement data and its knowledge of school plans, goals and targets to identify and prioritise schools that might benefit from additional PLD support. The process uses a weighted formula that identifies schools with highest proportions of priority students not yet attaining expected levels of achievement. Regional Office staff will work with the identified schools or Communities of Schools to determine what centrally funded PLD best meets their needs and what other support might be available.

53 From 2017, the move to national priorities will require reconfiguring the way PLD is procured. Existing PLD contracts will be retained for the 2016 school year to allow this to occur. Over the course of the 2016 school year, I expect to continue with the national priorities in place, and to review transitional contractual arrangements, moving towards more long term arrangements. Further decisions will be needed to determine how much of the PLD baseline is made available to each of the national priorities and what investment is needed to support the growth and operation of subject associations.

54 The Education Council, as the new professional leadership body for the teaching profession, could potentially be well placed to manage the Government’s investment in PLD, consistent with the Education Council’s mandate to raise the capability of teachers and leaders. I intend to consider this further once the Education Council has become well established, and no later than June 2017.
55 Aligned to the national priorities for PLD, the accredited expert PLD providers will focus on lifting the effectiveness of teaching and leadership practices and will support schools to monitor the impact of the changes they are making. They will provide additional support beyond that which is available to Communities of Schools from their own resources or those available from professional networks such as the subject associations. In this way, the accredited experts will build professional and evaluative capability across Communities of Schools over time.

56 A critical aspect of the new approach to PLD is accountability and robust, independent evaluation of the impact on student achievement. The outcomes from PLD will be monitored at the level of individual schools/kura, Communities of Schools, and nationally. Starting in 2016, the Ministry will work with ERO to develop the framework for this evaluation, and collect data to monitor the effect of PLD on student achievement over time. The framework will identify indicators that enable us to link the PLD occurring within Communities of Schools or individual schools/kura to changes in student outcomes.

57 By 2018 the key features will be in place, including arrangements and expectations for the future role of the Education Council. Over time, as the sharing of internal expertise through Communities of Schools and subject association networks becomes common practice across the system, collaborative practice and profession-led learning should become key features of our system. This will mean that internal and external expertise can be mobilised more strategically to appropriately complement one another.

Learning with Digital Technologies

58 New Zealand’s future depends on a world-class education system that can readily adapt to the accelerating pace of global innovation and change. This requires a culture of innovative teaching and learning, enabled by digital technologies and access to high-quality information, data and online learning resources.

59 Our Education Work Programme [CAB (14) 38/5 refers] signals our intention to strengthen 21st century practice for quality teaching and learning. Two reports, from the Education and Science Select Committee and the 21st Century Learning Reference Group (the Reference Group), have provided us with advice on how to maximise the benefits of the Government’s significant investment in digital technologies and innovative learning environments.

60 The planned programme of work to better integrate new technologies into our system and raise achievement serves as the Government’s response to the 21st Century Learning Reference Group’s report.
62 We also aim to maximise the new opportunities for teachers to collaborate and share resources and ideas. The growth in online content in schools, facilitated by the N4L’s Pond initiative, is one example of these new opportunities. Part of the government’s investment in the future will be ensuring teachers have access to a more professional content, and don’t need to reinvent the wheel to develop or find teaching resources. However, teachers who don’t have the level of digital fluency required to get online, access and use these new tools and resources will miss out on these opportunities.

63 With the investment in online learning and access there are more opportunities for virtual and online collaboration. There is a need to work through the potential support for these. With the increased ability for teachers and learners to connect online through access to the N4L Managed Network there is likely to be an increase in requests for funding to support new teaching and learning connections. Some recently approved Communities of Schools are already geographically dispersed (such as the Southland Area Schools Community of Schools) and will be exploring ways to bridge the geographic divide so teachers and students can benefit from the collective capacity of the Community of Schools.

64 We live in a global context where technologies are increasingly replacing unskilled jobs and many skilled jobs. The drive internationally for young people to be able to create new value in digital environments demands new specialist skills and tools. We need to increase the cohorts of teachers who can support learning in the content areas and skills where those jobs will be available.

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5 Ministry of Education, 2015: *Insights for Teachers – How teachers and principals of Year 7 – 10 students use their time.* (note, the remaining 12% of class time is spent on keeping order in the classroom).
The Government has taken thorough consideration of the Reference Group recommendations, and has taken the time to ensure that any policy is well integrated into our overall education agenda. Technology is moving rapidly - the rate of change in the skills needed for success requires our system to be nimble and able to respond to change. This speaks to the need to focus on the skills and knowledge of our teachers and educational leaders - other jurisdictions have failed to integrate quality teaching and learning with their technology agenda.

The Government’s approach for digital technologies to accelerate student achievement focuses on four work streams:

i. strengthening 21st century teaching practice for quality teaching and learning

ii. providing high-quality ICT infrastructure, data and information systems, and online tools and resources

iii. ensuring equitable access to digital learning opportunities for all students

iv. providing access to quality content/education resources.

There are no clear roadmaps for changes in teaching and learning of this nature and scale, so we will need to learn and evaluate as we go. The Ministry and ERO will support school-led innovation, and build an evidence base to describe and exemplify effective modern learning practices.

Early Learning in years 0-8: Report of the Advisory Group on Early Learning

Continuity of Learning

We are making significant progress towards our BPS target of having 98 percent of children participating in early childhood education (ECE) before starting school. As at June 2015, 96.2 percent had participated in quality early childhood education compared to 93.6 percent in June 2008. As we approach our target in 2016, we must continue to get the best learning outcomes for young children and maximise the value for our investment in ECE.

Maximising the value of the education these children receive, and making best use of our existing education architecture, requires improvements in the delivery of Te Whāriki, The New Zealand Curriculum, and Te Marautanga o Aotearoa. At present, each part of our education system focuses largely on its own immediate teaching and learning tasks, and not on the overall progression of children’s learning through the whole education system.

On 26 November 2014, Cabinet Social Policy Committee approved the terms of reference and establishment of the Advisory Group on Early Learning (AGEL) [SOC Min (14) 17/1 refers] to provide advice on:

- how to strengthen the implementation of the early childhood education (ECE) curriculum framework, Te Whāriki
- practical ways to align curriculum planning, implementation and evaluation across early learning services and the early years of school and kura.
AGEL has now completed its report, which I propose to publish later this month.

The AGEL report provides practical recommendations for strengthening the implementation of Te Whāriki and improving educational pathways for children up to the age of eight. The recommendations mostly cover improving teaching practice, and will not require significant policy changes.

I propose to use Communities of Schools involving ECE services as the primary means to address the obstacles and challenges to continuity of learning identified in the AGEL report. This will also directly or indirectly address a significant number of the AGEL’s specific recommendations.

Communities of Schools will facilitate collaboration across the education pathway from ECE through to post-school options. In the Communities of Schools that have already been established, we are observing a focus of collaboration across the transition from primary to secondary schooling, and 15 early childhood services are included in expressions of interest currently being considered for approval.

Recommendations for the update and digitisation of Te Whāriki, the inclusion of digital links to teaching and learning resources in the online version of Te Whāriki, and clarifying the links between ECE and schooling curriculum frameworks will be considered through the curriculum refresh planned for 2017.

**Risks**

**PLD**

Sector organisations and groups, including current PLD providers, may react negatively to the changes to PLD when they are announced. They may not support:

- the focus of PLD on national priorities
- the design of the proposed transition
- the decision to end support to specific provision areas
- changes to how PLD funds are expended.
- transition to the Education Council

The pace of transition through the 2016 and 2017 school years will mitigate this risk. Clear messages about what will be available and when will also assist. The Ministry will continue to develop and update curriculum resources for the full breadth of curriculum, teaching and learning.

Prioritising PLD to Communities of Schools may reduce the amount of PLD available for individual schools, especially in the current phase of the formation of Communities of Schools. This risk is mitigated through the allocation of some PLD funding on a regional basis to the schools in our system facing the most significant student achievement challenges. The first priorities will be Northland and Gisborne/East Coast due to the challenges these regions face in reversing the long term trend in underachievement and poor employment outcomes. Both communities consistently appear at the top of all analysis of levels of risk for children and young people.
Financial Implications

81 The costs of implementing all of the changes set out in this paper will be met from baselines, so there are no financial implications associated with the recommendations in this paper.

Legislative Implications

82 There are no legislative implications arising from this paper.

Regulatory Impact

83 There are no regulatory implications arising from this paper.

Gender and disability implications

84 There are no gender implications arising from this paper. Changes to PLD will enhance the ability of teachers, schools and kura to raise achievement for all students and to meet the needs of individual learners, including those students with special educational needs.

Consultation

85 The Treasury, the State Services Commission, the Education Council, the Education Review Office and the Ministry of Health have been consulted in the development of this paper.

86 The Department of the Prime Minister and Cabinet has been informed.

Engagement and publicity

87 I intend to release the AGEL’s report later in September, along with a media statement putting the Advisory Group’s recommendations into the context of my wider education work programme.

88 The Ministry of Education will develop a communications plan to communicate the changes to PLD to schools and kura, to teachers and principals, and to PLD providers. I will announce the changes to PLD and the national priorities later in September.

89 I have released the Advisory Group’s previous reports. I intend to release their third and final report in conjunction with announcing my plans to transform the provision of PLD.

90 Together with the Associate Minister of Education, we will publish the Government’s plan for digital technologies to accelerate student achievement later in September.
Recommendations

91 We recommend that the Committee:

1 note that progress has been made since our November 2014 consideration of our three year work programme for education, and participation and achievement of qualifications have improved as a result

2 note the new approaches to ITE, PLD, learning with digital technologies and education in the early years (age birth to 8) and their strong focus on lifting the achievement of students

4 note that the Education Council, during its review processes, intends to identify options to strengthen the consistency and robustness of the application of the Graduating Teacher Standards and the registration and practising certificate criteria for new entrants to teaching and for those moving to hold full practising certificates

Professional Learning and Development

7 note that the effectiveness of the current approach to PLD is variable

8 note that the PLD Advisory Group was established to provide advice on the design of future schooling PLD

9 agree that changes be made to centrally funded PLD to put in place a system that:

- uses student achievement data to establish a limited number of national priorities to ensure that those priorities are well funded

- accredits expertise, both from within and outside schools, that can be drawn upon by Communities of Schools and by schools that face significant achievement challenges
• supports subject associations across all areas of the curriculum to build technical and content expertise

10 note that a three year implementation plan is proposed to significantly improve how PLD is provided to the teaching profession

11 note that the broad changes over three years include:

• 2016: Publishing national priorities, developing an accreditation process for PLD experts, and developing an evaluation framework
• 2017: Improvements to the procurement of PLD services, moving to accredited expert providers of PLD and considering whether or not to contract the management of PLD to the Education Council
• 2018: Embedding the transformation and improved monitoring of the government’s expenditure on PLD

13 note that the changes to PLD will be announced in September 2015, including the transition pathway and the national priorities

14 note that the national priorities form 2016 to 2020 will be maths, science, reading, writing and digital fluency and a pilot in health education

Learning with Digital Technologies

15 note that two reports, from the Education and Science Select Committee and the 21st Century Learning Reference Group, have provided advice on how to maximise the benefits of the Government’s investment in digital technologies and modern learning environments

16 note the following four work streams to integrate new technologies into our system and raise achievement serve as the Government’s response to the 21st Century Learning Reference Group’s report:

i. strengthen 21st century teaching practice for quality teaching and learning
ii. provide high-quality ICT infrastructure, data and information systems, and online tools and resources
iii. ensure equitable access to digital learning opportunities for all students
iv. provide access to quality content/education resources
Continuity of Early Learning from 0 to age 8

18 note the report of the Advisory Group on Early Learning

19 note that a range of activities currently underway or planned will take forward many of the Advisory Group on Early Learning’s themes and recommendations

20 note the Advisory Group on Early Learning’s report will be released in September 2015

Hon Hekia Parata

Minister of Education

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