MINISTRY OF EDUCATION
Te Tāhuhu o te Mātauranga

The Professional Learning and Development *overview*

"He kākahu kura, hei korowai ako,
Tuia kia mau, herea kia tau"

In Aotearoa New Zealand *English* and *Māori* medium settings our focuses for Professional Learning and Development are:

→ Building the capability of schools for continuous improvement

→ Accelerating the progress of all students who are currently underserved by the system to ensure attainment of worthwhile qualifications

→ Embedding the identity, language and culture of Māori students and their whānau into PLD and teacher practice so that Māori achieve education success as Māori

→ Supporting leaders and teachers to make significant improvements in student outcomes represented in The New Zealand Curriculum and Te Marautanga o Aotearoa particularly in literacy and numeracy

…through effective and sustainable professional learning and development for system change tailored to meet the identified needs of schools.
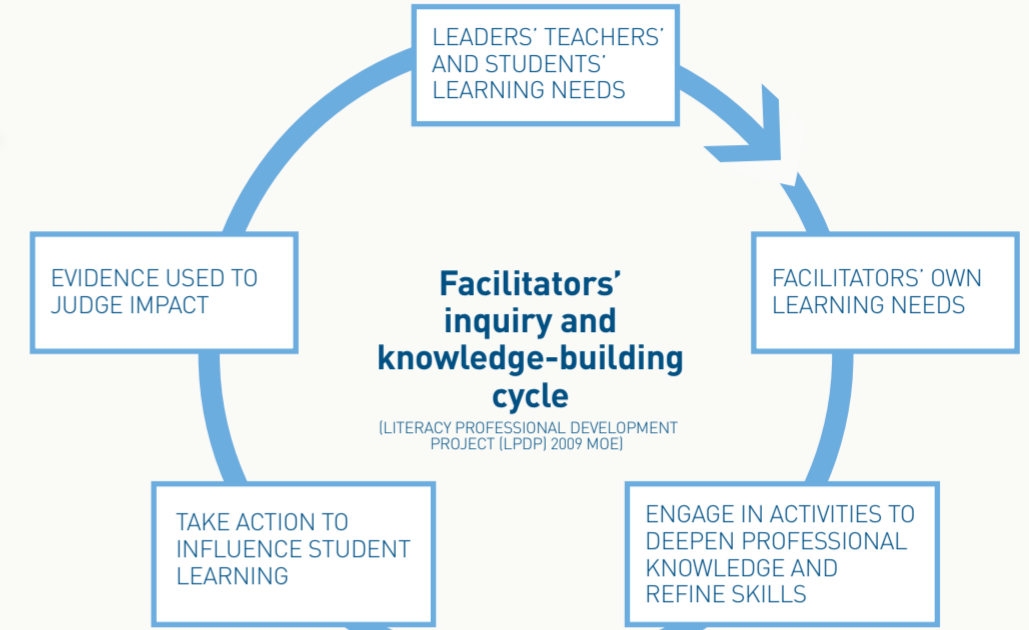

We are purchasing the expertise of high-quality, culturally-responsive providers who exemplify the principles of effective teacher professional learning and development practice:

→ A focus on valued student outcomes
→ Active leadership
→ Integration of essential teacher knowledge and skills
→ Worthwhile content
→ Multiple opportunities to learn and apply information
→ Assessment for professional inquiry
→ Opportunities to process new learning with others
→ Knowledgeable expertise
→ Approaches responsive to learning processes
→ Maintaining momentum
  SOURCE: H. TIMPERLEY (TPLD, IAE)

To facilitate school, whānau, iwi and community working together so the learner is the centre of teaching and learning and the learner achieves their potential.

High-quality provider facilitators

→ Capture and reflect the principles of Treaty of Waitangi and the bi-cultural foundations of Aotearoa, New Zealand

→ Lead to improvements in teacher practice and student outcomes

→ Underpinned by inquiry and research evidence

→ Developed through collaborative relationships

→ Influenced by and responsive to context and culture

→ Provide and build leadership in a range of contexts

Facilitators' inquiry and knowledge-building cycle
(LITERACY PROFESSIONAL DEVELOPMENT PROJECT (LPDP) 2009 MOE)

- LEADERS' TEACHERS' AND STUDENTS' LEARNING NEEDS
- FACILITATORS' OWN LEARNING NEEDS
- ENGAGE IN ACTIVITIES TO DEEPEN PROFESSIONAL KNOWLEDGE AND REFINE SKILLS
- TAKE ACTION TO INFLUENCE STUDENT LEARNING
- EVIDENCE USED TO JUDGE IMPACT

How we will achieve system change

→ Focus on quality teaching and student outcomes at classroom and school level
→ Clearly articulate the strategic direction and theory of action
→ Develop networks of practice
→ Build the capability of external expertise
→ Build the capability of instructional leadership
→ Use continuous evaluation and inquiry
→ Pay attention to multiple dimensions in scaling up
→ Align infrastructure and resource
→ Promote sensemaking and agency
→ Research and development with a focus on smart tools.

System coherence and co-ordination
Brokered by partnership between Regional Ministry and Student Achievement Function

→ **National Ministry:** design PLD programmes, promote R&D, build national coherence across providers and contexts, build infrastructure to transfer ideas, knowledge and new practices.

→ **Regional Ministry:** co-ordinate and allocate PLD across local region according to the needs of the students, teachers, leaders and schools in their region and responsive to the goals and aspirations of iwi. Use student achievement data and school planning and review to determine needs of individual groups and schools.

→ **Monitored by:** Local, regional and national evaluation which provides formative feedback for continuous improvement. An evaluation framework focused on the extent to which we are achieving:
- Positive shifts in leadership and teacher practice and improved student outcomes
- Responsive approach to embedding Māori identity, language and culture
- Better quality PLD (facilitators and organisations)
- A more coherent and responsive PLD system

Outcomes

Improved student outcomes
- Accelerated rates of progress for students for whom the system is underperforming
- More students at or above the Standards in Reading, Writing and Mathematics
- More students achieving at or above in Ngā Whanaketanga Rumaki Māori
- Increase in Māori achieving education success as Māori
- More evidence of student self-regulated learning
- Increased numbers of students staying engaged and achieving NCEA Level 2

Through quality teaching and leadership
- Teachers and leaders know effective teaching, content and assessment practices that work, why they work and for whom they work
- Teachers are able to transfer knowledge into practice
- Teachers and leaders form collaborative partnerships with families, whānau and iwi
- School leaders use evidence and inquiry processes to plan and deliver quality learning programmes and use assessment data to evaluate and track student progress
- School leaders know how and when to use PLD opportunities to lead a culture of inquiry, targeted to where they are most needed for improving student outcomes

Supported by quality PLD providers
- Clear focus on students
- Schools experience coherence across PLD
- High quality, effective facilitation based on Teacher Professional Learning Development BES
- Providers demonstrate a continuous culture of improvement

Designed to ensure an improved system of PLD nationally
- School leaders receive feedback on the quality of their planning for, and progress made, in lifting achievement
- PLD is responsive to identified needs of schools
- Delivers better value for money
- Sustainable continuous improvement capacity is built across the workforce

---

System wide coherence and capacity building achieved through a focus on professional leadership and effective teaching

Professional Leadership

→ Establishing goals and expectations: measurable goals for student achievement, learning and engagement, monitoring outcomes and consequent adjustment
→ Resourcing strategically: supportive structural and organisational arrangements
→ Ensuring an orderly and supportive environment
→ Planning, coordinating, and evaluating the curriculum and delivery
→ Promoting and participating in teacher learning and development
→ Engaging in constructive problem talk and building relational trust
→ Supportive professional community and collaborative professional activity focused on student outcomes and engagement: self review for improvement
→ Creating educationally powerful connections parents, families and communities
→ Creating effective schools for students with disabilities / impairments
→ Selecting, developing and using smart tools
→ Ongoing professional learning and development opportunities building teacher content knowledge, assessment capability and pedagogical expertise

SCHOOL LEADERSHIP AND STUDENT OUTCOMES: IDENTIFYING WHAT WORKS AND WHY, BEST EVIDENCE SYNTHESIS ITERATION

Ngā Aho o Tū Rangatira

→ Mana mokopuna – Place the learner at the heart – learner potential and success
→ Mana wairua – Attend to the physical, emotional, social and educational well being of every individual
→ Mana tangata – Build relationships on trust, honesty and respect
→ Mana reo – Develop strengthen and preserve high quality delivery of education in and through te reo me ona tikanga in everyday practices that affirms language, culture and identity
→ Mana tikanga – Ensure appropriate tikanga in protocols and practice across all aspects of kura
→ Mana mātauranga – Assert that being and thinking Māori is an advantage
→ Mana ā-kura – Identify and develop teaching and learning programmes unique to the goals and aspirations of kura whānau

TŪ RANGATIRA: MĀORI MEDIUM EDUCATIONAL LEADERSHIP

Ngā Mātāpono Whānui

→ Keep the learner at the centre of teaching and learning – leading their learning
→ Use strategies that bring together iwi and community-valued practices
→ Use knowledge and strategies that will enable the learner to be successful in Te Ao Māori and the wider world
→ Develop classroom programmes through which learners fulfil their expectations, goals and aspirations and those of their communities
→ Provide strategies that are inclusive and responsive to the learning needs and ways of learning of each individual learner
→ Use strategies that enable student engagement

TE MARAUTANGA O AOTEAROA

Effective teaching

→ Focusing on student achievement (including social outcomes) and facilitate high standards of student outcomes for diverse groups of students, including students with disabilities /impairments
→ Using pedagogical practices that enable classes and other learning groupings to work as caring, inclusive and cohesive learning communities
→ Engaging constructively with students in goal-oriented assessment and self regulation
→ Creating effective links between schools and other cultural contexts in which students are socialised, to facilitate learning
→ Using teaching strategies that respond to student learning processes
→ Ensuring that opportunities to learn allow students to show what they know and can do through authentic tasks
→ Providing multiple task contexts to support learning cycles
→ Effectively aligning curriculum goals, resources, including ICT usage, task design, teaching, assessment and school practices
→ Ensuring that pedagogy scaffolds and provides appropriate feedback on students' task engagement, progress and achievement
→ Using pedagogies that promote learning orientations, student self-regulation, metacognitive strategies and thoughtful student discourse
→ Teacher knowledge and inquiry and use of smart tools

QUALITY TEACHING FOR DIVERSE STUDENTS IN SCHOOLING: BEST EVIDENCE SYNTHESIS ITERATION

In and across the contexts of: Effective school home partnerships • Curriculum innovation inclusive of ICT • Learning in and through Te Reo Māori • Leadership and Assessment • Literacy / Te Reo Matatini • Numeracy / Pāngarau • Secondary / Wharekura