



Briefing Note: Professional learning support for the curriculum, assessment and aromatawai work programme in 2023 and beyond

To:	Hon Jan Tinetti, Minister of Education		
Cc:	Hon Kelvin Davis, Associate Minister of Education		
Date:	3 February 2023	Priority:	Low
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Purpose of Report

This paper updates you on our planned approach to strengthen professional learning support for kaiako and leaders to implement curriculum, assessment and aromatawai changes in 2023 and beyond.

Summary

- Aotearoa New Zealand's national curriculum, assessment and aromatawai system is in a period of significant change and our ecosystem of professional learning supports remains key to providing kaiako and teachers with the support that they need. 9(2)(f)(iv) [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED] updating you on our planned approach to professional learning supports for 2023 and beyond.
- The provision of high-quality professional learning supports is a core function of an effective Te Poutāhū | Curriculum Centre within Te Mahau. This year there will be a range of professional learning offerings to enhance the implementation of the curriculum, assessment and aromatawai change programme as each element comes on line.
- As part of strengthening the integration and coherence of professional learning supports across the change programme, we are deploying a consistent implementation strategy. This includes evolving delivery models to provide a wider range of differentiated supports that better respond to the professional learning needs of the

sector. 9(2)(f)(iv)

- As we introduce any changes to professional learning, we will work with the sector and communicate clearly and promptly to providers and peak bodies.

Proactive Release

Agree that the Ministry of Education proactively release this Briefing 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.

☒ Agree ☐ Disagree

Release

Pauline Cleaver
Associate Deputy Secretary
Te Poutāhū | Curriculum Centre

03/02/2023

Jan Tinetti

Hon Jan Tinetti
Minister of Education

12/02/2023

Background

1. While PLD is a key part of the wider ecosystem of supports which Te Tāhuhu o te Mātauranga | The Ministry of Education (Te Tāhuhu) provides to kaiako and leaders,¹ it is just *one* of the mechanisms available for supporting the sector. These include the suite of resources, tools, roles, enablers, and programmes that are working together to help the workforce to grow their capabilities and deliver the transformational curriculum, assessment and aromatawai changes that are underway. This briefing places PLD within the broader context of centrally-funded **professional learning supports** and services that are strengthening curriculum implementation.
2. This paper forms the first step of work signalled in the context of Hei Raukura Mō te Mokopuna and the Literacy & Communication and Maths Strategy 9(2)(f)(iv) [REDACTED]
[REDACTED]
[REDACTED] Both strategies contain recommendations to strengthen the professional learning system.²
3. In advancing the approach set out below, we aim to take a full learner pathway approach where possible, from early learning through to senior secondary. Doing so will be a step towards supporting the teaching and learning components of the Early Learning Action Plan (ELAP) 9(2)(g)(i) [REDACTED]
[REDACTED]
[REDACTED]
4. 9(2)(f)(iv) [REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
5. The provision of high-quality professional learning supports is a core function of an effective Te Poutāhū | Curriculum Centre within Te Mahau. Te Mahau takiwā (regions) support the delivery of the change programme by raising awareness of supports, spreading effective approaches across the system, and feeding insights back to Te Poutāhū.

A responsive and integrated professional learning support ecosystem

To safeguard upcoming changes and meet sector needs in 2023 and beyond...

6. Aotearoa New Zealand's national curriculum, assessment and aromatawai system is in a period of significant change. At the forefront of implementing Te Poutāhū's curriculum, assessment and aromatawai work programme over the coming years – and crucial to its success – are the kaiako and leaders in schools, kura, and early learning

¹ Recent NZCER research briefs note that 'a strong culture of ongoing PLD is positively associated with good-practice-classroom strategies and practices, and is associated with teachers reporting more positive experiences of their work' (Alansari, Li & Boyd, 2022), and that there is a 'positive association between a perceived culture of ongoing PLD and teachers' general attitudes towards NCEA changes' (Alansari & Li, 2022).

² Strategic action 2.2 of the Literacy & Communication and Maths Strategy states that we will 'design and develop professional learning for the workforce that is targeted, flexible and aligned with the common practice model'. Hei Raukura Mō te Mokopuna recommends the 'development of a robust and responsive PLD strategy that provides direction and guidance in the role and place of Te Reo Māori and Pāngarau within the context of learning and teaching through Te Reo Matatini'.

services across the country. The ongoing provision of high-quality professional learning opportunities for kaiako and leaders will be important for realising the full benefits of these changes, supporting teachers to make effective practice shifts.

7. Many kaiako and leaders are excited by the intent signalled by the curriculum, assessment and aromatawai changes and the difference that they aim to make for tamariki and rangatahi across the motu. Feedback from the sector shows people are eager to know what the changes involve at a detailed level, and to understand the practice shifts required to deliver quality teaching and learning that meets the needs of every child and young person. Kaiako and leaders are seeking more clarity about what professional learning supports are available to help them prepare for and implement the changes, as well as how these can be accessed.
8. To meet this need, in 2023 there will be 'self-directed', 'guided', and 'supported' professional learning offerings which enhance the implementation of the curriculum, assessment and aromatawai change programme as each element comes on line. This model is described in more detail below [paras. 19–26]. Our plan is that every kaiako and leader can access a core level of professional learning support in 2023 and beyond, and that in-depth and targeted supports for key changes will be available for those who need them.
9. Our planned approach to professional learning takes into consideration the fact that the changes are significant and nation-wide. It is important that our professional learning supports have the ability to reach every kaiako and leader if we mean to generate the desired system and practice shifts and embed the changes well. As they approach the upcoming changes, kaiako and leader starting points will vary; over the coming years, some are likely to need more support than others, and at different times. The three-tiered implementation model acknowledges that while many kaiako and leaders will only need information and guidance to feel prepared for the changes ('self-directed' offerings), others will need opportunities to share and discuss with peers and colleagues ('guided' offerings), and there are some who will need more in-depth support with specialist expertise ('supported' offerings).
10. We will progressively update Te Tāhuhu's website with the professional learning supports available for 2023 and communicate these to the sector through our usual channels. This will support kaiako and leaders to understand the offerings available to help them implement upcoming curriculum, assessment and aromatawai changes across each term this year.

...we must effectively leverage our full ecosystem of professional learning supports

11. The professional learning supports Te Tāhuhu currently provides form one of our most effective ways of empowering kaiako and leaders to engage with and deliver curriculum, assessment and aromatawai changes. These changes are designed for the benefit of all children and young people along the early learning and schooling pathway in te reo Māori and English education settings.
12. Elements of the ecosystem of professional learning supports with connections to curriculum, assessment and aromatawai change are listed below. While not all these supports are directly in scope for this paper, together they are pivotal to maintaining and strengthening teaching practices that contribute to ākonga learning and wellbeing. They are also an important means of implementing system-wide curriculum, assessment and aromatawai change and addressing variability in teaching practice across early learning services, schools, and kura.
 - a. Roles (e.g., Curriculum Leads, Learning Area Leads, NCEA Implementation Facilitators, Resource Teacher Services, new Leadership Advisors);

- b. Professional learning and development (e.g., national PLD programmes, regionally allocated PLD, collective employment agreement-linked PLD, school operational grant-funded PLD);
 - c. Formal and informal peer-to-peer collaborative networks and subject associations (e.g., Networks of Expertise and Kahu Pūtoi);
 - d. Curriculum resources, guidelines, and advice;
 - e. Technical enablers (e.g., 9(2)(f)(iv) and
 - f. Pathways into and throughout the profession (e.g., initial teacher education, mentoring and induction, leadership supports).
13. Alongside the above supports, two additional Teacher-Only Days for primary and secondary schools in term 2, 2023 will support the implementation of the NZC refresh (including the Common Practice Model for literacy & communication and maths), the redesign of *Te Marautanga o Aotearoa*, and changes to NCEA [METIS 1300776 refers].³
14. A first tranche of NCEA Implementation Facilitators and a second tranche of Curriculum Lead roles⁴ are also now in place. These roles will work closely with places of learning to implement high-quality curriculum, teaching, and learning, with a deliberate focus on NCEA Level 1 implementation, Hei Raukura Mō te Mokopuna, and the Literacy & Communication and Maths Strategy.
15. Learning Area Leads also play an important function in supporting kaiako and leaders. These roles are senior secondary subject specialists who support the implementation of changes to NCEA. Based in Te Tāhuhu's national office, they deliver training and coaching supports to regional teams and NCEA Implementation Facilitators, and also support Networks of Expertise and subject associations.

Notwithstanding upcoming changes, feedback shows professional learning supports must be more responsive to the needs of kaiako and leaders

16. Engagements across the education sector in recent years, as well as insights from the Curriculum Voices Group, indicate that the education workforce is looking for supports that are designed with them, clear and easy to use, accessible, equitably allocated, and targeted to support their needs throughout the upcoming changes.
17. For example, during the public consultation on the draft Strategic Plan for Early Learning, kaiako highlighted that more digitally enabled opportunities would support their capacity to undertake professional learning. A 2019 report by the Curriculum, Progress and Achievement Ministerial Advisory Group found that kaiako and leaders wanted more differentiated supports that would fit their needs along their professional learning journeys.⁵ Kaiako in Māori medium and Pacific settings along the pathway

³ Responding to sector stakeholders' requests for additional support, these days will provide schools and kura, and kaiako and leaders with protected time for self-directed and guided implementation activities with the support of Te Tāhuhu's national office and regional implementation support staff.

⁴ Curriculum Leads are a national team based in the regions. They work closely with places of learning to help identify capability needs and connect kaiako and leaders with appropriate supports.

⁵ Curriculum, Progress and Achievement Ministerial Advisory Group, *Strengthening Curriculum, Progress, and Achievement in a System that Learns*, 4 June 2019, p. 47 (accessible here: <https://conversation.education.govt.nz/conversations/curriculum-progress-and-achievement/>).

have told us they would like more opportunities for professional learning that works for their contexts and aligns with their aspirations and needs.

18. Ultimately, engagements and system feedback loops make clear that the professional learning system is not meeting sector needs as well as it should. We have identified that further work is required to refine our professional learning support model so that it is effective, consistent, and equitable along the pathway. In stepping back and reviewing the supports ecosystem, we have identified improvements that can be made to our service delivery model and funding settings.

Strengthening our forward approach to professional learning

19. Over time and where appropriate we plan to shift our investments so there is a wider collection of differentiated and evidence-based professional learning available for individual teachers, or groups of teachers, to access at a time and in a way that works for them. Doing so will mean kaiako have more options and greater agency in determining the supports that meet their needs. It will also move the system towards more equitable and consistent professional learning opportunities, redressing some of the issues arising from the current model which is school demand-driven, highly contestable, and has variability.
20. Taking this approach will enable us to provide a core or common level of professional learning which every kaiako and teacher can access. It will also support Te Mahau to better target tailored and intensive professional learning opportunities to those who most need them in each region. Greater Te Mahau oversight of the supports offered will foster consistency, helping mitigate the risk of multiple and/or competing approaches being promoted and ensuring fidelity to the direction of changes.
21. In 2023 we will be deploying the implementation strategy that has been adopted for the curriculum, assessment and aromatawai work programme, which takes a three-tiered approach to providing support. This model allows for different levels of professional supports (self-directed, guided, and supported) which are graduated according to the needs of kaiako and leaders, and cover multiple levels of participation (individuals, groups, whole settings/clusters, and communities). As we progress this implementation strategy, we will be monitoring changes to professional learning and seeking feedback so that we can evolve our model responsively based on emerging data and insights.
22. The table below describes what this model looks like in terms of offerings:

Mode of delivery	Support type example	Additional detail
Self-directed	Share information	Online modules, webinars, and information that kaiako can work through at their own pace
Guided	Facilitated learning using online and/or facilitated networks/Teacher-Only Days	E.g., 1. Facilitated groups where kaiako and leaders engage in collaborative learning 2. Additional resources (e.g., facilitation notes, questions to guide discussion, follow-up activities) for curriculum leaders / Heads of Department in schools and kura to facilitate understanding for their staff 3. Follow up opportunities, including small group mentoring and coaching 4. Networking opportunities

Supported	Support with specialist expertise	Providing in-depth on-site learning with an external facilitator
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23. This model has already had some level of testing and refinement with the sector through the NCEA changes, the Curriculum Leads roles, and the implementation of Aotearoa New Zealand's histories and Te Takanga o Te Wā. It is designed to provide increased opportunities for kaiako and leaders to engage in guided online modules and workshops. 9(2)(f)(iv)
24. In 2023 and beyond, we will also be taking the following steps to improve the impact of existing investments in professional learning:
- 9(2)(g)(i)
 - Regionally allocated PLD is a key way that we will support kaiako and leaders through capabilities identified in national priorities. We will be working with providers and the sector over the next few months to provide more clarity about expectations for this professional learning. Retaining regional input is important as it supports local providers, such as iwi, to build cultural capability and enhance local curriculum design.
 - As we embed new roles in the system (e.g., Curriculum Leads, NCEA Implementation Facilitators, and Leadership Advisors) we will grow our understanding of the difference that these roles are making and how they complement (or possibly overlap with) support that we currently purchase through third-party providers. 9(2)(f)(iv)
25. Taking this forward approach is designed to give Te Poutāhū better visibility of the difference professional learning is making for kaiako and leaders and allow us to respond in a more agile manner, realising better value from investment.
26. Note that these are initial steps and the approach may evolve further in the future, 9(2)(f)

Overview of current funding settings for professional learning

27. The 'Improved Quality Teaching and Learning MCA' (in Vote Education) funds the majority of the key professional learning supports currently provided to kaiako and leaders. The 'Curriculum Support' and 'Professional Development and Support' appropriations (which sit within this MCA) total approximately \$75m and \$123m respectively for financial year 2022/2023. 9(2)(g)(i)

9(2)(g)(i)

- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]
- [Redacted]

Financial Implications

33. 9(2)(g)(i)

⁶ The majority of professional learning supports these appropriations fund are delivered through contractual arrangements with third-party providers, and encompass **national PLD programmes** (e.g., Tapasā, Developing Mathematical Inquiry Communities, Leadership Advisors); **regionally allocated PLD**; and peer-to-peer **collaborative networks** of kaiako and leaders (e.g., Networks of Expertise and Kahu Pūtoi).

9(2)(f)(iv)

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Communicating and supporting change

36. As we move towards self-directed and guided modes of delivery, the definition of professional learning will evolve. We will work with providers to identify any changes to the way they work, so that their modes of delivery and the content of their supports aligns closely to emerging Te Poutāhū direction.
37. To mitigate any associated risks, in implementing changes to professional learning we will work closely with the sector so that kaiako and leaders recognise and understand:
- The range of professional learning opportunities available as part of an integrated ecosystem of supports;
 - The purpose these supports serve in the context of curriculum, assessment and aromatawai changes;
 - The different skills and capabilities they are designed to grow; and
 - How the suite of supports can be accessed.

We will communicate that professional learning supports will continue to evolve over time, as needs change during the implementation of the change programme, and in response to new evidence. Te Poutāhū will continue to monitor the impact of our supports on delivering the shifts set out in the change programme as we go, drawing on local feedback and information flows from Te Mahau takiwā.

38. Professional learning providers and their peak bodies (e.g., PLANZ) will be interested in the forward vision this paper sets out. We will use our pre-existing relations and channels to understand how we can best communicate changes, as well as to consider what an approach to working together to reflect on and evolve the model could look like. As early as possible, we will need to advise providers of any change in direction, the reasons why, and the quantum of change expected. 9(2)(g)(i)

9(2)(f)(iv)

39. In continuing to give good effect to Crown obligations under Te Tiriti o Waitangi, we have engaged with iwi and hapū organisations, as well as key groups such as Te Rūnanga Nui o Ngā Kura Kaupapa Māori o Aotearoa, Ngā Kura-ā-Iwi o Aotearoa, and Te Akatea. We will continue to consider the best model for supporting the capabilities of these stakeholders.

Next steps

40. We will progressively update Te Tāhuhu's website with the professional learning supports available for 2023 and communicate the offerings available to the sector. Supports will be communicated through the Curriculum Newsletter, term planner, and other channels as they are planned and become available.

41. 9(2)(f)(iv)