



Education Support Services University of Otago Newsletter



August 2019

Education Support Services 'Facilitating Quality Professional Learning'

Tēnā koutou

I hope the new term has started well for you.

The term 3 round for PLD proposals close shortly across the country. If you are thinking of applying for PLD hours for 2020, ESS facilitators can provide free support for your school, kura or Kāhui Ako to develop a proposal. If you would like support please contact us.

The dates for Term 4 PLD applications are:

Otago/Southland: Applications close 18 October.

Canterbury: Applications close 25 October.

Nelson, Marlborough, West Coast: Applications close 25 October.

Wellington: Applications close 23 October.

Taranaki, Whanganui, Manawatu: Applications close 13 November.

Hawkes Bay: Applications close 31 October.

Please see below examples of ESS facilitators leading quality professional learning across Aotearoa/New Zealand.

How to contact us



Office Administration

Education Support Services
Education Centre
157 Union Street East
P O Box 56
Dunedin 9054
Phone: (03) 479 4900

Website:

<http://www.otago.ac.nz/education/ess>

Director:

Ian Stevens

Phone: (03) 479 4907

Email: ian.stevens@otago.ac.nz

Supporting initial teacher education in the Far North



Marama Pohatu marama.pohatu@otago.ac.nz has been contracted to the MoE as a Change Manager for the Kāhui Ako - Te Kāhui Tai Kura o Te Hiku - based in the Far North.

The focus of the contract is to craft a scoping report related to the provision of localised Initial Teacher Education (ITE) in the Far North.

The scoping report is a response to the lack of trained and available staff, both teaching and relief, within the Far North region. Employment based training of whānau and staff already working in the school settings is one option. The belief is that not only do the staff already know the children and their whānau, being from the region, they have a long term commitment to that space.

Historically there have been ITE programmes delivered based on reo, tikanga and knowledge from other regions. The Far North Kāhui Ako is keen to include local dialects as well as relevant place-based teaching and learning content in future provision, which will prepare the trainees to work with students across all sectors, within their Far North region.

Marama has surveyed ITE providers to determine what is offered currently and what they might offer in the future. A number of ITE providers have indicated their early interest and Marama is working with local MoE arranging a hui to gather a range of stakeholder voices including iwi, hāpu, local Kāhui Ako representatives, whānau and community to identify their preferences for the provision.

Provisionally Certificated Teachers (beginning teachers)



Joan Turner (joan.turner@otago.ac.nz) leads the national team delivering PLD to PCTs and mentors, in English medium schools (years 1-13) and Māori medium settings, across the country.

From the PCT responses to our survey on experiences in their in-school Induction and Mentoring programme (I&M) we learned:

- I&M experiences vary considerably from school to school;
- the vast majority felt well supported by skilled mentors; and
- they valued I&M specifically tailored to their needs rather than a pre-set programme.

They felt most supported when:

- observations, feedback, meetings, discussions, professional development reflections on teaching in relation to the *Standards for the Teaching Profession (Standards)* were cohesive and all related to their personal goals;
- the school had an effective system in place for teacher appraisal related to the *Standards*;
- the school provided clear examples of their expectations around effective practice related to the *Standards*;
- they had a structured meeting schedule with their mentor;
- they had opportunities to observe other teachers and engage in follow-up discussion; and
- PLD was personalised to their needs.

Facilitators will be sharing this information at the Term 3 Mentor workshops and exploring ways of modifying I&M programmes to best meet PCT and school needs. We would love to see your teachers at our nationwide workshops for PCT, Overseas Trained Teachers and Mentors, please [click here](#) for details.

Leading PLD at Wairarapa College



Pam Redpath, the Deputy Principal at Wairarapa College leads and manages professional learning and development in her school. She has developed a comprehensive professional learning and development plan that sets the strategic direction for PLD, and most importantly ensures coherence across the groups of people involved. There are four external providers engaged in PLD, including Denise Hitchcock from ESS denise.hitchcock@otago.ac.nz who is supporting the school with leadership, and teaching as inquiry, within the overall context of culturally responsive practice.

The school recognises that effective professional learning is a key agent of change, and that the coherency of PLD is pivotal in order to transform teaching and learning. Maintaining teacher engagement in the learning process is critical to promoting the shift in culture and the increase in student outcomes that the school is seeking. Twice a term there is a Strategic Change Leadership Team meeting where the PLD facilitators and leaders from across the school examine data, review progress, increase their understanding and plan ahead. This ensures that coherency is maintained across the various initiatives underway, and that teachers are engaged and invested in the change process.

Education Support Services (ESS) support for schools

Details are on our website

<http://www.otago.ac.nz/education/ess/>

Primary and Secondary support through workshops, courses and in-depth Inquiry Clusters including:

Literacy, Te Reo Māori, Leadership, Pasifika, Science, Mathematics, Drama, Health & Physical Education, Technology, The Arts, English, Careers, Mentoring PCTs

- **Staff PLD in a wide range of areas including:** *Assessment practices; Appraisal; Moderation; Coaching and Mentoring; Culturally responsive practice*

Consultancy opportunities including:

- *Department Reviews or Audits*
- *School self review*
- *Building leadership capacity*

Contact: ian.stevens@otago.ac.nz