

# Professional Learning & Development

## National Priorities – what are they?

### What are the National Priorities?

The National Priorities will be the focus for centrally-funded professional learning and development (PLD) for the next 3 – 5 years. These are areas where we want to see a lift in student outcomes.

The priority areas are pāngarau/mathematics, pūtaiao/science, te reo matatini (pānui, tuhituhi, kōrero)/reading and writing, and digital fluency.

### Why have these priority areas been selected?

These priority areas include the foundational skills and knowledge that are essential for successful learning across the national curriculum and skills required for full participation in the 21st century. It is critical that our children and students know how to make the most of the digital world and can participate in learning, in any place, at any time.

### What will this mean?

Using the inquiry process to identify a school/kura/CoL/s focus for centrally funded PLD will enable leaders and teachers to 'get underneath' their achievement data to find out what is contributing to the results they are seeing. In this way, schools, kura and CoLs will focus on changes and improvements that will lift outcomes in these priority areas.

The national curriculum is intended to encourage integration across learning areas, recognising how learning can be achieved outside of subject silos. Centrally funded PLD aims to work in the same way – there are a number of factors that may contribute to student achievement in priority areas. It is important to remember that lifting achievement in reading does not always lead to seeking PLD in teaching approaches to reading. It may be that there are issues around leaders' expectations of teachers and teachers' expectations of learners, or a need to engage parents and whānau in promoting learning.



### SOME EXAMPLES OF POSSIBLE CONTRIBUTORS TO LIFTING STUDENT ACHIEVEMENT IN NATIONAL PRIORITY AREAS

Building capability to work with parents, family/whānau as partners in the learning process

Building cultural responsiveness and capability to recognise and respond to cultural diversity

Building capability to use digital technologies to enhance current practice and open up new and different ways of teaching and learning

Developing and holding high expectations of teachers and students

Building capability of senior and middle leaders to observe and provide feedback

Building teacher capability in providing inclusive learning environments for all students, especially those with additional learning needs

Building capability to work with and support accelerated achievement for transient students

Supporting teachers and leaders capability to analyse, interpret and respond to a wide range of data

Supporting teachers and leaders capability to understand and develop student agency