Terms of Reference: Accreditation Panel

Purpose
This document describes the proposed Terms of Reference for the Professional Learning and Development (PLD) accreditation panel, which operates as the assessment panel for PLD accreditation.

Objectives and Scope
The accreditation panel has been established to give effect to accreditation, and serves as a key PLD quality mechanism. The panel assesses and makes recommendations on individual applications for the role of professional learning and development facilitators, against the agreed accreditation criteria.

The panel will operate an independent chair. Panel recommendations concerning applications are promoted through the panel chair for Ministry of Education confirmation. The panel through the secretariat integrates with the Ministry of Education corporate structure.

Timeframe
The PLD accreditation panel will be commencing operation in July 2016. The panel will operate for an initial period of up to two years at which point it will be reviewed.

Role and Responsibilities
Roles within the PLD accreditation panel include the Chair, members and secretariat. Specific responsibilities relating to each of the roles are provided in the Appendix.

The chair will be appointed by the Ministry and will be an independent expert. The majority of panel members are nominated and representative of sector ‘end users’ (teachers and principals with demonstrated success leading and achieving change and improvement in schools or Kura). The business owner within the Ministry for the PLD accreditation panel is Pauline Cleaver, Group Manager, Early Learning and Student Achievement.

Each accreditation panel member should ensure that they:

- have the capacity to fulfil the role and can commit the time
- commit to ensuring the panels success and representation of their sector group
- understand the accreditation model, criteria, indicators, and application process
- make evidence informed assessments based on the agreed sets of criteria
- provide advice on issues with accreditation criteria or process affecting quality or operation.

The accreditation panel Chair will ensure that:

- applications assessed are presented to the Ministry for confirmation
- feedback is provided to unsuccessful applicants
- issues with the criteria or process are communicated to the Ministry with proposed resolutions.

The secretariat will ensure that:

- the Ministry’s corporate structure is connected and available to support the panel as required.
Membership
The panel membership represents ‘end users’ balanced by expert advice. Each member is a nominated sector representative or independent expert. The Education Council is also represented in recognition of its role in relation to sector leadership and professionalism.

It is on this basis that the panel membership is considered to have the expertise to carry out the accreditation task. A key feature of membership is that the sector has the opportunity to influence fit for purpose PLD through accreditation.

The panel membership needs to be responsive to the accreditation applications it will be assessing. For this reason, the panel will operate a core membership, supported by a flexible component operating as sub-panels. This enables members with specific experience and or limited capacity to focus their time and effort.

The full panel will consist of nine members, with a panel chair and secretariat. The Ministry reserves the right to co-op membership to ensure the successful operation of the panel.

The following table outlines representation and suggested nomination pathways to the accreditation panel.

<table>
<thead>
<tr>
<th>Role</th>
<th>Representation</th>
<th>Nominations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chairperson</td>
<td>Independent expert</td>
<td>Appointed by the Ministry</td>
</tr>
<tr>
<td>Member</td>
<td>Primary school leadership</td>
<td>IRG recommendation/open nomination</td>
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<tr>
<td></td>
<td>Intermediate school leadership</td>
<td>IRG recommendation/open nomination</td>
</tr>
<tr>
<td></td>
<td>Secondary school leadership</td>
<td>IRG recommendation/open nomination</td>
</tr>
<tr>
<td></td>
<td>Kura leadership (Ngā Kura a Iwi context)</td>
<td>IRG recommendation/open nomination</td>
</tr>
<tr>
<td></td>
<td>Kura leadership (Kura Kaupapa Māori context)</td>
<td>IRG recommendation/open nomination</td>
</tr>
<tr>
<td></td>
<td>Kura or Wharekura leadership</td>
<td>IRG recommendation/open nomination</td>
</tr>
<tr>
<td></td>
<td>Special education leadership</td>
<td>IRG recommendation/open nomination</td>
</tr>
<tr>
<td></td>
<td>Education Council representative</td>
<td>Education Council</td>
</tr>
<tr>
<td></td>
<td>Independent expert</td>
<td>IRG recommendation/open nomination</td>
</tr>
<tr>
<td>Secretariat</td>
<td>Ministry of Education</td>
<td>Appointment by the Ministry</td>
</tr>
</tbody>
</table>

Commitment Required
For the first three months of operation the panel will receive a high volume of accreditation applications and may need to be responsive to volume. This will reduce significantly after this period to an as required basis.

The initial briefing and establishment will involve a full day meeting. Additionally, the panel should expect to meet up to one day a month between July and September. Assessment of accreditation applications will be additional during this period and will involve up to one day a month over this period.

Experience and Credibility
Demonstrated credibility and experience are critical. For this reason, the majority panel members are nominated from the sector and represent the end users of accreditation. They will sit alongside members with professional representation and independent expertise.

Panel members will be expected to demonstrate capability and experience in relation to the following criteria:
• school or kura leadership experience
• success leading and achieving change and improvement in schools or Kura
• collaboration for improvement across settings, or is a member of a Community of Learning (CoL)
• success in improving outcomes for all students and especially Māori, Pasifika and students with special education needs
• cultural intelligence about ways that support Māori achieving education success as Māori
• Te Reo is a requirement for sub-panel members for Māori medium accreditation applications.

The secretariat will require fluency in te reo to support Māori medium accreditation applications.

Protocols

Quorum for Assessment Decisions
Panel members will form sub-panels and individually assess applications to distribute the workload. Sub-panels will support assessment decisions and be responsive to applications for accreditation in different mediums. A quorum will not be required but all sub-panels will be required to present their assessments for consideration by the panel chair, before assessed applications can be presented to the Ministry for confirmation. Substitute members, and any assessment they undertake, will not be recognised.

Unavailability and Apologies
Unavailability or absences affecting assessment or meetings are to be advised to the secretariat. The secretariat is responsible for advising the Chair if they there are insufficient members for any reason.

Structure
Formal meetings will be convened by the panel Chair. Assessment periods will be scheduled and agreed in advance with panel members, enabling electronic or face-to-face assessment where possible or relevant.

Accreditation applications for Māori medium will involve a sub-panel and will require some panel members to schedule meetings as required. The Chair will convene all accreditation panel meetings and commission assessment activity. If the Chair is unavailable, an acting Chair will be provided by the Ministry of Education.

Decision Making
Overall accountability for the quality of accreditation panel assessments is with the Chair. Sub-panels will support assessment decisions. All assessment decisions affecting accreditation will be provided to the Ministry of Education for confirmation.

Assessment Packs
The secretariat will distribute applications for assessment in consultation with the accreditation panel Chair. They will be responsible for collating the assessment decisions of accreditation panel members, for confirmation by the Ministry of Education.

Meetings and Assessment Schedule
The meeting and assessment schedule for the next three months will be established and notified as soon as members are confirmed.
## Appendix

The following table details the roles and related responsibilities, specific to this accreditation panel.

<table>
<thead>
<tr>
<th>Role</th>
<th>Specific Responsibility</th>
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| Chairperson| • Chairs the Accreditation Panel.  
• Independent leadership and expertise of the assessment process.  
• Manages interactions and related communications with the Ministry of Education. |
| Members    | • Supporting the chair.  
• Ensuring sector end user representation.  
• Ensuring expert input into assessments.  
• Making assessments of accreditation applications based on the accreditation model, and sets of criteria and indicators.  
• Make evidence informed assessments based on the agreed sets of criteria. |
| Secretariat| • Scheduling panel meetings.  
• Scheduling assessment activity.  
• Scheduling travel where required.  
• Collating and distributing assessment packs.  
• Collating assessments decisions for confirmation by the Ministry of Education. |