



## Education Report: Implementation of Professional Learning and Development priorities

<b>To:</b>	Hon. Chris Hipkins, Minister of Education		
<b>Date:</b>	11 June 2020	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1230018
<b>Drafter:</b>	Tom Haig	<b>DDI:</b>	s 9(2)(a)
<b>Key Contact:</b>	Pauline Cleaver	<b>DDI:</b>	
<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	No

### Purpose of Report

The purpose of this paper is to update you on the implementation of the new national professional learning and development (PLD) priorities, in light of the changes to PLD delivery as part of the COVID-19 response, and seek your agreement to defer full implementation to term 1 2021.

### Summary

1. New Māori medium and English medium priorities for allocation of centrally funded PLD to kura, Kāhui Ako and schools were agreed by you in July 2019 and released publicly in September 2019.
2. The implementation of these priorities was to occur over terms 3 and 4 of 2020.
3. As a result of the adjustments to PLD which have occurred as part of the COVID-19 support to schools and kura, we are recommending a one term delay in implementation of the new priorities.
4. The new priorities have been assessed for their ongoing relevance post the COVID-19 response, and we are confident that they remain fit-for-purpose and have the flexibility to meet the emerging needs of the sector.

## Recommended Actions

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The Ministry of Education recommends you:

- a. **note** that the PLD priorities approved by you in July 2019 remain relevant and have the flexibility to address emerging needs stemming from the impact of COVID-19

**Noted**

- b. **note** that the adjustment made to the PLD delivery model as a short term response to COVID-19 will end on 30 June 2020 and delivery will transition back to the regional allocation model

**Noted**

- c. **note** that the impact of the COVID-19 disruption to regular delivery of PLD means that there has not been an allocation of PLD against applications made in term 1 2020

**Noted**

- d. **agree** to the PLD priorities being in full implementation from the start of the 2021 school year, with a phased approach to their introduction from July 2020

Agree /  Disagree

- e. **agree** to proactively release this report with any appropriate redactions

Agree /  Disagree

- f. **agree** that your office will forward this report to the Associate Ministers of Education: Hon. Kelvin Davis, Hon. Jenny Salesa and Hon. Tracey Martin

Agree /  Disagree

  
Ellen MacGregor-Reid  
**Deputy Secretary**  
**Early Learning and Student Achievement**

11/06/2020

  
Hon Chris Hipkins  
**Minister of Education**

1 / 7 / 2020

## Background

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5. In July 2019 you agreed to reset the PLD priorities to focus on progress across the curriculum, and core teaching and learning capabilities required by the sector. We had been working towards introducing the priorities from term 3 2020, for full implementation and PLD delivery based on them, from term 4 2020. This timeframe has been disrupted by the COVID-19 PLD response.
6. The PLD priorities, as approved by you in July 2019 (METIS 1195102 refers) provide criteria for schools to access centrally funded, locally allocated PLD worth \$47.4m a year. The new priorities were consulted on with the sector and publicly announced in September 2019.
7. The new priorities for allocation of centrally funded, locally allocated PLD are for Māori medium settings: mātauranga and te reo Māori; marau ā-kura; aromatawai; and for English medium settings: cultural capability; local curriculum design; assessment for learning. Digital fluency remains a priority for all schools and kura.
8. The intent of the shift to the new priorities is to re-focus on critical teacher capabilities and learning across the system, in particular to promote equitable learning opportunities, address challenges identified through the Kōrero Mātauranga and support the Curriculum, Progress and Achievement work programme. Inclusive practices and challenging discrimination, racism and bias are explicit in the descriptions of the priorities and the new expectations of PLD facilitator practice.

## Progress to date

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9. The timeline for implementation of the new priorities currently is for the new priorities to replace the old ones from the start of Term 3, 2020. The current intent, as announced September 2019, is for schools to begin making applications for PLD against the new priorities from term 3 2020, for allocation and delivery from term 4 2020.
10. Schools were invited to make a final round of applications for PLD against the old priorities in Term 1 2020. Delivery against these applications was to begin in term 2 2020. During Term 2 2020 there was to be a hiatus on receiving new applications, and applications were to re-open against the new priorities from term 3, for allocation and delivery during term 4.
11. The shift in system capabilities that the new priorities will contribute to also requires a lift in capability in the PLD provider workforce (METIS 1215887 refers). **s 9(2)(ba)(i)**  
[REDACTED]  
[REDACTED]  
[REDACTED]  
[REDACTED]
12. A change to a fully online system of locally focused PLD application, allocation and administration has also occurred this year, through a phased process. Sector engagement regarding this shift has elicited a positive response, and regular user-testing and feedback cycles are leading to continuous improvements.

## Adjustment of PLD delivery as part of COVID-19 response package

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13. In response to the emerging situation caused by the COVID-19, the term 1 regionally allocated PLD process was postponed. Budget that would have been spent in the delivery of PLD relating to this process was repurposed to support schools in developing their

distance learning processes and pedagogies. To date, 988 schools have received PLD support under the COVID-PLD Support Package.

14. This package of support was allocated directly by the Ministry of Education, based on schools' requests, our assessments of need, and matching with an appropriate provider. This bypassed the usual area allocation process and was not based on PLD priorities.

### Applications for PLD against old priorities

15. At the time of writing there are 567 proposals from term 1 in the PLD Online System – these need to go through the area allocation process soon to ensure a flow of PLD to schools, kura, clusters and Kāhui Ako. We intend to process these proposals before the end of term 2 so that the sector have timely notice that their proposals have been accepted or declined.

### Continued relevance and flexibility of new PLD priorities

16. During the pivot as a result of the COVID-19 response, the Ministry has assessed whether the new PLD priorities, for both Māori and English medium, remain relevant and fit for purpose, in particular in regards to the spotlight on distance and mixed teaching and learning models.
17. The shift to the new PLD priorities, as announced September 2019, has been welcomed by the sector, planning is well-advanced and we are confident that they continue to be relevant in a changing context. As they are not focused on discrete learning areas (which the current ones are) but capabilities across the curriculum, the new priorities have more flexibility than the current ones to meet emerging needs.
18. Communications with the sector about the new priorities will adjust to reflect this new context. Messaging to introduce the new priorities will have a 'learning wherever and whenever' lens applied, and support schools and kura to recognise and support learning both inside and outside the classroom.
19. This is also an opportunity to strengthen the message that each priority will develop teaching practices and capabilities which will strengthen inclusion across the learner pathway.
20. There are three central reasons we believe that the new priorities remain fit-for-purpose in a post-COVID education system. These are:
  - a. *Digital fluency is increasingly important:* In the current context of learning remotely, supporting teachers, learners', and now particularly whānau, to be digitally fluent, has become more important. Schools can align requests for PLD support for teaching online to this priority. Demand for digital fluency support is likely to increase in the coming year.
  - b. *Priorities can adjust:* The new PLD priorities have the flexibility for each to still be relevant if schools would like to apply for support to strengthen distance or blended learning. Strengthening teaching and learning online and by distance requires strong pedagogical and curriculum capabilities, which the new priorities support. Similarly, the new priorities provide the flexibility to support other important directions of change in the sector, such as Local Curriculum design being a critical element of Aotearoa New Zealand Histories, and Cultural Capability providing a specific vehicle to strengthen schools' and kura inclusive practices.

- c. *Changing the announced but not implemented new priorities at this time would be pre-emptive:* At this stage we are uncertain about the long term implications of COVID-19. Priorities are intended to have longevity (the previous ones were in place for 4+ years) and contribute to sustained system change. There is currently uncertainty about the long-term system needs that the COVID-19 response is highlighting or creating, so adjusting the long-term priorities on the basis of a short-term challenge presents a risk.

### Proposed revised implementation timeframe of new PLD priorities

21. We recommend a phased delivery approach over the remainder of 2020, for full implementation from term 1 2021. This is a one term delay, in that previously schools would have been able to apply in term 3 against new priorities for delivery from term 4. The proposal is that they now will be able to apply in term 4 for delivery in term 1 the following year.
22. Delaying full implementation of the new priorities by one term will enable the resumption of delivery under the regional allocation model, following the COVID-19 response. It allows allocation of PLD against the term 1 applications, where schools still consider these applications meet a priority
23. This timeline will mean that there will be an allocation of PLD as soon as practicable against the term 1 applications, and no new application rounds for the remainder of term 2 (which has been replaced by the COVID-19 response) and in term 3.
24. Full implementation from the start of 2021 also allows time to re-focus the PLD providers and facilitators on the shift in capabilities that the new priorities promote. In regards to this element, we will continue as initially planned , which means contractual and quality assurance processes can be completed with providers prior to full implementation.
25. School leaders will have additional time of one term to consider their ongoing PLD needs, with time to reflect and adjust their planning based on their distance teaching and learning experiences.
26. A timeframe of announcing the priorities with support materials in term 3, and opening up applications from schools and kura in term 4 also aligns more closely with school planning cycles. Consistency between school strategic planning and PLD delivery is one of the features of successful and high-impact professional learning.

### Future of PLD design and delivery

27. Recognising the role of PLD in supporting and enabling wider system-shifts, and the need for continual improvement within a system that learns, we will need to periodically review and refine the 2016 design for PLD provision to ensure it effectively supports desired system change.
28. A key element of this is alignment and consistency with the system shifts signalled by the Statement of National Education and Learning Priorities (NELP). While the new priorities contribute to the first six NELP priorities, making this alignment more explicit may make a greater difference to achievement of the NELP.
29. We advise that this process of review and refinement can take place while the current delivery system, with the new priorities in place, continues for the 2021 year.

## Proactive Release

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30. It is intended that this Education Report is proactively released as per your expectation that information be released as soon as possible. Any information which may need to be withheld will be done so in line with the provisions of the Official Information Act 1982.

Proactively Released