



## Briefing Note: Update on Professional Learning and Development (PLD) Hour Allocations for 2020

<b>To:</b>	Hon Chris Hipkins, Minister of Education		
<b>Date:</b>	11 February 2020	<b>Priority:</b>	Medium
<b>Security Level:</b>	In Confidence	<b>METIS No:</b>	1215887
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<b>Messaging seen by Communications team:</b>	No	<b>Round Robin:</b>	No

### Purpose of Report

The purpose of this paper is for you to:

- **Note** that we are launching a new cloud-based online system for Professional Learning and Development (PLD) applications in Term 1 2020.
- **Note** that the first allocation round for PLD focused on the new priorities will be in Term 3 2020.
- **Agree** that this Briefing will be proactively released.

☒ Agree / Disagree

### Summary

- We will launch a new online system for PLD applications in Term 1 2020. This will go live with the sector on 14 February 2020. This system will make applications easier and more efficient for schools and kura. It will enable leaders to track their PLD learning, and strengthen their capability to evaluate the impact on school and teacher practices, and on ākonga learning and progress.
- To ensure the changes are as smooth as possible, a phased approach is planned. The approach integrates the introduction of a new cloud-based online application system, with related support required to prepare people, systems and processes for the new priorities.
- From Term 3 2020, schools, kura and Kāhui Ako will be able to apply for PLD hours against the new national PLD priorities. There will be three rounds of PLD allocation in

2020 (Terms 1, 3 and 4) rather than a round each term. This is to ensure the successful launch of the new system, and so that everyone is able to focus on preparing for the new priorities in term 3. This does not affect the total number of hours to be allocated across 2020.

- We have communicated the changes in PLD, and the phased approach with the sector, so that they can manage the changes as effectively as possible.
- We are working with PLD providers to ensure that their facilitator workforce is ready and appropriately skilled to support school leaders and teachers. Support materials are being prepared for facilitators, teachers and leaders to understand the new capabilities and their interconnectedness, particularly in relation to the principles of Te Tiriti o Waitangi, kaupapa Māori and inclusion. The facilitators will need to support teachers to critically examine their practices in relation to racism, bias and discrimination. This lifts our expectation of facilitator knowledge and skill sets.



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

11/12/20



Hon Chris Hipkins  
**Minister of Education**

11/12/20

## Background

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### Implementation supports for new PLD priorities

1. On 26 September 2019, you announced a revised set of seven national PLD priorities across English and Māori medium settings, in order to strengthen critical teacher and kaiako capabilities. The new priorities aim to ensure teachers and leaders refocus on ākonga making progress across a broad and rich curriculum.
2. To ensure the changes are as smooth as possible, a phased approach is planned. The approach integrates the introduction of a new cloud-based online application system for the sector, with related support required to prepare people, systems and processes for the new priorities.
3. By Term 3 2020, the Ministry will have adjusted all PLD systems and processes so as to administer PLD through the online system. We will also have a capable PLD workforce in place that will ensure the system-wide shift focused on building the teacher capability needed to deliver on transformations required in the curriculum, progress and achievement work programme.
4. Introducing both the new online system, and related supports to ensure we have a capable and confident PLD workforce, means that Term 3 is the earliest time that schools and kura can apply for PLD hours focused on the new priorities.

### New online application system for PLD

5. The new online PLD system, which will go live in Term 1, replaces the manual PLD Journal used for allocation of locally-focused PLD. This will go live with the sector on 14 February which will enable schools to apply for locally-focused PLD funding under the current priorities. This will be followed by two further releases:
  - Components for regional offices to make PLD hour allocations will be available from the end of February;
  - Components for contracting, PLD providers and to track a PLD journey will go live from the end of March 2020.
6. Introducing the new online PLD system will reduce the risk of manual failures, and support a more efficient process for everyone involved in the PLD system.
7. The existing method for schools, kura and Kāhui Ako applying for PLD is a paper-based system, which is administered through the use of excel spreadsheets. As this requires significant manual intervention at all steps in the process, the approach presents a barrier to the Ministry engaging well with users and service providers. This places the Ministry and others at risk because it compromises efficiency, data integrity and accuracy, and requires a high level of administration.
8. The new online system will replace the current manual process with a solution hosted on the Ministry's Salesforce Platform as a Service (PaaS). The solution will provide PLD users (schools, providers, kura and Kāhui Ako) with a cloud-based application that will enable online creation, management and approval of PLD proposals.
9. We have tested and refined the system with users, and have run regional pilots to test it in real-life scenarios, before it goes live in Term 1 for schools and kura wanting to apply for PLD focused on the current priorities.

10. From Term 3 2020, schools, kura and Kāhui Ako will be able to apply for PLD hours on the new system. By this time, the system will be updated with the new national PLD priorities.

11. Through one single cloud-based online system:

- schools, kura and Kāhui Ako will apply for PLD using the system in English or Māori
- panel members will review PLD applications
- Regional Offices will confirm PLD decisions
- PLD statements of work will be prepared and generated
- planning and reporting on PLD progress will be managed by facilitators and schools.

### **Changes to allocation rounds for 2020**

12. As we work through the changes to both the system itself, as well as the PLD priorities, we will reduce the number of allocation rounds in 2020, from four to three (Terms 1, 3 and 4).

13. There will be no PLD allocation round in Term 2 2020. This is to ensure there is enough time for everyone to understand and focus on preparing for the new national PLD priorities, and that they will be substantively different to what is being delivered now.

14. This decision does not affect the total number of hours to be allocated across the 2020/21 financial year, as the balance of hours will be available over the remaining three rounds.

### **Communications to the sector**

15. We have communicated with the sector on the phased approach to changes in PLD, so that they can plan to manage the changes as effectively as possible. We have worked through some last minute technical issues and we will be communicating with schools and providers via the PLD website on the 14 February and through the School Bulletin on the 17 February that the new system is live.

16. Training in the new system began with pilot schools in Term 4 of 2019, and will continue to roll out for all schools, kura, Kāhui Ako and providers from the beginning of 2020.

17. We are working with PLD providers to ensure that their facilitator workforce is ready, and appropriately skilled to support school leaders and teachers. Support materials are being prepared for facilitators, teachers and leaders to understand the new capabilities and their interconnectedness, particularly in relation to the principles of Te Tiriti o Waitangi, kaupapa Māori and inclusion. The facilitators will need to support teachers to critically examine their practices in relation to racism, bias and discrimination. This lifts our expectation of facilitator knowledge and skill sets.

18. From the beginning of 2020, we will be working with PLD providers to directly outline our expectations of the PLD workforce to strengthen their capability. These expectations are targeted at both providers employing the PLD workforce, as well as facilitators that work directly with schools, kura and Kāhui Ako.

19. Terms 1 and 2 of 2020 will ensure time for providers to support their facilitators to embed the lift in capabilities required. From Term 3 2020, we expect a large portion of the PLD facilitator workforce to be ready to deliver against the new priorities.



20. Additionally there is work to address the fact there will be a different set of priorities for Maori medium schools. We need to ensure Kura have access to quality providers across the country and funding is allocated equitably.

## Risks

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21. There could be a perception by both schools and PLD providers that there are less hours available for PLD in the 2019/2020 financial year. The full appropriation for locally-focused PLD will, however, be allocated in the 2019/20 financial year.
22. In order to mitigate this risk, we have, and will continue to, communicate frequently with both school leaders and providers on the changes occurring and supports available.
23. As with any IT build some bugs may be identified once we go live with the new system. We will manage the resolution of these through normal IT operating procedures.

## Proactive Release

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24. We recommend that this Briefing 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.