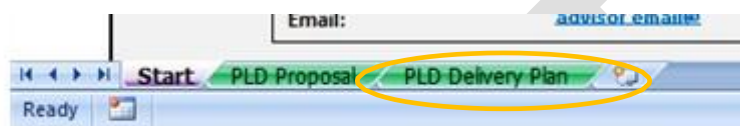


PART 2 - The PLD Delivery Plan

After you have been allocated PLD contact hours, the PLD Journal will be sent to you with the Delivery Plan template available when you open the Journal. You can access the Delivery Plan by clicking on the tab at the bottom of your screen.



When you have the Delivery Plan on your screen, you will see that much of your information is auto-populated. However, you will need to complete any fields that are highlighted **yellow** in each section.

Filling out the Delivery Plan

Section 1: Details

Record the start and finish dates (dd/mm/yyyy) of the PLD you are organising with your facilitator/s.

Please note: when you record these dates, it will automatically generate the reporting cycles and dates in the reporting requirements area of Section 2.

PLD Journal - Delivery plan

Period from: 10-Nov-16 to TBC

0 - ID: 0

Today's date: 1-Dec-16

Due date: N/A

Current stage: Final report

Section 1 - Details

PLD leaders

Responsible person (recipient):	Lead Facilitator for PLD:	Focus area:	Date started:	Date filed:	Submitted by:
0		Plan, deliver & report on PLD as agreed in the PLD Proposal	10/11/		

PLD duration details

PLD start date:	PLD finish date:	Years:	Months:	Contact hrs allocated:	Contact hrs scheduled:	Contact hrs returned:	Contact hrs used:	Development hrs scheduled:	Development hrs variance:	Focus hrs scheduled:	Total hrs used:	Total hours variance:
		0	0	100	0	100	0	0	0	0	0	0

Section 2 - Reporting requirements

Reporting cycles

Report	Required:	Report from:	Report to:	Due by:	Filed on:	Hours forecast:	Hrs used:	Variance:	Status:	Development hrs forecast:	Development hrs used:	Variance:
Delivery plan	Yes	10/11/2016	TBC	N/A	TBC	0	0	0	0	0	0	0
Responsive-feedback-1	No	N/A	N/A	N/A		0	0	0	0	0	0	0
Responsive-feedback-2	No	N/A	N/A	N/A		0	0	0	0	0	0	0
Responsive-feedback-3	No	N/A	N/A	N/A		0	0	0	0	0	0	0
Responsive-feedback-4	No	N/A	N/A	N/A		0	0	0	0	0	0	0
Responsive-feedback-5	No	N/A	N/A	N/A		0	0	0	0	0	0	0
Final report	Yes	TBC	TBC	N/A	TBC	0	0	0	0	0	0	0

Section 2: Reporting requirements

This section will auto populate the number of reports you will need to complete during, and at the end of the PLD and the dates they are due. These will also appear on each of the report templates as they are created. At this stage you will be able to see when these reports are due, but you don't need to do anything about it yet.

Section 3: Baseline snapshot

The baseline snapshot in your Delivery Plan sets a starting point for the PLD reports. Each of these outcome measures should be agreed in the Delivery Plan with the facilitator/s before you submit the plan. Snapshots enable you to record updates on each of the outcome measures that you can use with your facilitator/s to monitor the progress of your PLD.

There are three types of measures:

1. PLD outcomes: These are high level PLD outcome measures that are applied to all centrally funded PLD for Communities of Learning | Kāhui Ako, schools and kura. You can access a description of these measures [here](http://www.elearning.tki.org.nz/Professional-learning/e-Learning-Planning-Framework/Phases-of-the-e-Learning-Planning-Framework). (<http://www.elearning.tki.org.nz/Professional-learning/e-Learning-Planning-Framework/Phases-of-the-e-Learning-Planning-Framework>).

Please note: when an allocation has been made that is conditional on developing inquiry, only the improved inquiry / evaluative expertise measure will display as being mandatory (highlighted yellow). This does not prevent the other measures being used.

2. National Priorities monitoring: These monitor the impact of PLD on National Priority outcome areas and should only be selected as appropriate to the PLD you are undertaking.

Please note: If the measure you want to use does not fit here, then you can also create more specific measures in the 'specific measures' section.

3. Specific Measures: This is an opportunity to describe the specific targets and goals you have set and who your target students are.

PLD outcomes section

To complete the PLD outcomes section (see fig below):

1. Provide your descriptor rating (basic, developing or integrated) in the initial report 1 column.

2. Provide information about the evidence used to decide your descriptor rating for each outcome.

Note: Descriptions of each of the outcome areas are available in guidance notes when you hover over the outcome name. You can also access the full document [here](http://services.education.govt.nz/assets/Uploads/Journal-Snapshot-Outcome-Descriptors.pdf). (<http://services.education.govt.nz/assets/Uploads/Journal-Snapshot-Outcome-Descriptors.pdf>).

The fig below shows the Baseline Snapshot:

Section 3 - Baseline snapshot		
PLD outcomes		Link to PLD outcomes supporting resources
Snapshot descriptors	Basic (B):	<i>We understand and recognise what we need to do and require external support to make specific changes for our students.</i>
	Developing (D):	<i>We have initiated some change and improvement actions by ourselves and need some additional external support to extend our thinking.</i>
	Integrated (I):	<i>Leading: our leaders and teachers confidently lead learning. Evaluation and inquiry drive our improvement and innovation actions and we are building collaborative ways of working across schools/kura and/or Community of Learning.</i>
Outcome description:		Commentary - what evidence have you based your outcome descriptor on and what contributed to it?
Improved inquiry / evaluative capabilities	P 1	2
Understand what needs to change to lift student outcomes	Please select	
Cultural responsiveness	Please select	
Build new knowledge and transfer to practice	Please select	
Develop more effective leadership for learning	Please select	
Improve student achievement	Please select	
Builds educationally powerful connections	Please select	

National Priorities monitoring and specific outcomes

The National Priorities monitoring section allows you to identify which National Priority areas you will focus on and how you will collect data to show the impact your PLD will have in that priority area.

Where possible these represent common outcomes measures, and are gathered using tools, assessments and processes that should be easy to monitor. You don't need to do 'all of school/kura/CoL', instead select the most appropriate cohort of the group you are targeting / focusing on. For example, Digital fluency uses the enabling e-learning framework to help you make judgements about your CoL, school or kura and identify teacher capability.

Additional specific outcome measures give you an opportunity to agree outcomes for the PLD with your facilitator/s so that you can monitor the impact of your improvement actions.

When considering your baseline data, you should discuss the data and information you already have with your facilitators. In some cases your facilitator may advise you to gather more data and information but in most cases, you can use recorded data / information you also have elsewhere e.g. data on your SMS, or from using PaCT.

IMPORTANT NOTE: You may identify the need for different information that gets 'underneath' the student data so that you understand what may be contributing to the results you are seeking to improve.

National Priorities

1. From the list of National Priorities, select yes or no from the drop down list to indicate which particular priorities you plan to focus on.
2. Describe the cohort or group of students you plan to report progress on.
3. Enter the number of students in the cohort or group.
4. Enter the current student achievement level for the cohort or group based on the percentage of the group on track to achieve the National Curriculum Levels for the year level of students/ākonga selected, or on-track to achieve NCEA Level 1/2/3).
5. Enter an explanation about the specific tools, assessments and processes you used to get the data and the Overall Teacher Judgement (OTJ).

Digital fluency:

6. If using the Digital Technology measure, enter the number of teachers being monitored.
7. Enter the number of teachers in each of the enabling e-learning categories (should only be the teachers counted in step 6). The e-learning framework is available [here](http://www.elearning.tki.org.nz/Professional-learning/e-Learning-Planning-Framework/Phases-of-the-e-Learning-Planning-Framework) (<http://www.elearning.tki.org.nz/Professional-learning/e-Learning-Planning-Framework/Phases-of-the-e-Learning-Planning-Framework>).

Specific measures (optional):

8. Enter a description of any specific outcomes agreed with your facilitator.
9. Specify how you will show progress.
10. Enter your baseline rating for each specific measure.
11. Enter any necessary explanation about the measure and evidence used.

See diagram below for the Monitoring and Specific Measures questions 1-11.

National Priorities monitored	1	Student achievement level	2	3	4	5	Overall teacher judgement (OTJ) commentary:
National Priorities:	Required?	Cohort description:	No. of students	Start % at or below	Overall teacher judgement (OTJ) commentary:		
Mathematics	Please select						
Pāngarau (Te Ine Me Te Āhuahanga)	Please select						
Pāngarau (Te tau me te Taurangi)	Please select						
Pāngarau (Te Tauanga me te Tūponotanga)	Please select						
Te reo matatini (Pānui) / reading	Please select						
Te reo matatini (Tuhituhi) / writing	Please select						
Te reo matatini (Kōrero)	Please select						

National Priorities monitoring (student achievement)							
National Priorities:	Required?	Cohort description:	No. of students	Start % at or below	Overall teacher judgement (OTJ) commentary:		
Pūtaiao / science	Please select						

National Priorities monitoring (Digital Fluency - based on enabling e-Learning)							Link to enabling e-Learning
National Priorities:	Required?	Total No. of	No. of teachers at Pre-Emerging:	No. of teachers at Emerging:	No. of teachers at Extending:	No. of teachers at Empowering:	
Digital Fluency	Please select						

Additional specific measures (OPTIONAL)							
Description:	Meas.	Start:	Start:	Start:	Start:	Start:	Start:
	6	7					
	8	9	10	11			

Section 4: Delivery Plan

Section 4 of the Delivery Plan is essentially an activity plan where you and your facilitator agree how you will work together and what you will do. The plan will show your allocated hours and other activities that you can do on your own, without your facilitator.

To complete this section:

1. Select your activity type from the drop down list. There are two activity types - 'facilitator hours' and 'internal hours' (not involving a facilitator).
If you selected 'facilitator hours' you can select the facilitator you want from a drop down list. Please note: facilitators will only appear in this drop down list if they have been entered on the 'Start page'.
2. Enter a short description of the activity being undertaken and any specific requirements for the activity.
3. Enter the number of contact hours, or internal hours being used for the activity.
4. Enter the scheduled date for when the activity will occur.

As you enter your activities, your usage of contact hours will calculate here. If you exceed your allocated hours, this field will turn red.

5. Once the Delivery Plan is set up, you can use these fields to record the completion of tasks or amendments to the plan.

Section 4 - Delivery plan							6	
What are the scheduled activities required of each party to complete this PLD (Page 1)?							Activity log	
Activity type:	Facilitator assigned:	Activity description (brief):	Contact hrs total: 0		Contact		Status:	
			Scheduled completion by:	Hours required:	Actual completion date:	Actual hours used:		
1	Facilitator hours	2	Developing this PLD delivery plan	3	4	5	7	
	Internal PLD (no facilitator)		Developing this PLD delivery plan					

The plan generates a contract to allow facilitators to work with you on your PLD once it has been submitted to the Ministry via PLD.Journal@education.govt.nz.

The contract covers the details you have agreed with your facilitator in your plan, including hours and activities. However, you can still vary parts of the plan by agreement between yourselves and the facilitator/s. For example:

- **Use other facilitators from the same organisation:** If you need to access a different skill set or facilitator within the same organisation as your current facilitator, you can do this by agreement with the facilitator and the organisation. This will not result in a further contract or payments and should be contained within the hours allocated to that organisation (in their contract).

- **Change the activities in the plan:** You can change the nature or timing of the activities schedule by agreement within the existing allocation of hours with that facilitator.

When the PLD Journal is returned to you it will display each facilitator as 'approved' on the Start Page to show the contract has been set up. It will also display a new page/tab called 'RF1' which is your first feedback report.

Once you have completed the Delivery Plan please enter the date and your name before sending it to the Ministry of Education via PLD.Journal@education.govt.nz.

The Delivery Plan generates a Statement of Work and means the facilitator will get paid for the work they do with you.

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