



## Briefing Note: PLD for Rural Schools

<b>To:</b>	Hon Jan Tinetti, Associate Minister of Education		
<b>Date:</b>	17 November 2022	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1298771
<b>Drafter:</b>	Liam Robertson	<b>DDI:</b>	9(2)(a)
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<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	No

### Purpose of Report

You have requested an update on access to PLD for rural schools following your meeting with Southland principals. They raised concerns about equity of access, particularly for small schools across the range of learning areas.

### Summary

- Curriculum-aligned PLD funded by Te Tāhuhu o te Mātauranga | The Ministry of Education (Te Tāhuhu) largely encompasses national PLD programmes, regionally allocated PLD (RAPLD), and funding which supports peer-to-peer collaborative networks (e.g. Networks of Expertise and Kahu Pūtoi).
- Supporting access to PLD for small and rural schools and kura has always been a challenge in our system. Equity of access was identified as one of the challenges of the PLD system in the *Report of the Professional Learning and Development Advisory Group* (June 2014). The redesign of PLD that resulted in the RAPLD approach took deliberate steps to maximise equity of access.
- Data shows that rural schools and kura have approximately the same number percentage of PLD allocations as the baseline (all schools). Rural schools and kura under 50 students have a slightly lower engagement in PLD but rural schools and kura with one or two teachers have significantly lower engagement.
- Regional Ministry teams and their allocation panels actively work to support networks and clusters of schools in remote geographical locations to work collaboratively to maximise the PLD available in their area.
- We are looking to make our service delivery model, including PLD, more accessible, equitable, and responsive to sector needs as we move forward through the curriculum and assessment and the *Teacher | Kaiako Education: Training and Ongoing Development* work programmes. This work will be progressed with the sector in 2023.

## Proactive Release

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- a **agree** that the Ministry of Education release this briefing in full once it has been considered by you.

☒ Agree ☐ Disagree.

*Release*

Pauline Cleaver  
**Associate Deputy Secretary**  
**Te Poutāhū | Curriculum Centre**

17/11/2022

*Jan Tinetti*

Hon Jan Tinetti  
**Associate Minister of**  
**Education**

20/11/2022

## Background

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1. Centrally-funded PLD is key to maintaining and strengthening the capabilities of the education workforce and contributes to children's learning and wellbeing. PLD sits within a wider ecosystem of capability services and supports and is an important means of implementing system-wide curriculum and assessment changes to address variability in the quality of teaching practice across early learning services, schools, and kura.
2. Curriculum-aligned PLD funded by Te Tāhuhu o te Mātauranga | The Ministry of Education (Te Tāhuhu) largely encompasses national PLD programmes, regionally allocated PLD (RAPLD), and funding which supports peer-to-peer collaborative networks (e.g. Networks of Expertise and Kahu Pūtoi).
3. Centrally funded PLD also supports the school and kura teacher education ecosystem. METIS 1289966 sets out the proposed *Teacher | Kaiako Education: Training and Ongoing Development* commissioned by Ministers in March 2022. The work programme has three workstreams:
  - Workstream 1: Entry, training and deployment of new teachers – including ITE, entry to workforce and induction and mentoring.
  - Workstream 2: Ongoing teacher development - including professional learning and development and career progression.
  - Workstream 3: Cross-cutting interventions.
4. Work is underway internally to develop options for refreshing PLD to support priority curriculum and assessment change initiatives and the teacher | kaiako work programme, including leadership.

### Access to curriculum focused/ learning area PLD

#### **Networks of Expertise | Kahu Pūtoi**

5. Two parallel national PLD programmes, the Networks of Expertise and Kahu Pūtoi, support subject associations, groups and other peer-to-peer networks to deliver support for teachers and kaiako. Networks and Kahu Pūtoi *The New Zealand Curriculum* and *Te Mauratanga o Aotearoa* curriculum / subject areas Some of these networks or Kahu Pūtoi also support the NCEA change programme and Aotearoa New Zealand's histories.
6. There are also networks that support cross curricula learning or learner pathways, for example learning te reo Māori or the Bay of Plenty Down syndrome association.
7. Teachers can access support directly from the networks and Kahu Pūtoi.

#### **Better Start Literacy Approach**

8. Better Start Literacy Support (BSLA) is an integrated approach to developing children's vocabulary, oral, listening, spelling, writing and reading skills in the first year learning, using the Ready to Read Phonics Plus texts.
9. The BSLA programme supports New Entrant and Year 1 teachers and Literacy specialists. There have been 4 rounds of support across 700 schools and 2085 teachers plus 393 Literacy specialists. The team is currently processing applications for the final round with outcomes due out on 11 November.

#### **Just in Time Maths**

10. The Just-in-Time Maths (JITM) PLD Support model targets teachers and kaiako of learners in years 4-8 and supports them to further develop the mathematical and

pedagogical content knowledge for consistent and effective use of existing high-quality resources, including those on [nzmaths](#). There has been one round of this support available for the 2022 school year which was open to state and state-integrated schools and kura nationwide with learners in years 4-8 to apply.

11. Up to 300 schools were able to receive this support and schools could nominate up to two teachers to participate in the PLD. As at Term 4 2022, there are 569 primary teachers receiving this support across 297 schools. We do not hold data in relation to school size or rural classification, but can offer the following on school participation by region:
  - Tai Tokerau: 7
  - Auckland: 89
  - Waikato: 21
  - Bay of Plenty: 25
  - Hawkes Bay/Tairāwhiti: 16
  - Taranaki Manawatu: 16
  - Wellington: 33
  - Nelson/West Coast: 18
  - Canterbury: 45
  - Otago Southland: 27

#### ***Regionally allocated professional learning and development (RAPLD)***

12. Regionally allocated PLD allows schools, kura and Kāhui Ako to engage in meaningful PLD to support teachers to meet the specific needs of their learners. Regional panels made up of representatives from the education sector (e.g. principals and school leaders) allocate resources to the applicants in their region. Schools, kura and Kāhui Ako that are allocated PLD resource choose which PLD facilitator/s to work with based on who can best accommodate the needs of their learners.
13. For the purpose of analysing equity of access for small rural schools and kura we have used four categories:
  - All schools and kura (as a baseline)
  - Rural schools (as defined by the school's directory)
  - Rural schools with less than 50 students
  - Rural schools with one or two teachers
14. Table 1 shows the percentage of successful and unsuccessful applications for each category of schools and kura. It indicates that the success rate for applications across all categorisations is roughly the same.

*Table 1: Percentage of successful and unsuccessful PLD applications by school type*

Category	Approved	Declined	To be assessed	Total
All schools	80%	11%	8.3%	100%
Rural only	80%	10%	9.5%	100%
Rural under 50 students only	82%	8%	10.2%	100%
One or two teachers	82%	11%	7.7%	100%

15. Table 2 compares the total number of schools and kura in each category as well as the number that have received PLD. Rural schools and kura have approximately the same number percentage of PLD allocations as the baseline (all schools). Rural schools and kura under 50 students have a slightly lower engagement in PLD but rural schools and kura with one or two teachers have significantly lower engagement.

Table 2: Number and percentage of schools and kura engaging in PLD by school type

Category	Total	Number Received PLD	Percentage Received PLD
All schools	2565	1973	76.9%
Rural only	682	520	76.2%
Rural under 50 students only	256	181	70.7%
One or two teachers	61	34	55.7%

#### **Supporting access to RAPLD for small and rural school and kura**

16. Supporting access to PLD for small and rural schools and kura has always been a challenge in our system. Equity of access was identified as one of the challenges of the PLD system in the *Report of the Professional Learning and Development Advisory Group* (June 2014). The redesign of PLD that resulted in the RAPLD approach took deliberate steps to maximise equity of access.
  - Regional panels of sector leaders allocate PLD based on demonstrated needs of applicant schools and kura.
  - PLD is allocated as hours of direct PLD support. This is because, regardless of where a school or kura is located, facilitator travel costs do not come out of the resource allocated to a school or kura. Facilitator travel time for rural schools and kura. The PLD travel policy compensates facilitators for travel time as well as covering actual travel costs.
  - To ensure that equitable access can be maintained and managed fiscally, schools and kura are encouraged to use locally based facilitators where possible to reduce the costs associated with facilitator travel and to increase the amount of actual time available teachers and leaders to engage in multiple opportunities to learn.
17. Regional Ministry teams and their allocation panels actively work to support networks and clusters of schools in remote geographical locations to work collaboratively to maximise the PLD available in their area. Examples include:
  - Kahui Ako applications for PLD that include small and rural schools. We understand that many small schools opt to engage in Kahui Ako RAPLD as this builds collaboration, eliminates their sense of isolation and reduces the time required if they were to submit individual applications.
  - Encouraging facilitators to maximise their working time by scheduling work across multiple schools and kura. This is working well in Taumaranui and the Coromandel.
  - Areas with unique needs such as Waiheke Island and the Chatham Islands have negotiated flexible arrangements are put in place to make the PLD practical for both parties and ensure that all costs are covered.

#### **Other considerations**

18. A project, the Small Schools Administration Support Pilot is seeking to provide a measurable reduction in hours of administrative work for principals of U1/U2 schools.
19. The pilot is developing a service offering across three functions which that will be trialled with 15 schools in the Waikato through to mid-2023, to test whether it's viable to offer these services more widely on an ongoing basis. The three areas are:
  - A shared caretaker/facilities management service
  - A shared remote administrator (for HR, ICT, finance services)
  - Shared/strengthened support with painting services



20. School leaders in the pilot identified that applying for PLD is one of the administrative pain-points. While applying for PLD is not a purely administrative task, rather part of the educational leadership role of a school leader, three minor system changes have been made to help address this:
- Ensuring that the downloadable form and the online forms match accurately, so when they work on a word document, it is the same as what they will then put into the online Salesforce system
  - Developing a simple user guide for completing PLD applications that has been promulgated through regional PLD leads
  - Ensuring that Regional Directors enable appropriate staff to prioritise helping U1/U2 principals complete the PLD applications – such as by filling in the form for them as they discuss it together.

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