

Education Report: Professional Learning and Development three year work programme

Date:	22 July 2015	Priority:	Medium
Security Level:	In Confidence	METIS No:	931280

Action Sought

Addressee	Action Sought	Deadline
Minister of Education	Agree to the proposed transition approach for Professional Learning and Development over the next three years. Agree to the proposed communications approach for Professional Learning and Development.	
Enclosure: Yes		Round robin: No

Contact for telephone discussion (if required)

Name	Position	Telephone	1 st Contact
Dr Graham Stoop	Deputy Secretary	s 9(2)(a) OIA	
Pauline Barnes	Group Manager		x

The following departments/agencies have seen this report:

Minister to Complete (please circle)	1 = very poor	2 = poor	3 = acceptable
	4 = good	5 = very good	
Minister's Office to Complete:	<input type="checkbox"/> Approved	<input type="checkbox"/> Declined	
	<input type="checkbox"/> Noted	<input type="checkbox"/> Needs change	
	<input type="checkbox"/> Seen	<input type="checkbox"/> Overtaken by events	
	<input type="checkbox"/> See minister's notes	<input type="checkbox"/> Withdrawn	
	<input type="checkbox"/> Signed		
Comments:			

Education Report: Professional Learning and Development (PLD) three year work programme

Executive summary

1. This report provides advice on a three year programme to implement the key features of the PLD Advisory Group report (December 2014). The report seeks your agreement to the three year programme which is designed to move quickly towards the outcomes, whilst phasing the changes so that the transition for schools and kura, PLD experts and providers is manageable.
2. The PLD programme is part of the broader Education Work Programme, stream four.
3. Improvements in PLD are critical in ensuring New Zealand has a strong teaching profession which is able to close the longstanding equity and excellence gap, while supporting the lift in the overall performance of the New Zealand education system.
4. The three year work programme will progressively implement the key features of the Advisory Group report and includes:
 - Frame investment in PLD within a focussed number of national priorities.
 - Grow leadership capability across the system.
 - Mobilise quality assured internal and external expertise.
 - Strengthen profession-led learning support for curriculum, teaching and learning.
 - Enable more schools and teachers to access quality PLD expertise.
 - Implement a new approach to evaluate the effectiveness of investment in PLD.
5. We have suggested a predominant focus in year one (2016) on establishing the group that will guide the implementation, finalising aspects of the future design and establishing some of the aspects of the new design. This work will include engagement on national priority areas, design of accreditation criteria for PLD expertise, supporting subject associations and corresponding networks in the Māori medium, and extending PLD in science and maths. We will work with stakeholders so that they understand the future design and are well placed to respond.
6. We propose that existing contracts for PLD will be extended for a further year, so that schools, kura and PLD providers have sufficient time to understand the impact and adapt so that there is limited loss of capability in the system.
7. From 2016, communities of schools and Northland will be prioritised to receive PLD support.
8. From year two, we will have the national priorities in place, with a combination of accredited PLD experts and transitional contractual arrangements; moving towards more long term arrangements where appropriate.

9. A key focus for year two will be working with the Education Council to establish more permanent arrangements for an ongoing accreditation process and developing arrangements for changing roles and responsibilities between the Ministry and the Council.
10. By year three the key features will be substantially in place, including arrangements and expectations for the role of the Education Council. Over time, as the sharing of internal expertise through communities of schools and subject association networks becomes common practice across the system, collaborative practice and profession-led learning should become key features of our system. This will mean that internal and external expertise can be mobilised more strategically to appropriately complement one another. There will always be a need for professional learning and development. However, the need for centrally funded professional learning and development should decrease over time.

Recommendations

We recommend that you

- a **note** that this report provides our recommended three year programme to phase and implement the key features recommended by the PLD Advisory Group
- b **agree** that the Ministry should extend existing PLD provision for a further one year, to enable time to establish key features of the new approach

AGREE / DISAGREE

- c **agree** that the following are national themes and priorities from 2017:
 - i mathematics, science and reading, writing in schools working within *The New Zealand Curriculum* (English medium)
 - ii pāngarau (numeracy), pūtaiao (science), te reo matatini (literacy) for kura working within *Te Matauranga o Aotearoa* (Māori medium)
 - iii 'digital fluency' as an integrating element across all national priority areas
 - iv a pilot PLD phase in 2016 for Health and Physical Education

AGREE / DISAGREE

- d **agree** to the phasing proposed in the three year work programme

AGREE / DISAGREE

- e **note** that we expect that the new design will be both more effective and efficient at raising teacher capability than the existing arrangements.

s 9(2)(f)(iv)

- f **note** that the proposed changes to PLD will need to be discussed with your Cabinet colleagues in relation to your broader work programme

g



s 9(2)(f)(iv) OIA

Graham Stoop
Deputy Secretary
Student Achievement

NOTED / APPROVED

Hon Hekia Parata
Minister of Education

— / — / — —

Education Report: Professional Learning and Development (PLD) three year work programme

Purpose of report

1. This report provides advice on a three year programme to implement the key features of the PLD Advisory Group report (December 2014). The report also seeks your agreement to the programme which is designed to move quickly towards the outcomes, whilst phasing the changes so that the transition for schools and kura, PLD experts and providers is manageable.
2. The three year work programme will progressively implement the key features of the Advisory Group Report and includes:
 - Frame investment in PLD within a focussed number of national priorities.
 - Grow leadership capability across the system.
 - Mobilise quality assured internal and external expertise.
 - Strengthen profession-led learning support for curriculum, teaching and learning.
 - Enable more schools and teachers to access to quality PLD expertise.
 - Implement a new approach to evaluate the effectiveness of investment in PLD.
3. The three year programme will enable us to grow the system in tandem with the development of communities of schools and the capacity of the Education Council. It will mean that we can make some immediate changes while we signal the future direction and maintain pace while continuing to build quality and minimising the loss of expertise.
4. Subject associations have in the past played an important role in mobilising expertise and knowledge. We propose to work with subject associations and networks in Māori medium to strengthen their role in the sharing of expertise across schools and to support curriculum delivery.
5. Over time, as the sharing of internal expertise through communities of schools and subject association networks becomes common practice across the system, collaborative practice and profession-led learning should become key features of our system. This will mean that internal and external expertise can be mobilised more strategically to appropriately complement one another. There will always be a need for professional learning and development. Professionalism requires a focus on continuous improvement. s 9(2)(f)(iv) OIA
6. The implementation and communication approaches have been designed to provide tailored information to all key stakeholders. By the end of July we will communicate with existing PLD providers to begin the renegotiation of a one year extension to contracts and provide schools with information about what they can expect to be in place for 2016. Following Cabinet decisions in August, we will communicate with all stakeholders about the future design, including information about the new national priorities, so that they understand the immediate and longer term impacts on them and the benefits of the future design.

Why invest in PLD?

7. Improvements in PLD are critical in ensuring New Zealand has a strong teaching profession which is able to close the longstanding equity and excellence gap, while lifting the overall performance of the New Zealand education system.
8. PLD is a critical part of keeping up to date in almost all professions, and forms a part of the membership obligations for many professions, including lawyers and accountants. Teaching and school leadership are no different — teachers and principals need to keep up to date with changes in teaching and learning practice.
9. If we can improve the PLD provided to our teachers, then we will see a system-wide lift in student achievement. PLD makes a positive impact on student achievement. In 2009, Hattie identified the effect size of PLD as being $d = 0.62$ linked to changing teacher behaviour. When impact on student achievement is included, Hattie identified an effect size of $d = 0.37$. An effect size of $d = 1.0$ is typically associated with advancing children's achievement by two to three years.
10. The New Zealand Ministry of Education's Teacher Professional Learning and Development Best Evidence Synthesis has been recognised as the strongest and most systematic of 147 international reviews. These were brought together to inform a new comprehensive umbrella review of evidence in the United Kingdom (UK). The UK review was commissioned because school-based leadership of improvement has been found to be insufficient to lead the wider improvement sought.
11. The UK review findings call for stronger interface between external and school-based expertise. This matters for optimising New Zealand's flagship policy for collaboration in education, and for genuinely investing in educational success.
12. The investment in professional development needs to build on and invest in educational success in ways that enable the whole system to learn how to leverage both the evidence and expertise available and to improve through learning-by-doing.

Year One — 2016

13. We have suggested a predominant focus in year one (2016) on establishing the group that will guide the implementation and will finalise and establish aspects of the future design. This work will include engagement about the national priority areas, design of accreditation criteria for PLD expertise, supporting subject associations and corresponding networks in the Māori medium, and extending PLD in science and maths. We will work with stakeholders so that they understand the future design and are well placed to respond.
14. We propose that existing contracts for PLD will be extended for a further year, so that schools, kura, PLD providers and PLD experts have sufficient time to understand the impact and adapt so that there is limited loss of capability in the system. From 2016, communities of schools will be prioritised to receive PLD support. Northland region will also be a priority. This will be based on the formation of communities of schools but not exclusively so.

15. The Implementation Group will guide the three year implementation plan and provide advice on the ongoing choices to be made around the design elements. This Group is likely to include a range of practitioners, representative(s) from the Education Council alongside specialist advisors such as [REDACTED] s 9(2)(a) OIA.
16. The Group will provide advice on the approach to implementation and management of change so that fidelity to the policy and design intent is kept. It will work to ensure that the practical decisions taken are well supported by evidence.

Frame investment in PLD within a focussed number of national priorities

17. A key feature of the proposed model is to set a small number of focused national priorities for 3–5 years, as recommended by the PLD Advisory Group. This is consistent with the evidence-informed advice of key system thinkers such as Michael Fullan and Anthony Bryk. They highlight the importance of focusing on a few things and doing them well for system change and improvement.
18. By identifying national themes and priorities, Government can signal the areas in which it will invest to build a strong teaching profession with ongoing evidence based learning and development against established standards and quality assurance, leading to improvements in the quality and growth in learning experienced by children of every background. We can maximise the reach and impact of PLD by increasing the quality and availability of support in priority areas.
19. We know that PLD needs to respond to the differences in needs of the teacher to be effective. Though centrally funded PLD will only be provided in priority areas, schools will still be able to support individual teacher development as they do now with funding from their operations grant. By using a combination of in-school and external expertise, alongside active in-school leadership, we can expect that within a priority area the needs of particular teachers will be met.
20. We propose that following Cabinet decisions, you signal the national priority areas that you are considering taking effect from 2017. We will provide fact sheets that indicate the achievement information and evidence we have for each of these priority areas and will actively engage with the sector about why they are important.

Health and Physical Education

21. You have indicated interest in health and physical education being a possible national PLD priority given Government interest in obesity, fitness and well-being more generally.
22. Recent ERO reports have identified what effective schools are doing to support students' well-being. However, recent evidence from the National Monitoring Study of Student Achievement (NMSSA) has highlighted achievement concerns in the area of health and physical education.

23. In 2016, we recommend a focus on Health and Physical Education as a pilot. Other actions already underway in this area include:
- We understand that ERO and the Ministry of Health will be undertaking further work to build and disseminate the evidence base that schools will need.
 - The Ministry has recently released guidelines supporting sexuality education and we are designing resources to strengthen teachers' knowledge about learning progressions particularly for years 4–8.
24. A pilot PLD strand such as this could be used to test our responses to emerging data about achievement across the curriculum in a systematic way. We would be able to test the adequacy of teacher knowledge, the resources available to support effective teaching and PLD approaches that work.
25. In the shorter term, we do have an opportunity to work with two key subject associations, Physical Education New Zealand and New Zealand Health Education Association as part of a proposed expansion of the role of subject associations in providing curriculum expertise to schools. This will take some time as the subject associations will be in different states of readiness. We propose that flexible funding is made available during 2016, and that we focus on the priority areas and health and physical education first.

National Priorities for socialising

26. We propose that a limited number of national priorities are identified for investment from 2017, with an incremental increase in mathematics, science, pāngarau (numeracy) and pūtaiao (science) in 2016 :
- mathematics, science, reading and writing in schools working within *The New Zealand Curriculum* (English medium)
 - pāngarau (numeracy), pūtaiao (science), te reo matatini (kōrero, pānui, tuhituhi — literacy) for kura working within *Te Matauranga o Aotearoa* (Māori medium).
27. We propose that reading and writing together form one of the national priorities as these areas of literacy learning are complementary and ones that schools have data to inform their achievement challenges. The National Standards and Ngā Whanaketanga o Rumaki Māori require schools and kura to consider students' overall achievement in reading and writing in applied contexts across the curriculum.
28. These priorities have been determined from information that is currently available. It includes information from Trends in International Mathematics and Science Study (TIMSS), Programme for International Student Assessment (PISA), Progress in International Reading Literacy Study (PIRLS), National Standards in literacy and mathematics, Ngā Whanaketanga Rumaki Māori in te reo matatini (literacy) and pāngarau (numeracy), National Monitoring Study of Student Achievement (across the New Zealand Curriculum); Education Review Office National Reports and NCEA.

Te Reo Māori

29. We will also ensure that support for Te Reo Māori in Māori medium and English medium contexts continues to advance our commitment to the Māori Language in Education policy, Tau Mai Te Reo.

Innovative Learning Practices

30. Modern (21st century) approaches to teaching and learning, underpinned by digital technology are regularly identified by teachers as a priority for their professional learning and development. This is not surprising given that nearly 1,700 schools are now connected to the managed network and that the use of digital technology in our schools is relatively new for many teachers. We have put a Connected Learning Advisory Service in place to support schools to use digital technologies to enhance learning.
31. We will continue to build the evidence about modern teaching and learning practices and sharing new approaches using evidence based findings from research and development. Six of the recently approved Teaching and Learning Innovation Fund (TLiF) proposals are focusing on using digital technologies to enhance learning. The Ministry has started a conversation with the schooling, tertiary and business sectors about how we should position digital technologies in *The New Zealand Curriculum* and *Te Marautanga o Aotearoa*. We expect to provide options for your consideration later in 2015, with engagement and implementation planning with the sector in 2016 for implementation of any changes in 2017.
32. In the meantime we recommend that we consult with stakeholders about our intention to include 'digital fluency' as an integrating element across all national priority areas.

Wharekura Specialist Teachers

33. We have identified that additional support is required for wharekura expert teachers. Wharekura teachers have not yet had access to quality professional development opportunities in order to grow their teaching knowledge and expertise to support student learning through both the English and Māori medium curricula.
34. They are the only group of secondary teachers that will have not received targeted support to understand and implement new requirements for the NCEA. New achievement standards will be available from 2016 derived from *Te Marautanga o Aotearoa*. Wharekura teachers will need support in 2016 and 2017 to ensure they are able to use the new assessment standards and supporting resources in ways that will prepare their students for success in national qualifications and school based graduate profiles.

Strengthening professional leading learning to support curriculum, teaching and learning

Establishment of support to subject associations

35. Subject associations have in the past played an important role in mobilising expertise and knowledge. We propose to work with subject associations and networks in Māori medium to strengthen their role in the sharing of expertise across schools and to support curriculum delivery. Where there are notable gaps we will work with the sector to establish associations or networks that do not already exist, to provide curriculum advice. An example might be to address gifted and talented education.
36. In year one, we will prioritise the subject associations in maths, reading/writing, and science, and Health and Physical Education, in keeping with our future national priorities for PLD.

Enabling access to quality PLD expertise

Prioritisation of access to PLD for Communities of Schools

37. Professional learning and development will continue to be a scarce resource. We intend to prioritise PLD to communities of schools as they are approved, recognising that there may be a lead time of three to six months before they are ready to consider external support.
38. The achievement challenges identified by the community of schools and kura may manifest quite differently within the specific context and the nature of the changes being implemented in each participating school.

Continued access for individual schools and kura to address achievement and equity for priority learners

39. The existing model prioritises PLD to those schools with high numbers of priority learners and at risk schools that may need support to address the needs of their learners. The new model shifts this focus towards supporting a broader number of schools working together as communities, to achieve a system lift in a more narrowly defined set of priorities.
40. In the first two years (2016 and 2017), as communities of schools are being established it will be necessary to retain PLD investment to support at-risk schools, regional priority areas and schools identified by the local office as a priority school, based on its achievement data and student profile. This will enable a continued focus on addressing achievement and equity for students who are at risk of underachievement. Northland is the most critical region and will be prioritised for initial support.
41. The mix of investment in communities of schools and individual schools will shift as more communities of schools are established. Future investment in PLD will reflect a stronger focus on building shared responsibility across the system for raising achievement and accelerating progress for diverse (all) students.

A new approach to evaluating the effectiveness of expenditure on PLD

42. We expect that the new design will be both more effective and efficient at raising teacher capability than the existing arrangements. As the proportion of communities of schools in the system grows we expect to see more recognition of in-school expertise and sharing of that expertise.

s 9(2)(g)(i) OIA

43. During the balance of this year, we will investigate the possible approaches for evaluating professional learning and development consistent with modern evaluation practices. This will ensure that we can get appropriate evaluation mechanism(s) in place from year one 2016.
44. This will include considering what additional information we need. For example, at the moment we do not have strong information about capability across the system. We need this if we are to be able to fully understand the rate of return on the PLD investment. The primary impact of PLD is on professional capability which, in turn, translates through to a secondary impact on student learning and achievement.
45. We will also need to consider how we can best use evaluation to support system learning and improvement in the context of the Ministry's own iterative inquiry processes so that we can review aspects of the design in a timely way and make changes promptly where they are needed.
46. In effect, PLD is being designed to support the system shift sought through Investing in Educational Success (IES). Over time, as internal and external expertise are mobilised to complement one another, IES and PLD will become inextricably linked. Understanding the impact of external expertise in supporting internal expertise to raise achievement will be complex.

Quality assured internal and external expertise is mobilised across the system

47.

s 9(2)(f)(iv) OIA

48. We expect that we may not be in a position to secure all of the expertise we need across the system for year two through this mechanism, and anticipate supplementing this expertise with contracted PLD support for a further year, in national priority areas.

Year Two — 2017

49. In year two, we will have the national priorities in place, with a combination of accredited experts and transitional contractual arrangements; moving towards more long term arrangements where appropriate. For example, subject associations may be in a position to assume responsibility for providing expertise in some areas but not others.

50.



s 9(2)(f)(iv) OIA

Investment framed within a focussed number of national priorities

51. During the second year, we expect that PLD in the national priorities will be in place. Increasingly schools and communities of schools will be working towards addressing achievement in these areas.
52. The outcomes of the pilot for Health and Physical Education will inform decisions about how best to frame and support this national priority.
53. The review of digital technology is likely to result in changes signalled in year one being implemented.
54. The need for any transitional arrangements to provide support in particular areas outside the national priority areas will be considered. We will provide you with further advice early in 2016, about how best to ensure we get ongoing system lift in 2017 and beyond, from a number of research-based PLD programmes that appear to be effective at accelerating student achievement: Building on Success, Developing Mathematical Inquiry Communities, Massey Early Literacy Research project. In each of these projects, the design is fundamentally different to the new model of PLD. There may be a need to continue with some “research-based programmes in the future.

Growing leadership across the system

55. The work currently being undertaken to develop leadership across the system should be finalised during 2016 so that consideration can be given to establishing the new approach. Implementation of the new approach may be contracted to the Education Council, depending on their capacity.

Quality assured internal and external expertise is mobilised across the system

56. Accreditation process and criteria for securing future expertise will be in place and first cohort of experts will be available across the system. Procurement processes to identify and secure expertise for year three will be implemented.

Strengthening professional leading learning to support curriculum, teaching and learning

57. Capability of subject associations to provide advice and expertise will have strengthened, and support will be broadened to include associations outside of the national priority areas.
58. Subject associations that received support in the previous year should be better placed to support the sharing of best practice, explore data and evidence and provide exemplars to support teaching and learning.

Enabling access to quality PLD expertise

59. PLD continues to be prioritised to communities of schools which make up a bigger proportion of the system, estimated to include 1,100 schools. Schools will be using more in-school expertise across communities as they focus on their achievement challenges.
60. Fewer single schools will access PLD.

A new approach to evaluating the effectiveness of expenditure on PLD

61. National evaluation of the effectiveness of PLD will commence. Appendix A sets out expected impacts and outcomes.

Year Three — 2018

Investment framed within a focussed number of national priorities

62. PLD in the national priorities will continue. Increasingly schools and communities of schools will be seeing evidence of improvement in achievement in these areas and may be ready to explore further achievement challenges.
63. Mechanism for reviewing national priorities and progress towards them will be in place.
64. Transitional arrangements to provide support in particular areas outside the national priority areas will finish.

Growing leadership across the system

65. New leadership approach will be in place.

Quality assured internal and external expertise is mobilised across the system

66. Accredited experts will be working locally in communities of schools alongside in-school experts.

Strengthening professional learning to support curriculum, teaching and learning

67. Capability of subject associations to provide advice and expertise will have strengthened, across all curriculum areas.
68. Subject associations will be better placed to support the sharing of best practice, explore data and evidence and provide exemplars to support teaching and learning.

Enabling access to quality PLD expertise

69. We expect that most schools will be part of a community of schools and therefore have access to professional learning and development through a combination of internal and external expertise. It is likely that there will still be a need to prioritise

particular regions where there are significant achievement challenges. Primarily this will be through Communities of Schools, but not exclusively so.

70. Schools not in IES Communities of Schools will be able to access PLD where early intervention is required.

A new approach to evaluating the effectiveness of expenditure on PLD

71. National evaluation of the effectiveness of PLD will continue.

Risks

72. Schools and providers typically know what PLD arrangements will be in place for the new year by September/October. Uncertainty about the proposed changes to professional learning and development is likely to cause anxiety in the sector. Providing clear messages about the probable timeline for release of information may mitigate this risk to some extent. The Ministry (National Office) will prepare a tailored pack of information for each provider, community of schools and individual school that guides them through how the changes will impact them, what they need to do, and how we will support them. Proactive communications supported by the contact centre and a range of other channels will ensure information is readily available.

73. Sector organisations and groups may react negatively about the changes to professional learning and development when they are announced. They may not support:

- the national priorities
- the design of the proposed transition.

74. Much of their anxiety will be reduced because of the three year transition period. We will work with key stakeholders so that they are involved in the next stages of implementation, including working with subject associations.

75. There may be a negative reaction from providers, schools and interest groups to moving to national priorities as centrally funded PLD support for some specific provision areas will end. For example, 44 schools nationally received PLD support in gifted and talented education. Professional groups are likely to disagree with the decision to end this provision as a standalone provision. Clear messages about the potential for provision such as this to be treated in the same way as subject associations will assist to mitigate this risk. In addition the Ministry will continue to provide curriculum resources for the full breadth of curriculum, teaching and learning. We propose to work with providers to develop clear information about how to access PLD that is not centrally funded.

76. The impact of the new professional, learning and development design may mean that some providers will receive a significant drop or no future funding from the Ministry from 2017. Appendix B shows what this funding drop could look like. However by signalling the new design and new national priority areas in 2015, providers will have time to consider and adapt their organisations for the new environment.

77. Prioritising PLD to Investing in Educational Success Communities of Schools may mean that some teachers are excluded from the professional support they need to make a difference for students who are at risk of underachievement, especially as communities begin to form and there are a limited number of them. Clear messaging will be developed about how the PLD changes will support students in their learning pathways through schooling and that change and improvement is more effective when it is a collective, professional endeavour supported by expertise internal and external to the setting, including the input of PLD experts.

Next steps

78. Following your agreement with this three year implementation plan, the Ministry will work with existing PLD providers to extend contracts for a further one year.
79. A Cabinet paper is being prepared for decisions relating to the changes in PLD. You could choose to take a stand alone paper to Cabinet, or to incorporate PLD into a broader Cabinet paper that sets out your strategy for improving the quality of teaching and learning as part of your education work programme. The road map (Appendix C) provides dates for when this will go to Cabinet.
80. Following Cabinet decisions the Ministry intends to establish an Implementation Sector Reference Group to guide the transition over the next few years. The road map (Appendix C) provides a high level overview of anticipated implementation activities.
81. We have provided a communications plan (Appendix D) run sheet and possible timeline (Appendix E). As soon as Cabinet has agreed to the Cabinet paper we suggest that you release the final PLD Advisory Group report and announce the changes to PLD, your proposed national priorities for 2017 and your three year plan.
82. All communications material will be finalised with your office once decisions are made. This information will enable you to brief your colleagues on the PLD proposals and the potential impacts on their portfolio interests.
83. Once the overall design, national priorities and the options for investing in areas of support for a specific period are agreed, we can finalise the overall budget for PLD. The investment is designed to generate the best possible settings to support system wide improvement in student outcomes.
84. We will design a monitoring framework, aligned to that being used for Investing in Educational Success, to identify the outcomes and measures we will use to evaluate and report on the return on investment from the new PLD.
85. The attached Appendix F provides a detailed view of the proposed phasing for the three year plan, and what the changes will mean at each stage. This managed and phased change will allow time for schools, professionals, and PLD experts to come to grips with the new approach for PLD and understand the implications for them. They approach will also allow time for us to build up the available capability in disciplined inquiry, and do build up the subject associations who will be key to supporting schools and teachers with delivery across the entire curriculum.

86. We intend to establish a project team in national office to manage the procurement of PLD expertise. The team will be making contact proactively with all existing providers with specific detail about what we will be procuring for 2016, we expect to have arrangements finalised by October.
87. The same national office team will manage the process and communication around matching communities of schools with the most appropriate expertise as they identify a need in their achievement challenges. The team will facilitate the allocation of expertise into priority schools. These schools will be identified (by the Ministry) based on a combination of:
- student achievement data the profile of their learners
 - information about progress from any existing PLD expertise
 - local office knowledge from Student Achievement Function Practitioners and Senior Advisors who work with schools.
88. The team will provide Directors of Education with recommendations for their decision, and will then manage the matching with expertise. We do not expect to run an Expressions of Interest application process for PLD as has happened in previous years.
89. This process can happen in parallel to the procurement of expertise. We expect that all schools will know what to support they can expect by the end of October.