Building the capability of schools for continuous improvement

- Accelerating the progress of all students who are currently underrepresented by the system to ensure attainment of worthwhile qualifications

- Embedding the identity, language, culture and Māori students and their whānau into PLD and teacher practice so that Māori students achieve educational success as Māori

- Supporting leaders and teachers to make significant improvements in student outcomes represented in The New Zealand Curriculum and Te Maraurangahanga o Aotearoa particularly in literacy and numeracy

To facilitate school, whenau, iwi and community working together so the learner is the centre of teaching and learning and the learner achieves their potential.

**Outcomes**

- Improved student outcomes
  - Accelerated rates of progress for students where the system is underperforming
  - Mainstream students at or above the Standards in Reading, Writing and Mathematics
  - Mainstream students achieving at or above in Nga Whanaketanga Writing and Mathematics
  - Increased numbers of students staying engaged and achieving

- Through quality teaching and leadership
  - Teachers and principals have effective teaching, learning and assessment practices, they actively work for and reflect on their impact
  - Teachers are able to transfer knowledge into practice
  - Teachers and leaders form collaborative partnerships with families, whānau and iwi
  - School leaders use evidence and inquiry processes to plan and deliver quality learning programmes and use assessment data to monitor the impact of student progress
  - Schools leaders know how and when to use PLD opportunities to build a culture of inquiry, targeted where they are most needed for improving student outcomes

- Supported by quality PLD providers
  - Clear focus on students
  - School experience coherence across PLD
  - High quality, effective facilitation based on Teacher Professional Learning Development Kāhui Ako
  - Providers demonstrate a culture of continuous improvement

- Designed to ensure an improved system of PLD nationally
  - School leaders receive feedback on the quality of their planning and progress made in, or towards achievement
  - PLD is responsive to identified needs of schools
  - Dollars better value for money
  - Sustainable continuous improvement capacity is built across the workforce

**System wide coherence and capacity building achieved through a focus on professional learning and effective teaching**

- National Ministry: design PLD programmes, promote PLD, develop national strategic focus priorities and contexts, build infrastructure to share ideas, knowledge and new practices

- Regional Ministry: co-ordinate and allocate PLD across local region according to the needs of the students, teachers, leaders and schools in their region and responsive to the goals and expectations of all. Use student achievement data and school planning and review to determine needs of individual groups and schools

- Mentored by: Local, regional and national evaluation which provide the Ministry’s feedback for continuous improvement. An evaluation framework focused on the extent to which we are achieving
  - Professional leadership and practice and improved student outcomes
  - Professional leadership and teacher practice and improved student outcomes
  - Better quality PLD (facilitators and organisations)
  - An ongoing coherent and responsive PLD ecosystem

**Professional Leadership**

- Establishing product expectations; reasonable goals for student achievement, learning and improvement; monitoring outcomes and consequent adjustments

- Ensuring strategically supportive structural and organizational arrangements

- Ensuring an accountable and supportive environment

- Engaging in continuous improvement cycles and responsive to student needs

**Ngā Aho e Tāngata Whaiao**

- Maintains - Adheres to the physical, emotional, social and educational well being of every individual

- Nga Aho - Build relationships on trust, honesty and respect

- Ngā Aho - Develop strengths and positive high quality delivery of education and is through to me mai tahi tukanga in every way that practices our language, culture and identity

- Ngā Aho Tangata - Ensure appropriate changes in processes are practiced across all aspects of kura

- Make a tangata whenua - Affirm that being a tangata whenua is a knowledge

- Make a kura - Moving and developing teaching and learning programmes unique to the goals and aspirations of their whānau

**Ngā Mātauranga Whānui**

- Keep the learner at the centre of their learning and teaching their learning

- Use strategies that bring together new and community valued practices

- Use knowledge and strategies that make for learners to be successful in Te Ko Herenga Wāhine

- Develop classroom programmes that help learners fulfill their expectations, goals and aspirations and values of their community

- Provide strategies that enable mixed learning environments in the learning needs and ways of learning of each individual learner

- Use strategies that enable student engagement

**Effective teaching**

- Focusing on student achievement, including social outcomes and enabling high standards of student outcomes for diverse groups of students, including students with disabilities

- Engage pedagogies that enable classes and other learning groups to work in caring, inclusive and effective learning communities

- Engaging constructively with students in goal-oriented assessment and setting regulations

- Creating effective links between schools and other cultural contexts so both students are successful in facilitating learning

- Using teaching strategies that respond to student learning processes

- Ensuring that opportunities are given to learners to share what they know and can do through authentic tasks

- Providing multiple task contexts to support learning contexts

- Effectively aligning curriculum goal, resources, including ICT usage, task design, teaching, assessment and school practices

- Ensuring that pedagogic strategies and provide appropriate feedback on students’ task engagement, progress and achievement

- Sizing pedagogies that promote learning communities, for example, embracing collaborative, transformative and thoughtful student discourse

- Teacher knowledge and inquiry into their work

**High-quality provider facilitators**

- Capture and reflect the principles of Treaty of Waitangi and the bi-cultural foundations of Aotearoa, New Zealand

- Lead to improvements in teacher practice and student outcomes

- Underpinned by inquiry and research evidence

- Developed through collaborative relationships

- Influenced by and responsive to context and culture

- Provide and build leadership in a range of contexts

**In and across the contexts of: Effective school home partnerships • Curriculum innovation inclusive of ICT • Learning in and through Te Reo Māori • Leadership and Assessment • Literacy / Te Reo Matatini • Numeracy / Pāngarau • Secondary / Wharekura**